



BLUE GUM
Montessori School

“Education cannot be effective unless it helps a child open up himself to life”
Dr Maria Montessori

**Annual Report for the
2018 Academic and
Business Year**

CONTENTS

School Vision, Mission and Philosophy

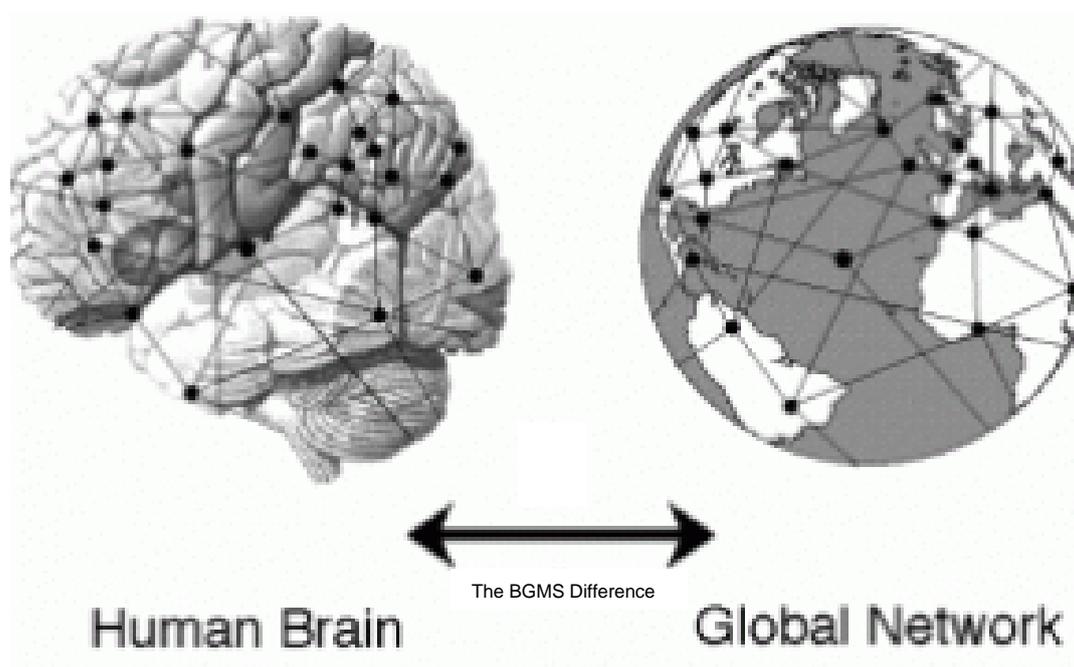
General Information

2018 AGM Minutes

Governing Board 2018

Board of Directors' Reports

- Chair's Report
- Treasurer's Report
- Principal's Report
- Community Survey





Mission

To provide an excellent Montessori Education that enables the development of every child to reach their full potential.

Vision

To be a leading Independent School that develops confident, independent, community-minded children, inspired to life-long love of learning.

Philosophy

The Blue Gum Montessori School philosophy is to acknowledge each child and 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”).

In 2018, the Association is governed by a Governing Board (the “Board”) of between 6 and 7 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. Notice of this meeting is given to all members by email.

The Annual Report and Accounts are available to Members of the Association via the AGM report or upon request. The Annual Report and accounts are open for discussion at the AGM.





Blue Gum Montessori School 2018 AGM Minutes

Date: Monday, 11 June 2018

Time: 7:00pm

Location: Blue Gum Montessori School

Attendees: As per signatures contained on AGM Family Sign-in sheet

Apologies: As per proxy forms received

Visitors: Nil

- Opening and Welcome

The meeting was opened by Chairperson Anthony McAnuff at 7.00pm and all were welcomed to the meeting.

- Apologies

Apologies were noted as above.

- Acceptance of minutes of 2017 AGM

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

CARRIED

- Annual Report

The Chair talked about the new rules of association and the reason for the lateness of the AGM this year.

The Chair acknowledged Selina Horrocks contribution to the Board and the School.

The Chair read to his report and gave an overview of the major issues and achievements for the year including:

- School Expansion – The Chair explained that the Board is currently looking into options for expansion in the future. Two new classrooms will be possible within existing finance with no additional liability to the School and no loans required.
- Rules of Association– The Board has undertaken the biggest rewrite of the rules since inception. Thanks to the committee, consisting of Amanda Edwards and Damien Hills, for their work. This is the first AGM meeting under the new rules. The new Board will consist of seven members.

