



Annual Report for the 2022 Academic and Business Year

Chair: Ms Su D'Arcy
Principal: Mr Ross Dods

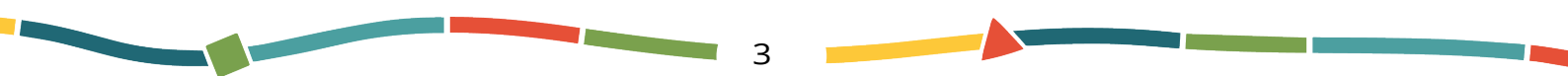
"Within the child lies the fate of the future."

- Dr. Maria Montessori

Contents

ANNUAL REPORT FOR THE 2022 ACADEMIC AND BUSINESS YEAR	1
VISION	4
MISSION.....	4
PHILOSOPHY.....	4
GENERAL INFORMATION	5
STRUCTURE OF ANNUAL REPORT	5
CHILD SAFETY ACKNOWLEDGEMENT	6
ACKNOWLEDGEMENT OF COUNTRY	6
2022 GOVERNING BODY.....	6
CHAIR'S REPORT.....	7
PRINCIPAL'S REPORT	9
Contextual Information.....	9
2022 Student Enrolments.....	10
2022 Student Enrolments by Year Level.....	10
Student Enrolments by Year Level at the End of 2022 Academic Year.....	10
2022 Enrolments by School Level.....	11
2022 Summary	11
2022 Events.....	11
2022 Student Attendance	12
National Assessment Program (NAPLAN)	12
Staff Standards and Qualifications.....	14
Workforce Composition EOY 2022	15
Staff Professional Learning and Development.....	15
2022 Staff Professional Learning	16
2022 Sources of Funding and Expenditure	16
REVIEW OF 2022 FINANCIAL RESULTS	18
Income and Operating Expenditure 2022.....	19
Cash Position at 31 December 2022	20
Building Fund.....	20
REPORT AGAINST STRATEGIC PILLARS AND AIMS.....	21
Governance, Business & Finance	21
Statement of Intent.....	21
General Commentary.....	21
Site and Size.....	22
Statement of Intent.....	22
General Commentary.....	22
Community and Culture	22
Statement of Intent.....	22
General Commentary.....	22
Learning and Community	23
Statement of Intent.....	23
General Commentary.....	23
Staffing and Work Environment	24

<i>Statement of Intent</i>	24
<i>General Commentary</i>	25



Vision

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

Mission

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

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”).

During 2022, the Association was governed by a Governing Board (the “Board”) of seven directors, including the principal, who is a non-voting ex-officio director. Board Director vacancies are filled every year at the Annual General Meeting. Some positions are by appointment by the Association, and some are by election (parent Director positions). In the event that nominations exceed vacancies for elected positions, a ballot is held.

Directors may also be appointed by the Board during the year to fill casual vacancies. 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.

Structure of Annual Report

The Annual Report has been separated into the following sections:

- Introduction (General Information and Governing Body Statement).
- Reports from the Chair and Principal, as well as reports based on the Strategic Pillars of our School’s Strategic Plan, which include:
 - Governance, Business and Finance
 - Site and Size
 - Community and Culture
 - Learning and Community
 - Staffing and Work Environment

Child Safety Acknowledgement

We have a responsibility to understand the importance and the role we play, both individually and collectively to ensure the wellbeing and safety of all children at Blue Gum Montessori School. All staff members have completed Child Safety Mandatory Reporting training. Keeping children safe is our priority.

Acknowledgement of Country

Blue Gum Montessori School acknowledges the Whadjuk Nyoongar people on whose traditional lands we work and play. We acknowledge the Elders past, present and emerging and pay respect to all Indigenous people who walk this land.

2022 Governing Body

Chair - Damien Hills (to July 2022); Su D'Arcy (from July 2022)

Vice Chair - Shona Holleman (to July 2022); Michael Cooper (from July 2022)

Treasurer - Adela Ciupryk

Secretary - Su D'Arcy (to July 2022); Rubim de Moura (from July 2022)

Director - Deborah Milton (to October 2022)

Director - Tim Greenhill

Director – Damien Hills (from July 2022)

Acting Principal - Andrew Williams

Chair's Report

I am honoured to present the Chair's Report for 2022, reflecting upon a year that has undoubtedly brought significant challenges for the school, but also opportunities for growth, collaboration and connection. This report aims to provide an overview of the challenges, as well as the progress made in addressing them. Together, we have navigated through the following challenges:

Declining Enrolments: One of the most significant challenges we encountered this year was the sharp decline in enrolments between 2021 and 2022. This issue impacted our school community on multiple levels, but one of the most significant has been the consequential effect on funding and fee revenue. While it is important to acknowledge that our school experienced a financial loss in the past year as a result of these lower enrolments, it is also essential to recognise the prudent financial management and disciplined cost control measures implemented by the Board and administration which have allowed us to mitigate the impact of these losses as much as possible. The Board continues in its efforts to strike an appropriate balance between maintaining affordability and ensuring the continued financial viability of the school. Focus now remains on attracting and retaining students, and the school has worked diligently to rebuild trust and highlight the exceptional educational experience our school offers through enhanced communication, improved community engagement and strategic marketing initiatives.