The Chair thanked previous Board members Mumbi Wills, Rachel Finlayson and Tom Watkins for their contributions to the Board and BGMS. He also thanked the current Board for their commitment.

The Treasurer opened by acknowledging Anthony McAnuff and Selina Horrocks contributions to the Board and the School. He also gave thanks to Maree Matthews and Queenie Massie. Their enormous help to the Board maintained stability throughout the School.

The Treasurer gave an overview of the 2017 accounts noting the following:

- Issues with invoicing continue to be rectified. Revenue has doubled over the last few years. Evolution of the school also brings about its own challenges.
- There is increased engagement in clubs and Out of Hours school clubs. This income is needed to put in new classrooms as well as extensions to administration and staffing areas.
- Maree has made a huge difference to staff engagement. Expenses and cost have kept steady. Maree and the operating team are using the available income wisely. The School is in the strongest position it's ever been due to strong financial management.
- Significant infrastructure investments will need to be made in the future. The best funding options will be decided by the new Board. Grants and Government loans are an option. We need to keep a strong cash position for an extension to land and in case of a drop in enrolments.
- Negotiations with the Government and various departments are in process and the Board is currently waiting for valuations of the land either side of BGMS. This is creating problems in moving forward with grants etc. We will continue to push as hard as we can to enable growth across the site.

Questions about the Annual Report

There was a question from the floor as to whether the Board is looking to grow the school, to include a high school.

The Treasurer responded that The Board is looking to facilitate activities for the students already at BGMS. There is a masterplan which includes more play space and an expansion to the facilities for existing students.

The Board would love to expand into a high school but this will not occur without review. This will also depend on Grants etc. The Masterplan does include an adolescent unit but this would depend on the community and the demand.

The Treasurer thanked Yasas Botenne for his fantastic drawings helping with the School Masterplan.

There was a question from the floor as to when the School would be registered for the Childcare Subsidy (CCS)

The Treasurer responded that the main reason the School is not registered is that the out of hours care service has not been big enough to justify registration. The Board is discussing registration and Queenie Massie is putting together a business case. Registration opens the Association to risk as there is a lot of legislation and this is another level of responsibility. Survey comments have been noted and the Board will consider the business case, and determine if it is going ahead with registration for Child Care Subsidy (CCS)

There was a question from the floor as to whether the School would be providing vacation care.

Maree Matthews responded that CCS registration is for forty-eight weeks of the year. First stage is vacation care and the School can build from there. The Board will have to do its homework on the legislative framework to ensure all requirements are being met. This may cost a substantial amount, which would need to be reflected in the fees.

There was a question from the floor asking what plans are in place for upgrading the playground.

The Treasurer responded that the Board would like to see this occur. There has been cash put aside for it. Some things have already been done. Previous boards have looked at it, but the future of the school was unknown, so plans were put on hold. The School came very close to moving or closing. The Board is now in a position to address the most important things first i.e. Play space for the children. Facilities within the School will now be a focus.

There was a question to the Board asking what the expectations are for school fees next year.

The Treasurer responded that in order to maintain the cash status of the School, there was a substantial increase a few years ago. One directive is to always maintain a steady increase. Fees will always be in line with the educational CPI unless something happens. The recommendation to the new board is that fees don't go above the CPI.

There was a question from the floor regarding the purchase of land process.

The Treasurer responded that in principle, the School has support for a peppercorn lease and purchase of the smaller block of land. The Board was reserving the other land, but this has recently changed so it is now negotiating this. The Schools local member is the Minister for Housing and he is communicating with the Board.

- Receipt of the Annual Report

The Chair moved that the 2018 Annual Report be received by the Members

CARRIED

- Election of School Governing Board
 - In accordance with the Rules of Association 4 Board Members remained on the Board to serve out their current terms being:

Damien Hills	–	Term expires 2019* (Resigned)
Anthony McAnuff	–	Term expires 2019*
Mathew Cooper	-	Term expires 2019*
Alex Brownbill	–	Term expires 2020*
 - There had been four written nominations by the required deadline, from Warren Iannello, Melissa Morrison, Lauren Strong and Sonja Kuzich. The nominations met the Board Director eligibility requirements and were put to a secret ballot by Association members. Melissa Morrison and Lauren Strong were elected as Board Directors for a term of 2 years (Term expires 2020*) and 1 year (Term expires 2019*) respectively. Sonja Kuzich was elected as Independent Board Director for a term of 2 years (Term expires 2020*)

* Note, the provisionally elected Board Directors did not nominate for individual terms but agreed on their terms voluntarily at the Board Meeting held directly after the AGM.

- Appointment of Auditor

Motion that the current Auditor, Key Audit Solutions, be appointed for the 2018 year.

CARRIED

It was noted that the Board plans to undertake a competitive process for the appointment of new Auditor/s for the 2019 year.

- Other Business - None
- There were no further comments or questions from the floor and the meeting was closed at 8:05pm.

GOVERNING BOARD 2018

Chairperson	Alex Brownbill (11/6/2018 – Present)
Vice Chairperson	Mathew Cooper (11/6/2018 - Present)
Secretary	Melissa Morrison (11/6/2018 - Present)
Treasurer	Anthony McAnuff (11/6/2018–Resigned)
Community Life Coordinator	Lauren Strong (11/6/2018 - Present)
Independent Director	Sonja Kuzich (11/06/2018 - Present)

CHAIRPERSON'S REPORT

Blue Gum Montessori School has a long and rich history and 2018 proved once again that its story continues to thrive.

Our Board, staff and volunteer parents have all worked extraordinarily hard to produce a successful year.

Strategy

Despite significant challenges over the preceding two to three years, Blue Gum continues to grow. Several factors, including quality education, increased interest in alternative schooling methods and a focus on reducing our attrition rate has resulted in more parents approaching BGMS for their children's education and keeping their children at BGMS for longer. In 2018, this manifested with the addition of two new classrooms.

During the 2018 year, it became clear that the plans created in 2014 that had been so carefully and diligently worked towards (before being frantically shelved in the ensuing Roe 8 drama) could be revived. We received notification from the Department of Communities that they would be willing to enter negotiations for the sale of the land either side of the school.

Although their version of negotiating was more 'take our terms or we'll find someone else,' the Board was very happy to announce that the contract for the sale of the land west of the school was finalised and signed in October. The agreement has given us several years of free use before the land is transferred in 2021.

One of the Board's priorities in 2018 was to ensure that we had a clear plan for the use of this land and for growth of the school. In the second half of the year, we commissioned a Strategic Planning Committee to consider the likely growth of the school, the needs of the children and the wants of the parents.

The school's master plan was released to the community after much consultation, with stages of development clearly outlined. The school's final plan involves a maximum of five junior primary, five middle primary and four upper primary classrooms. This is a significant increase in projections from those of the 2014 Strategic Planning Committee, however we believe that this will give us a viability and stability unlike any Montessori primary school in WA. It should be noted at the end of the 2018 reporting year we decided that further negotiations were required with the Department of Communities before purchasing the land east of the school. This land is needed for the final stage of development.

The 2019 Board will continue to work on the development of the land, the development of our brand and the development of the resources and facilities to ensure our children are receiving the best education possible.

Finance

Whilst the Treasurer's report will dissect our financial position more thoroughly, I'd like to lay out the thoughts and objectives of the Board with relation to fees.

Over the past five years, school fee increases for independent schools across WA have averaged 4.2%. In comparison, BGMS has averaged 3%.

The Board is acutely aware that parents sacrifice to send their children to our school. We are also deeply aware that stagnant wage growth across industries in WA (and Australia more broadly) make yearly fee increases gradually more painful.

In contrast to this, the educational CPI marches on, with the school requiring to maintain teaching salaries at a competitive level and continually upgrade systems, equipment and resources to align with ever-evolving curriculum and student needs.

The school is in a strong financial position, with a healthy balance sheet and a debt to student ratio that sits under the average. As we implement the school's master plans however, our debt levels will increase and our cash reserves will be used for buildings and works.

The Board hopes the school community will assist with the school's growth through volunteering and providing support where it can.

Culture

Community is at the heart of BGMS as the school grows to capacity. At a Board and Executive level, we continue to support and nurture our strong network of families as evident since the Schools inception.

It is my strong belief that the Board (including the Principal) is instrumental in setting the tone and level of community engagement, and I am proud of the work done by the Board and dedicated parents.

The community highlight of the year was without a doubt our inaugural Spring Fete. Led by Board member Lauren and fellow Community Life Co-ordinator Lucy. The Fete was a raging success. It managed to combine community, learning, fundraising and fun for the kids, parents and staff.

This event combined with several other PCG and school initiatives prioritised giving, appreciation, harmony and fun. This has set a strong foundation for the school to maintain and build its community ties.

However, culture extends beyond just community. It is the way BOTH adults and children treat each other. It's the way we think, talk and interact with each other. The Board and Executive will aim to set and consolidate the standard here.