Change in Leadership: The departure of our former principal during the year brought about a period of transition and uncertainty. I would like to thank the previous principal, Dr Maree Matthews, for her years of service and contributions to our school. I would also like to express my gratitude to Mr Andrew Williams, who graciously fulfilled the role of Acting Principal while the Board completed its search for our new principal, and to BGMS staff who remained steadfast and patient during an unsettling time. Of course, at the end of 2022 we announced the appointment of Mr Ross Dods as our new principal, and we are excited for his vision of growth and success for the school.

Covid Disruption: While we emerged from 2021 relatively unscathed from Covid, 2022 was a different story, with Covid-related absences taking a toll on staff and the community in the first half of the year. Despite the challenges, the school was able to keep all classrooms running throughout this period, which is a remarkable feat. I extend my heartfelt appreciation to our educators for their tireless dedication and flexibility which helped to minimise any disruption to the students. I also want to call out the patience, empathy and kindness that the whole community displayed for one another through these trying times.

Western Block Development: At the start of 2022 the Board learned that the planned purchase of the Western Block (Lot 863) had not proceeded as planned. This resulted in a setback to the much-needed development of Upper Primary playspace for the school. We continued to work with the relevant departments through 2022 to expedite the land acquisition process, ultimately resulting in a successful settlement being achieved in November 2022.

Loss of a Community Member: Tragically, our school community suffered the loss of a valued Board Director during the year. Deborah Milton was a strong advocate for Montessori education and a staunch supporter of the school. Her untimely passing had a profound impact on the Board and we mourned the loss of a colleague and friend. We will miss Deborah's warmth, her passion for always doing the right thing, and her sense of humour, and we will continue to honour her memory through our ongoing dedication to the school's mission.

In a year where the school experienced so many challenges, it is all the more important to celebrate the wins. Despite all the challenges, in 2022 our school continued to achieve exceptional student outcomes, concerted effort was made to improve staff engagement and culture, and the second half of 2022 saw a return of community events concluding with an amazing end of year concert to showcase the incredible talent of our school community.

I would like to take the opportunity to thank my immediate predecessor, Damien Hills, for his leadership, guidance and support throughout the year. His dedication to the school has been truly remarkable.

In conclusion, while this year has been challenging, it has also been a testament to the strength and resilience of our school community. I am immensely proud of the collective efforts made by our students, staff, parents, carers and Board members and I extend my heartfelt gratitude to our entire school community for their unwavering support and dedication throughout this journey. Together, we have laid a foundation for a stronger future.

Su D'Arcy
Chair

Principal's Report

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

Contextual Information

Blue Gum Montessori School (BGMS) was established in 1983. It is an independent school for children and is situated on the edge of the wetlands in Bibra Lake, Perth. Students who attend our school often commence in our Infant Toddler Community (Playgroup) programme, which was operated offsite during 2022. Families come from far and wide to attend our school and are attracted by the benefits of a Montessori education for their children. A smooth transition to our Junior Primary programme is a natural progression for Blue Gum Montessori School families.

An inclusive and welcoming culture means that our students come from a wide range of cultural backgrounds. The School has a high index of Community Socio-Educational Advantage (ICSEA); with a School ICSEA percentile of 96 and more than 65% of students being identified in the top 25% distribution of Social-Educational Advantage (SEA).

At BGMS we take a truly holistic approach to the education of the children. While the academic achievements of students are very important, we believe that there is much to broaden the experience of every child which can contribute to them becoming a life-long learner and productive member of society. The School designs programmes that combine to support students of all learning abilities. Maria Montessori strove diligently to extend the boundaries of peace and tolerance of difference, and all our staff work tirelessly to honour these same values every day in our school. We are also extremely grateful to the many dedicated parents who so generously give their time or resources and contribute to the life of the children in so many ways.

Blue Gum Montessori School is a special place to learn and grow! Much time and effort has been made in extending the learning opportunities for our children and their families. BGMS strives to support the Montessori concept of an education for life. BGMS 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. A Blue Gum Montessori School educational programme provides a highly specialised learning environment that fosters the children's innate desire to learn and encourages the development of independent and community minded citizens.

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.

The ages of the children in each class span a three-year period (3 to 6 years old, 6 to 9 years old and 9 to 12 years old) providing many opportunities for the development of social skills and self-awareness.