Other works

The Board commissioned the Executive team to start on our registration for the Child Care Subsidy. We know this will come as a relief to many parents! We will continue to keep you updated on any new developments in regards to this initiative.

The Board approved the transition to a new school management system that will greatly advance our billing, registration, academic reporting and administration. This is due to come online during 2019.

The Board thanks outgoing members Anthony McAnuff, Mat Cooper and Lauren Strong for their work and time on the Board.

We are excited about the future of our school and the developments expected in the coming months and years. Thank you for your support and contributions to BGMS over the last year. Our children are lucky to have such welcoming and supportive place to learn. 2019 promises to be a great year!

Alex Brownbill

Chairperson – Governing Board

May 2019

TREASURER'S REPORT

Income and expenditure

In the 12month period ending 31st December 2018, Blue Gum Montessori School Inc. posted a loss of \$20,107, on total income of \$4,233,930.

Total revenue and operating costs have increased by 13.14% and 29.12% respectively.

BGMS staffing costs have increased from 2017, but still remain under 80% of gross revenue. Staffing costs did increase substantially as the school invested in additional administrative, teaching and non-teaching capacity.

	2018	2017	Variance	
Income	4,233,930	3,742,132	469,758	13.14%
Operating Costs	(4,254,037)	(3,294,633)	959,404	29.12%
EBITDA	\$250,658	447,499	(196,641)	(43.94%)
	5.96%	12.8%		
Depreciation/Interest	(270,765)	(177,396)	93,369	52.63%
Net Income	(20,107)	270,103	(290,210)	
	(0.48%)	7.2%		

Financial position as at 31 December 2018

The school's cash position remains very healthy, despite dropping from 2017. Our cash outflow was principally due to the 10% deposit paid for the acquisition of Lot 863 (formerly Lot 9000) and the installation of two new upper primary classrooms. All other figures remain roughly steady.

	December 2018	December 2017
Cash	1,562,304	1,785,877
Property, Plant and Equipment	2,899,722	2,698,288
TOTAL ASSETS	4,569,074	4,546,263
Current liabilities	1,023,704	954,230
Non-current liabilities	392,204	418,760
TOTAL LIABILITIES	1,415,908	1,372,990
Net Equity	3,153,166	3,173,273
Contingent liabilities	\$1,100,000	\$1,100,000

Explanation of figures

2018 was a mixed year financially for BGMS, with revenue falling short of budget by \$168,161 and expenses exceeding it by \$83,059. Stronger financial controls, an enlarged financial team, a better financial reporting system and a Business Manager will assist in ensuring our budgeting and forecasts are more accurate in the years going forward.

Despite being on the wrong side of forecasting on both income and expenses, the school posted strong EBITDA figures and is sitting well for the 2019 year.

The Board and Executive team have invested heavily in teaching and administrative resources in 2018. Our administrative capacity, in particular, has improved and we feel we have most of the required resources to manage the school at maximum capacity, as per our master plan.

A significant investment was made by the school with the purchase of Lot 863, which is due to settle in 2021. We have secured a peppercorn lease (i.e. a free lease with no rental payments) until then, meaning that the school has 2019 and 2020 year to make use of the land before loan repayments commence.

Despite missing out on Federal Government grants for the land, the school will pay for the land (with government loan assistance) and will apply again for funding to build the classrooms on 863 as per our master plan.

The Board thanks school management for what was a positive financial year.

Recommendation for auditor for 2019.

Key Audit Solutions has held the position of Auditor at BGMS since 2014, reaching their five year limit.

After looking at several options, the Board recommends Crowe Horwath for the 2019 audit.

Outlook for 2019

2019 will be another transition year for BGMS, as children move up through the cycles and we build our Middle Primary and Upper Primary capacity.

The Board is preparing for significant capital expenditure in line with our master plan, including new classrooms, a new admin building and a play space on the recently purchased block.

It should be expected that our cash position will diminish significantly as these works progress.

The Board will continue working to ensure we have the space to accommodate our current and new children, as well as the financial strength to fund these requirements.

Budget 2019	
Income	4,673,990
Operating Costs	(4,625,817)
EBITDA	229,943
	5%
Depreciation/Interest	(181,770)
Net Income	48,173
	1%

2018 PRINCIPAL'S REPORT

The Principal's report is prepared in accordance with 2018 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 and is situated on the edge of the wetlands in Bibra Lake, Perth. A new Middle Primary classroom (Tingle) was installed inclusive of two new learning differences teaching spaces.

The students who attend our school often commence in our Infant Toddler Community (Playgroup) program or because families want a Montessori education for their children. Transitioning to our Junior Primary program is a natural progression to BGMS. 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 children came from all over the world!

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

Playgroup

Male 17
Female 13

Pre-Kindergarten

Male 17
Female 18

Kindergarten

Male 28

Female 23

Pre-Primary

Male 24

Female 22

Primary School

Males 80

Female 51

Pre-Primary to Year 6 177

Indigenous 1

Blue Gum Montessori School aims to think globally and act locally. 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. The Blue Gum Montessori School program provides a 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 curriculum, 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 age 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. 2017 was the last year we had year 7 students as part of Upper Primary. Peer coaching and collaborative learning is fundamental to a Montessori educational milieu, which is encouraged and supported in a strong culture of pastoral care through Positive Education. 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 supportive Board (with both internal and external members), managed by the Chair with the support of the Principal. The team of teachers and staff are handpicked; all members of the team are dedicated to providing a caring and challenging learning environment.

The school is a member of the Australian Independent Schools Western Australia (AISWA) and is accredited with the Montessori Australia Foundation (MAF).

Blue Gum Montessori School is a strong community with an active Parent Community Group (PCG) that also works in partnership with a focus on student learning.

“Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just as an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritise tasks, set and achieve goals, and control impulses.” Center on the Developing Child.

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 are appointed to work in their specialised teaching area.

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

Staff Qualifications

NAME	POSITION	CLASS ROOM	QUALIFICATIONS
Junior Primary			
Lorna Kelly	Teacher - Junior Primary	Tuart	Diploma in Montessori Teaching, Montessori Institute Perth (MIP) and Bachelor of Arts Sociology and Psychology, post graduate in Education and Cert in Special needs.
Priya Mavuri	Assistant - Junior Primary	Tuart	Diploma in Children Services. Certificate 3 in Children's Services, Certificate IV in Career Development. Bachelor of Education (India), Master in English Literature (India). Bachelor in English Literature (India)
Mereio Hughes	Teacher - Junior Primary	Wattle	Bachelor Degree in Primary Education, International Montessori Diploma
Ian Chapman	Teacher - Junior Primary	Wattle	Bachelor of Education (Early Childhood) University of New England, Bachelor of Teaching (Early Childhood Education) University of New England, Diploma of Education (Montessori Education)
Sharon Wong	Assistant - Junior Primary	Wattle	Bachelor of Early Childhood, University of Southern Queensland International Diploma in Montessori Pedagogy
Claire Campbell	Assistant - Junior Primary	Wattle (On leave)	Bachelor of Education (Primary), Certificate III Teachers Assistant, Swimming Skills Teaching Course
Gwen Hills	Teacher - Junior Primary	Melaleuca	Bachelor of Arts Degree in Journalism - Curtin University of Technology Graduate Diploma in Montessori Education - Montessori Institute Perth Teacher Registration
Aine Browne	Assistant - Junior Primary	Melaleuca	Bachelor of Arts Degree. Higher Diploma in Education (post graduate).
Alison Dorr	Assistant - Junior Primary	Melaleuca	Graduate Diploma in Primary Education, Teacher Assistant (Montessori World Education Institute Perth), Montessori World Education Institute Perth, Practical Life and Sensorial, Maths & English
Louise Blaxell	Assistant - Junior Primary	Mallee	Montessori Advanced Certificate MWEI 3-6 Years Bachelor of Education - Early Childhood Education - Curtin University Advanced Diploma in Visual Art & Craft-Central TAFE Perth Campus Certificate IV in Visual Art & Craft - Central TAFE Perth Campus Certificate III in Painting and Two Dimensional Studies - TAFE Denmark Campus Certificate III in Bar Operations - TAFE Albany Campus