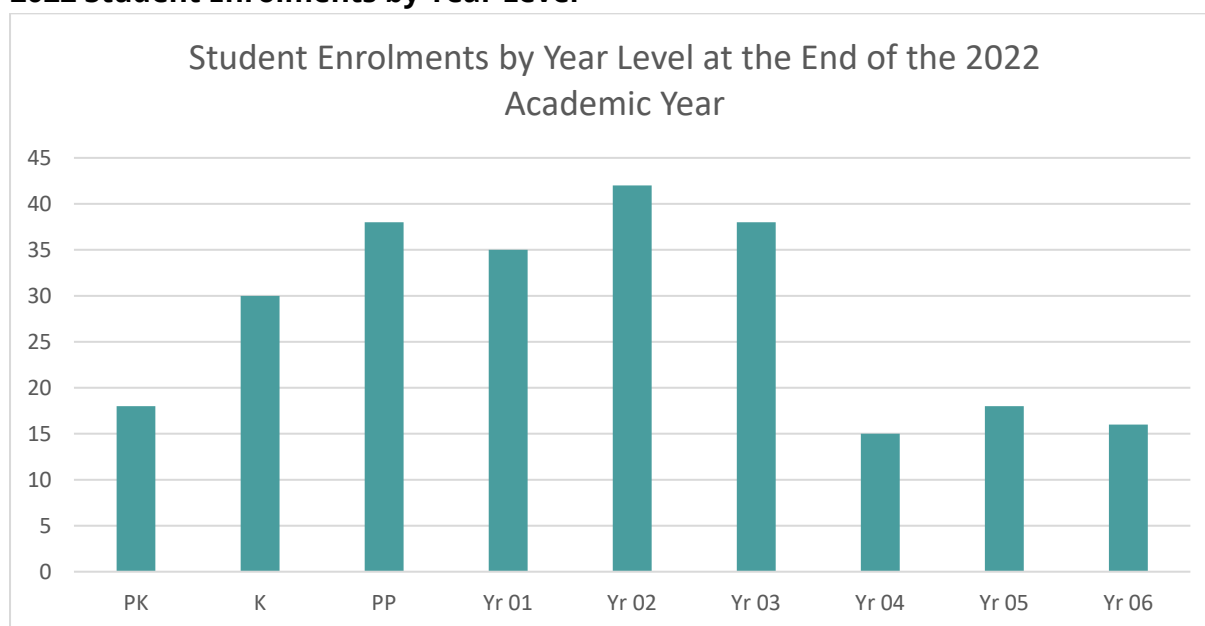
This Montessori philosophy ensures students are exposed to learning opportunities that foster the necessary academic skills for further success and learning for life. A Montessori education provides engagement and a firm foundation for children to become motivated individuals with the ability to develop their full potential.

The School has a number of groups that focus on key areas and interests, including staff and student wellbeing, peer coaching, reporting, assessment, collaborative learning, positive education, academic support and academic extension. Keeping children and staff safe and healthy is our priority.

The school is a member of the Australian Independent Schools' Western Australia (AISWA) and is accredited with exemplary practice, via the Montessori Australia Foundation (MAF) Montessori Quality Assurance Programme.

2022 Student Enrolments

2022 Student Enrolments by Year Level



Student Enrolments by Year Level at the End of the 2022 Academic Year									
PK	K	PP	Yr. 01	Yr. 02	Yr. 03	Yr. 04	Yr. 05	Yr. 06	Total
18	30	38	35	42	38	15	18	16	250

2022 Enrolments by School Level

<i>Enrolments by School Level at End of the 2022 Academic Year</i>	<i>Number of Children</i>
Infant Toddler Community (ITC)	23
Pre-Kindergarten to Kindergarten (pre-formal schooling)	48
Pre-Primary to Year 6 (formal schooling)	202
Total students in formal and informal schooling (PK-Yr. 06)	273

2022 Summary

Although the WA community remained relatively COVID free over the year, the 2022 school year was influenced by the threat of an outbreak, and while there were some restrictions in place at times, the school year progressed without incident. The School was well prepared throughout 2022 to deliver the curriculum online and staff continued to develop a flexible approach to student learning.

Special mention goes to the dedicated staff of the School, who maintained a positive school environment throughout 2022.

Blue Gum's Independent School Registration was renewed for a further 5 years during 2021. A five-year renewal is an indication of the strong foundation of learning provided by all our teaching and support staff as this is the longest registration period available.

2022 Events

The 2022 school year was full of fun events for BGMS students, staff and families. In 2022, we saw a resumption of a number of events including Book Week, Maria Montessori birthday celebrations, the Colour Run and Sports carnivals.

The Harmony Day theme for 2022 was 'Everyone Belongs', a theme that was certainly true at BGMS when we marked the occasion on 21 March. Children spent time in class discussing the countries and cultures of their families and drew themselves on jigsaw pieces, which were used to make a whole school jigsaw that demonstrated the diversity and the unity of the BGMS community.

Students from Years 1 to 6 wowed us at our two Instrumental and Voice Recitals. It was fantastic to see students overcome their nerves and put on a fantastic show.