Gaik Lim	Assistant - Junior Primary	Mallee	International Montessori Diploma and Cert III Education Assistant
Guy Barnes	Assistant - Junior Primary	Mallee	Cert III Education Assistant
Maria Borce	Teacher - Junior Primary	Jarrah	Certificate of Equivalent of Diploma of Teaching (ECE) Bachelor of Arts, Major Psychology, Guidance & Counseling - St Scholastica's College Manilla Montessori Training 3 - 6yrs 1985
Trish Anderson	Assistant - Junior Primary	Jarrah	Bachelor of Education due end of 2018. Diploma of Early Childhood and Primary Education. Working toward 3-6 MIP.
Patricia Engelbrecht	Assistant - Junior Primary	Jarrah	Certificate III in Education Support - Central Institute of Technology, Diploma in Residential Care/Aged Care
Middle Primary			
NAME	POSITION	CLASS ROOM	QUALIFICATIONS
Sujatha D'Souza	Teacher - Middle Primary	Karri	Graduate Diploma in Education Early Childhood Teaching Course - London Montessori Centre Montessori Diploma 3-6 and 6-9 years 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 Montessori Diploma 6-12 Years
Sharon Doubell	Assistant - Middle Primary	Wandoo	Cert III in Education
Cecile Sjardin	Teacher - Middle Primary	Tingle (on Leave)	Studying for Diploma of Early Childhood & Primary Education. MIP 6-12 Years.
Allie Gordon	Teacher - Middle Primary	Tingle	Post Graduate Certificate in Education. Diploma of Primary Education. Working towards Montessori Diploma MIP 6-12 Years.
Jodie Teague	Assistant - Middle Primary	Tingle	Certificate IV Children Services
Robyn Walker	Teacher - Middle Primary	Lilly Pilly	Bachelor of Education - Primary. Montessori Diploma MIP 6-12 Years.
Christie Russell	Assistant - Middle Primary	Lilly Pilly	Certificate III Education Support

Upper Primary			
NAME	POSITION	CLASS ROOM	QUALIFICATIONS
Tina Case	Teacher - Upper Primary	Coolibah	Master Teaching Primary, AMI Graduate Diploma 3-6 years and AMI Graduate Diploma 6-12 Years
Carlyn Fowler	Assistant - Upper Primary	Coolibah	Certificate IV Education Support. Certificate III Aged Care & Disabilities.
Renata Kanagaratnam	Teacher - Upper Primary	Kurrajong	Graduate Diploma in Education (Primary). International Diploma in Montessori Pedagogy.
Maria Fahy	Assistant - Junior Primary	Kurrajong	Teacher Assistant Course
Other			
NAME	POSITION	CLASS ROOM	QUALIFICATIONS
Fiona Bell	Learning Differences Teacher	Upper Primary	BA - Educational Management, International Montessori Diploma London, Bachelor of Primary Education.
Michelle de Bruin	Learning Differences Teacher	Middle Primary	Bachelor of Primary Education - University of South Africa Diploma in Remedial Education
Neisha Mills	Learning Differences Teacher	Junior Primary	Pre School/Kindergarten Montessori Teaching Diploma 3-6. Reading Recovery Teacher. Masters of Education. Graduate diploma in special Education. Bachelor of Arts.
Infant Toddler Community			
Angelica McGoldrick	Infant Toddler Community Coordinator	Infant Toddler Community	AMI Classroom Assistants Certificate Assistants to Infancy (0-3) and Bachelor of Science Occupational Therapy (Honours)
Li Mei Tai	Infant Toddler Community Coordinator	Infant Toddler Community	MWEI Diploma in Early Childhood and Montessori 3-6 years, Master of Information Technology, BSc in Information Systems, Diploma in Science Information Systems and Certificate in Computer Studies
Specialist Teachers			
NAME	POSITION	CLASS ROOM	QUALIFICATIONS
Sarah Darby	Performing Arts	Specialist	Certificate IV Small Business Management. Certificate IV in Musical Theatre, Diploma in Musical theatre and Bachelor in Music. Bachelor of Education.
Anke Chikich	Performing Arts	Specialist	Master of Teaching, Bachelor of Arts
Jenny Mc Rae	Visual Arts/Performing Arts	Specialist	Bachelor of Education (Primary)
Anna Hui	Chinese	Specialist	Graduate diploma of Education, Bachelor of Commerce (Marketing & Electronic Commerce, Certificate of Language and Intercultural Education, Diploma of Commerce (Trade with foreign country).

Crispin Rapsey	Visual Arts	Specialist	Associate Diploma in Montessori Education 6 - 12 Years MIP Graduate Diploma of Education in Primary Bachelor of Arts English and Film Diploma in Radio and Television
Tara Smith	Physical Education	Specialist	Bachelor of Early Childhood Education and Care. AMI Montessori Football Course.
Enricco (Rico) Luccarini	Physical Education/Digital Technologies	Specialist	Montessori Diploma 6-12 Years. Graduate Diploma of Education. Bachelor of Arts: History and Politics.
Natalie Boyd	Digital Technologies	Specialist	Bachelor of Education (Primary).
Marie-Jose Real	French	Specialist	BA Arts, Diploma in Education, Master of Arts
Richard Chen	Chinese	Specialist	Bachelor of Education (Primary)
After School Care			
Alana Cole	Before and After School Club Coordinator	Mallee	Working towards her BA in Early Childhood.
Hanna Finj	Before and After School Club Assistant	Mallee	Current studies: Postgraduate, Early childhood and Primary Teaching. 3-6 Montessori Education (Education Assistant)
Administration			
NAME	POSITION	QUALIFICATIONS	
Dr Maree Matthews	Principal	Doctorate of Philosophy from RMIT University in pedagogical leadership. Educational Leadership (Harvard University) Advanced Cert in International School Leadership M.Ed, B.Ed, Cert Applied Social Sc Montessori Studies - Workshops	
Queenie Massie	Business Manager	Bachelor of Commerce (Finance and Accounting)	
Claire Cubis-Edwards	HR and Operations	BA Hons Design, Post Grad Diploma HR and Masters of HR (complete Q2 2019)	
Lucy Beadle	Enrolments	BA Primary Education with Qualified Teacher Status BTEC National Diploma General Art and Design.	
Janette Del Pup	Administration	Certificate II in Information Technology	
Karen Austen	Finance Administration Assistant	Bachelor of Commerce (Major in Management Studies), Certificate III in Business (MYOB)	
Polly Wu	Finance Administration	Master of Professional Accounting. Advance Diploma of Accounting. Diploma of Accounting. Degree in Financial Accounting.	
Sheree Kendall	Digital Marketer	Bachelor of Commerce (Marketing and Advertising)	
Scott Maidment	Grounds Person	Certificate 3 Conservation and Land Management, Construction white card, HR Class Drivers License, Working at heights car and elevated working platforms card.	
Miguel Gonzalez	Grounds Person	Certificate in Technician Centre at H.M.A.S Cerberus, Certificate in Naval Technical Training Tafe, Advance Certificate Engineering (Refrigeration + air conditioning) and Certificate of Competency	

Workforce Composition:

Staff Type	Number	FTE
Teaching Staff		
Male	3	1.8
Female	23	17.89
Indigenous	0	0
Auxiliary Education Staff		
Male	1	1.00
Female	18	13.61
Indigenous	1	1.00
Operational Services Staff		
Male	0	0
Female	10	10.39
Indigenous	0	
TOTAL	56	45.69

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 and value ongoing professional learning.

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 staff included the following areas:

CPR Refresher	Catchments, Corridors and Coasts
Customer Services	Revised NQS Leaders Update
Pastoral Care/Parent Communication and Customer Service	Response to Intervention
Surf Online Safe	Talk 4 Writing
EYLP JP	IPSHA – Teacher Librarian Meeting
Transparent Classroom	Creative Literacy for Dyslexic Students
First Aid for Mental Health	Meeting in the Middle
Wize Therapy	Overweight & Obesity in our Children
	Celebrate Reading: National Conference

Shared & Guided Writing	Understanding Learning Difficulties
Invasion Games Workshop	ECAWA State Conference WA 2018
Montessori Football Course	ICT Technology Update Day
Overweight & Obesity in our Children	Teaching the Arts – Primary to Yr. 10
Primary Physical Education Conference	Task Based Language Teaching
Introduction to Reggio	Languages Programming & Assessment
Little Scientists	Aveling Safety & Health Representative
Sustainability and Waste Wise	PART Training Course – AISWA
Primary Physical Education Conference	Career Management Planning
Sustainability in Early Years Settings	School Administration Workshop AISWA
MWEI Language Workshop Yrs 3-6	Creating Safer Independent Schools
Specific Learning Difficulties	WA Education Summit 2018
Designing a Nature School Space	Staff Code of Conduct
Numeracy for a Nature School	HR Summit Perth
Curriculum Differentiation for Gifted Students	Educate Plus Annual Conference
Keys to Understanding Autism	Montessori Innovation Summit
Creative Literacy for Dyslexic Students	Foundation Skills for Executive Assistants
MWEI Sensorial Workshop Yrs 3-6	School Law Conference
Certificate for Moderating Writing	Small School Finances Workshop
MWEI Practical Life Workshop Yrs 3-6	Snake Handling Training Course
Healthy Wellbeing Co-Ordinator Workshop	Learn Mailchimp in Perth
Creative Literacy for Dyslexic Students	Media on Mars
Certificate for Moderating Writing	MYOB Payroll Management
Word Aware	Australia Wide Taxation & Payroll Training
Certificate for Moderating Writing	Single Touch Payroll
Making Teaching Visible	School Administration Workshop AISWA
Sexuality & Relationships Education	Working with Children's Check
Montessori Whole School Refresher 6-12yrs	Difficult Conversations