2022 Student Attendance

Student Attendance 2022

Year	Cycle	Average Attendance Rate	Students with an attendance record >90%
Pre-Kindergarten*	Cycle 1 (Junior Primary)	85.11%	31.58%
Kindergarten*	Cycle 1 (Junior Primary)	89.41%	54.84%
Pre-Primary	Cycle 1 (Junior Primary)	90.86%	65.00%
Year 1	Cycle 2 (Middle Primary)	89.40%	51.28%
Year 2	Cycle 2 (Middle Primary)	91.51%	71.74%
Year 3	Cycle 2 (Middle Primary)	87.58%	57.78%
Year 4	Cycle 3 (Upper Primary)	90.13%	60.00%
Year 5	Cycle 3 (Upper Primary)	88.06%	38.89%
Year 6	Cycle 3 (Upper Primary)	85.32%	43.75%
Total	Whole school	88.60%	52.76%

* Figures adjusted to accommodate partial day enrolment options

Recording non-attendance at school meets our statutory reporting requirements and is also used by the School to identify students who may be at risk due to reduced learning days. 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 by 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 to inform the government census.

National Assessment Program (NAPLAN)

Each year in May, the cohorts of Year 3 and Year 5 students participate in NAPLAN testing online using iPad devices. Throughout Australia, Year 3 NAPLAN Writing tests are completed on paper, rather than online. The tests are designed to identify student capability in Grammar and Punctuation, Mathematics, Reading Comprehension, Writing and Spelling.

The online tests are adaptive and are set up as a series of testlets. As children progress through each testlet, they are presented with questions appropriate to their ability depending on their results. This enables fine grained data collection about what the

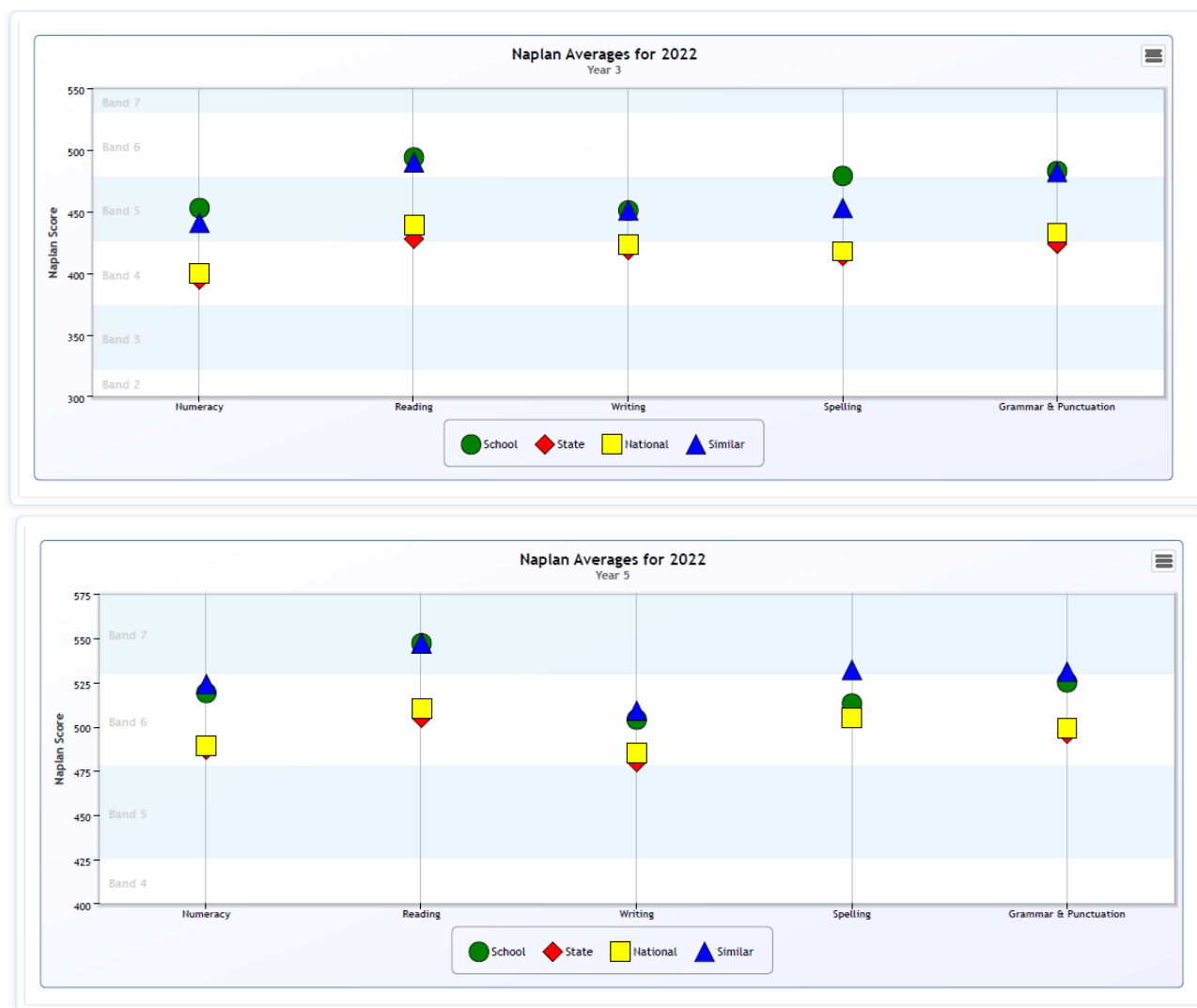
student can actually do, by providing them with the 'right' questions for them as an individual learner. The paper version of the NAPLAN test does not have this feature.

The information gained from this testing is used by teachers to inform student learning, curriculum planning and provision of learning differentiation. This data contributes to the data collected about each student to form their individual learning profile. The School uses this data to identify any 'gaps' in program offerings and to inform our areas for professional learning and staff development.

In 2022, Blue Gum Montessori School students in both Years 3 and 5 continue to perform above the National and State average in all areas. In 2022, BGMS recorded a 100% participation rate in NAPLAN.

In comparison to like schools (based on DMI data) BGMS students are above or on par in all areas except Year 5 Spelling. Our 2022 Year 3 Spelling results are notably higher than like schools and more than a Band higher than the State/National average.

Table Source: AISWA Valuate data



We encourage all children at our school to complete NAPLAN as the more detailed feedback can assist teachers with understanding individual student needs. The children

are prepared for the testing by having a familiarisation practice test; however, there is no 'teaching to the test' during class time. Rather, we focus on our holistic curriculum for life-long learning. We recognise each child as a learner and are proud of their individual achievements. By collecting data through the yearly PAT testing cycle, we can benchmark compared with the national standard.

It is important to recognise that any of the standardised tests that students complete are 'one test, on one day' and that anomalies can and do occur. The relatively small cohort at BGMS presents a challenge in interpreting data sets of this type, as one or two scores can have a large impact on averages. It is important to note that a number of BGMS students produced results above the Year 7 and Year 9 National Averages across the range of tests.

The data (school averages) for 2022 is outlined below along with a comparison to 2021 data. (Source: AISWA Valuate)

		NUMERACY				READING				WRITING				GRAMMAR AND PUNCTUATION				SPELLING			
		BGMS	Similar Schools	National Mean	State Mean	BGMS	Similar Schools	National Mean	State Mean	BGMS	Similar Schools	National Mean	State Mean	BGMS	Similar Schools	National Mean	State Mean	BGMS	Similar Schools	National Mean	State Mean
2021	Y3	440	446	403	395	469	474	437	426	446	448	425	426	462	479	433	421	436	442	421	410
	Y5	557	530	495	489	555	543	512	505	527	506	480	481	558	533	503	497	572	512	505	503
2022	Y3	453	441	400	395	494	490	439	428	451	451	423	419	483	482	433	424	479	453	418	414
	Y5	519	524	489	487	547	547	510	505	504	509	485	480	525	531	499	496	513	532	505	505

Staff Standards and Qualifications

All teaching staff at Blue Gum Montessori School are registered with 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. Staff are strongly encouraged to study Montessori education. Staff, where applicable, have completed the MWEI Montessori Theory and Philosophy Workshop as part of their onboarding process.

Workforce Composition EOY 2022

Staff Type	Number of Staff	FTE
Teaching Staff		
Male	4	2.20
Female	28	17.76
Indigenous	0	0.00
TOTAL	32	19.96
Auxiliary Education Staff		
Male	0	0.00
Female	18* (16)	13.84
Indigenous	0	0.00
TOTAL	16	13.84
Operational Services Staff		
Male	4	4.13
Female	7	7.00
Indigenous	0	0.00
TOTAL	11	11.13
TOTAL	61 (adjusted total is 59*)	44.93

*Double counted

Staff Professional Learning and Development

Professional Learning and Development (PL/PD) is a crucial component of our school's mission and a key factor in cultivating the best possible learning environment for our students. Our commitment to quality teaching and lifelong learning is demonstrated through our investment in PL/PD programs, which are offered to staff members in accordance with our Professional Development Policy. For the year of 2022, BGMS invested in staff professional learning and development and utilised approximately 26 days for relevant programmes.

We believe that the benefits of PL/PD extend beyond just the professional development of our staff members. By providing them with opportunities to learn and grow, we can enhance their knowledge and skills, which, in turn, improves their teaching practices. This translates to better learning outcomes for our students, who ultimately benefit from our investment in PL/PD.

As we move forward, we will continue to prioritise PL/PD and explore new ways to enhance the learning experiences of our staff members. We believe that by providing staff with access to relevant professional development opportunities, we are investing not only in their career growth but also in the future of our school.