3. KEY STUDENT OUTCOMES

3.1 Student attendance

Year		Male % attendance	Female % attendance
PP	Cycle 1 (JP)	97	95
1	Cycle 2 (MP)	96	95
2	Cycle 2 (MP)	98	95
3	Cycle 2 (MP)	96	98
4	Cycle 2 (MP)	95	97
5	Cycle 3 (UP)	95	98
6	Cycle 3 (UP)	95	97

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 checked 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.
- All absences are recorded for government census.

National Assessment Program (NAP)

Each year the students participate in the NAPLAN.

The National Assessment Program 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.

3.2 Student Results: Proportions of Year 3 and 5 students meeting national reading, writing, spelling and numeracy benchmarks in 2018 compared to the Australian Average:

NAPLAN 2018

2018	NUMERACY			READING			WRITING			GRAMMAR & PUNCTUATION			SPELLING		
	BGMS	National Mean	State Mean	BGMS	National Mean	State Mean	BGMS	National Mean	State Mean	BGMS	National Mean	State Mean	BGMS	National Mean	State Mean
Y3	468	408	458	471	434	492	446	407	445	489	432	489	452	418	459
Y5	546	494	540	576	509	563	470	465	500	557	504	559	532	502	538

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. BGMS places emphasis on high order thinking and research. We are proud of each child's individual achievements. (It is to be noted that this was the first year the School piloted online testing).

3.3 Value Added

Blue Gum Montessori School value adds to its curriculum through its delivery of the Montessori philosophy by 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 via a Positive Education program and opportunities to live the School values and learn within the structures of a learning 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 Physical Education, French, Chinese, Performing Arts, Visual Arts, Positive Education, Practical Life and Bush School.

4. SOURCES OF FUNDING

Income	000's	%
Fees	2,300	54.32%
Commonwealth Grants	1,110	26.23%
State Grants	570	13.46%
Other	254	5.99%
	4,234	100.00%
Expenditure	000's	%
Salaries	3,083	72.47%
Learning Area Expenses	160	3.76%
Operational Expenses	395	9.29%
Repairs and Maintenance	89	2.09%
Interest	13	0.31%
Depreciation	257	6.05%
Other Professional Expenses	79	1.86%
Leave Provisions	178	4.17%
	4,254	100.00%

The 2018 academic year was full of major achievements for both students and teachers. BGMS continues to improve within the holistic curriculum of our Montessori education. The School continues to achieve wonderful results and is proud of its student's commitment to their personal learning journey. Overall, a very positive year as the school confirmed its strategic intentions with the School Master Design Concepts for its further building program.

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

Maree Matthews (PhD)
Principal
May 2019

COMMUNITY SURVEY

The BGMS Parent/Carer satisfaction survey provides an opportunity for constructive feedback that assists us to consolidate, and improve on, our current operations and influences future strategic planning.

The survey was conducted at the end of July 2018 to provide a reflection on school performance. The survey comprised questions focusing on the following areas:

- delivery on Mission, Vision and Values
- communication and sense of community
- parent/carer knowledge of Montessori, and
- general feedback.

The response rate achieved for the survey was 77 respondents and the results were positive in all areas.

Specific highlights include:

- Weighted averages of 3.35/4 response to the questions on delivery against mission, vision and values.
- The vast majority of respondents also feel that the school is delivering well on educational measures aligned to Montessori pedagogy and are satisfied with their child(ren)'s progress.
- Respondents said they would like to see the school encourage families to get more involved in the school including on the Board or sub-committee if they felt their skills were required.
- Parents are most likely to access information via the following mediums: Website, the Newsletter and via the curriculum platform.
- Half of the parent community feel they understand a lot about how Montessori education works.
- 52% of the respondents were satisfied with the level of communication from, the frequency of and information by the Board.
- The highest attendance for events at BGMS were through Teacher meetings, closely followed by Harmony Day and Mothers/Father's Day celebrations.
- Favorite event of 2018: Spring Fete

assembly event Harmony Day day Christmas party
great able see show parents allow kids informative children
activities school



BLUE GUM
Montessori School

Blue Gum Montessori School

11 Hope Road,
Bibra Lake 6163
Western Australia

T (08) 9417 4060
F (08) 9417 4758
E admin@bgms.wa.edu.au

www.bluegummontessori.wa.edu.au