Staff meetings = 8 in total
Cycle meetings = 6 in total

2022 Staff Professional Learning (sample of relevant PL/PD)

<i>Date</i>	<i>Event</i>	<i># of Staff</i>
27th Jan	Staff PD - PM Benchmark Training	All Staff
28th Jan	Staff PD - AISWA PD Workshop	All Staff
4th March	Staff PD - Asthma and Anaphylaxis	All Staff
26th-27th March & 9th-10th April	MWEI 3-6 years Language Workshops	Selected Staff
26th April	Staff PD - URSTRONG & Effective Communication projects	All Staff
29th April	Snake Drill	All Staff
7th June	Snake Handling and Relocating PD for Grounds Person	1
25th July	Staff PD – Perth Museum team building PD	All Staff
30th-31st July & 13th-14th August	MWEI 3-6 years Practical Life	Selected Staff
18th August	Crosswalk Training for Admin Staff	4
26th August	Staff PD - AISWA Mandatory Reporting & URSTRONG	All Staff
27th-28th August	MWEI 3-6 years Sensorial Workshop	Selected Staff
10th October	Staff PD - CPR (HLTAID009) & URSTRONG	All Staff

2022 Sources of Funding and Expenditure

<i>Income</i>	<i>Amount</i>	<i>%</i>
Tuition Fees	\$2,478,943	46%
State Grants	\$479,282	9%
Federal Grants	\$1,778,881	33%
Trading Revenue	\$449,600	8%
Other Revenue*	\$187,186	4%
Total	\$5,373,892	100%

<i>Expenditure</i>	<i>Amount</i>	<i>%</i>
Employee Benefits Expense	\$4,352,003	78%
Maintenance, Care and Cleaning	\$171,167	3%
Computer/IT Expenses	\$87,129	2%
Insurance Expense and Legal	\$108,271	2%

Other Expenses from Ordinary Activities	\$413,174	7%
Teaching Resources	\$78,898	1%
Utilities (Water and Electricity)	\$27,902	1%
Depreciation Expense	\$425,077	8%
Net Finance Costs	-\$99,804	-2%
Total	\$5,563,817	100%

**Note – Other revenue includes \$111,495 of non-refundable enrolment bonds which are not included in the calculation of the Net Surplus from Ordinary Activities (shown below).*

The 2022 academic year marked many achievements for both students and teachers. The School is extremely proud of each student's commitment to their personal learning journey during 2022. A special thanks to the BGMS staff, families, PCG and members of the Board for their ongoing dedication and commitment to Blue Gum Montessori School. A special thanks to 2022 Acting Principal, Mr Andrew Williams for his consolidating work and leadership throughout a challenging 2022. His work, alongside the BGMS community has assisted the School to move from a period of instability to a period of positivity.

Ross Dods
Principal
June 2023

Review of 2022 Financial Results

In the 12-month period ending 31st December 2022, Blue Gum Montessori School Inc. posted a loss of \$189,925 (2021: gain of \$356,259) and a net decrease in cash and cash equivalents of \$891,708 (2021: increase of \$486,190).

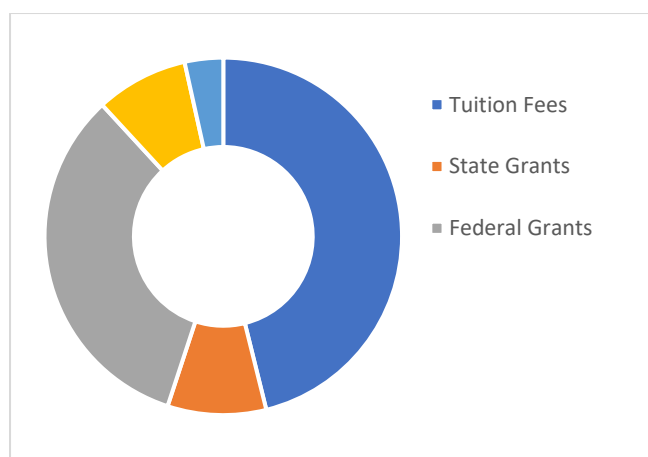
Total revenue decreased by 12.3% compared to the prior year, primarily a result of the decrease in enrolment numbers between 2021 and 2022 (293 compared to 250 at the end of each year respectively). Overall government grant revenue increased marginally by 2% on a per student basis.

Total operating costs decreased by 0.7% compared to the prior period.

	2022	2021	Variance
Income	\$5,262,397	\$6,001,385	-\$738,988
Operating Costs	-\$5,238,544	-\$5,273,740	\$35,196
EBIDA	\$23,853	\$727,645	-\$703,792
EBIDA Margin	0.4%	12.1%	-11.7%
Depreciation & Finance Costs	-\$325,273	-\$428,591	\$103,318
Net (Deficit) / Surplus from Ordinary Activities	-\$301,420	\$299,054	-\$600,474

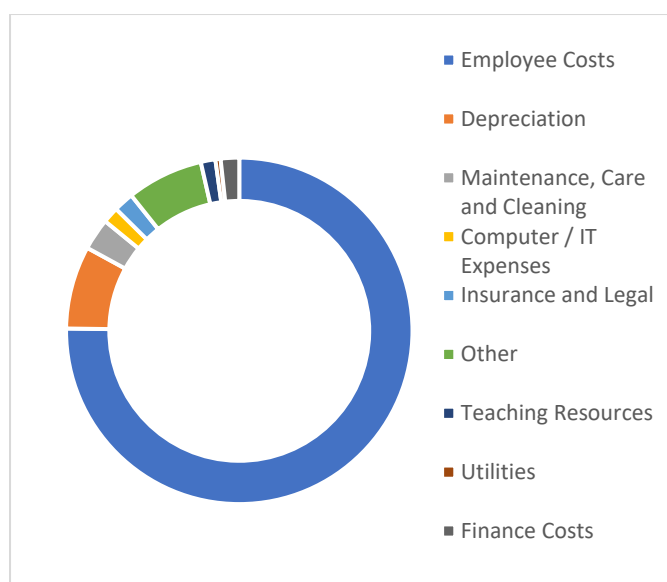
Government Funding				
	State	Federal	Other	Total
2022	\$479,282	\$1,778,881	\$58,392	\$2,316,555
2021	\$584,285	\$2,011,263	\$33,037	\$2,628,585
Variance	-\$105,003	-\$232,382	\$25,355	-\$312,030
Variance	(↓18%)	(↓12%)	↑77%	(↓12%)

Income 2022



Income	Amount	%
Tuition Fees	\$2,478,943	46%
State Grants	\$479,282	9%
Federal Grants	\$1,778,881	33%
Trading Revenue	\$449,600	8%
Other Revenue	\$187,186	4%
Total	\$5,373,892	100%

Operating Expenditure 2022



Expenditure	Amount	%
Employee Costs	\$4,352,003	78%
Maintenance, Care and Cleaning	\$171,167	3%
Computer / IT Expenses	\$87,129	2%
Insurance and Legal	\$108,271	2%
Other Expenses	\$413,174	7%
Teaching Resources	\$78,898	1%
Utilities	\$27,902	1%
Depreciation	\$425,077	8%
Finance Costs	-\$99,804	-2%
Total	\$5,563,817	100%

Cash Position at 31 December 2022

Capital expenditures in 2022 consist primarily of the settlement of the Western Lot 863 in November 2022, which was funded by the drawdown of a Low Interest Loan provided by the Department of Education. Other capital expenditures incurred were focused on facilities maintenance and classroom resources, including maintaining the school's fleet of IT resources.

The impact of decreased enrolment numbers on tuition revenue and government grants in 2022, along with the delay in payment of \$188,000 of 2021 ATO liabilities into early 2022, has resulted in a net operating cashflow deficit for 2022 of \$448,151. However, included in these operating cash outflows is GST paid on the acquisition of the Western Lot in November 2022 of approx. \$140,000 that was refunded to the school in January 2023.

At 31 December 2022, the closing cash balance was \$1,330,111 which, after excluding restricted cash balances, the building fund and refundable bonds, represents approximately 2 months' operating cash outflows. This is at the low end of the Board's target range of between 2 - 4 months.

Building Fund

At the beginning of 2021, the school instituted a building fund as part of its annual fee arrangements to assist with future capital developments for the school. At 31 December 2022, the building fund consists of \$185,955.

<i>Key Performance Indicators</i>	<i>2022</i>	<i>2021</i>
Current Ratio (Current Assets / Current Liabilities)	2.05	0.9 ¹
Debt to Equity	0.7	0.8
EBIDA %	0.4%	12.1%

Report Against Strategic Pillars and Aims

Governance, Business and Finance

Statement of Intent

BGMS engages strategic intent to be sustainable and secure its future. It is committed to support investment in facilities and resources to optimise student learning.

General Commentary

From a business perspective, much of 2022 was focussed on actively managing the challenges posed by COVID, high management turnover, lower than expected enrolments and rising cost pressures. A key priority for the Board was establishing stability at the school leadership level following several staff departures. A comprehensive process was undertaken to recruit a new Principal in 2022 culminating in Mr Ross Dods' appointment at the end of the year.

Despite the significant disruption in 2022, some strides were made to improve governance processes, particularly in the areas of risk and compliance, performance evaluation and policy. This included a thorough review of the School's risk register and compliance reporting, establishment of a Board performance evaluation framework and initiation of a review into the Board's policy manual.

In 2022 the Board commissioned an investigation into the introduction of a paid independent chair position for the BGMS Board. Investigation results were inconclusive, with some benefits of an independent chair being noted. However, it was acknowledged the School's ability to attract suitable candidates will largely depend on its ability to pay sufficient remuneration. The report did conclude that there was merit in considering an additional independent director position on the Board, which would require an update to the Rules of Association.

Site and Size

Statement of Intent

BGMS will continue to consolidate its healthy enrolment enquiries to meet the strategic goals of the School. Class configuration and size is determined by Board Policy within a number of variables e.g., Legislation, Philosophy and Operation.

General Commentary

Enrolments fell significantly between 2021 and 2022, from 293 students in December 2021 to 246 students at the commencement of 2022. Middle Primary classrooms continued to accommodate the previous 'bulge' of students with these classrooms running close to full capacity. However, Junior Primary and Upper Primary were significantly under capacity. The Board and management continued to work through ways to stimulate enrolment, particularly in the Junior Primary classes. At the end of 2022, the Board announced a restructure of Pre-Kindy fees and opted to not increase Kindy fees, in an effort to attract more enrolments at these levels.

From a facilities perspective, the much-anticipated development works on Lot 863 were unable to be progressed due to a delay in the purchase and settlement of the land. Settlement was eventually achieved in November 2022 with development works aimed at commencing in 2023.

Community and Culture

Statement of Intent

The BGMS community continues to welcome students and their families from across the world. The school provides a sense of belonging for all members of the community.

General Commentary

The Parent and Community Group (PCG) is at the heart of community development at Blue Gum Montessori. Comprising of volunteers and supported by staff, the PCG organises social events at a class and whole of school scale, they also coordinate much of the School's connectivity with local, national and international social and environmental issues, through activities that both collect funds for charity but also raise awareness of these issues for both parents and our children alike.

With the core purpose of building community and fundraising, the PCG has worked consistently to hold several events each term and provide food for the end of year music performance. 2022 saw a gradual return to the new normal after another COVID lockdown in Term 1. From Term 2 we were excited to create opportunities to connect with the school community.

The PCG organised a number of significant community-building events during 2022 including:

- Two Busy Bees.
- Silly Hat Day for Calan Horse Sanctuary and PJ Day for the Starlight Foundation fundraising events.
- Supporting the 2022 end of year concert and family fun evening with pizza, snack bags and a Cake Stall.

Another important role of the PCG is to show our appreciation for school staff, by providing a morning tea in Term 3 for RUOK Day, and in Term 4 for Teachers Day.

From a communication perspective the BGMS Board has continued to ensure that it provides a regular formal communique to the BGMS community on key issues and opportunities facing the School at a strategic level.

In 2022, the School appointed Bethany Hope in a new role as Community Relations Officer. Bethany works closely with the PCG, Registrar and Principal to assist with school events and communications. The Board especially thanks the tireless work of each Class Liaison, who play a critical role, reminding families of events, and helping new families to settle in at school.

The PCG has continued to develop and foster long-term relationships with local and national charities, with the running of fund-raising events. The School and PCG continue to promote positive mental health through events that support the staff at BGMS such as RUOK Day and National Teacher's Day.

Many thanks to Danna Checksfield (Community Life Coordinator), all of the Class Liaisons and active members of the PCG for their valuable contribution to the School community.

Learning and Community

Statement of Intent

We provide a comprehensive and challenging Montessori curriculum that is aligned to the Australian Curriculum, government legislation and serves to meet student personal learning needs.

General Commentary

While there continued to be some progress in this area, the challenges of 2022 including changes in staff, the difficulty in recruiting experienced Montessori trained

teaching staff and changes in leadership, have resulted in less progress than desired. Changes put in place at the end of the year and into the new year are expected to see progress against this intent in 2023.

<i>Strategic Aim</i>	<i>Commentary 2022 Year</i>
4.1 Develop extracurricular and out-of-school-hours programs to support the extended learning needs of the school community.	There was a resumption of activities and small incremental improvements to the Hobby Club and Out of School Hours Care program.
4.2 Integrate digital literacy across the school to prepare our students appropriately for the modern world.	Work continued on ensuring students have access to digital technology, although further work is needed to seamlessly integrate digital literacy into the classroom. Digital infrastructure was improved through the provision of updated hardware.
4.3 Engage parents in the learning process.	This area was not progressed significantly since 2021, in part due to the impact of COVID-19 and the 'new-normal' of 2022.
4.4 Deliver programs in STEAM (Science, Technology, Engineering, Arts and Mathematics.)	This is an area of continued evolution with ongoing work to integrate STEAM into the classroom and strike the correct balance of STEAM specialist teachers and classroom teacher support and training.
4.5 To develop awareness and appreciation of Blue Gum as part of a Montessori learning community.	This area was not materially progressed during 2022; however, foundation work was completed in 2022 to increase the school's presence in Montessori networks.
4.6 Develop a pedagogically robust eLearning Campus that enables flexible learning and teaching opportunities for students, the parent community and teachers.	While there was significant work on this during 2020, this stalled somewhat during 2021 and 2022 due to closed borders, resources and changes in staffing.

Staffing and Work Environment

Statement of Intent

We recognise the quality educational outcomes are key to personal learning journeys. Excellent and highly motivated staff are a key to student learning. Enhancing the prepared learning environments ensures smoother operations and output.

General Commentary

Fortunately, 2022 saw an improvement in staff culture and retention, when compared to 2021. In 2022 the school continued to work with the Association of Independent Schools WA to develop actions addressing the culture of BGMS.

In late 2020, the Board commissioned a Culture Review and a second follow up Culture Review was received in November of 2022. This 2022 review recorded strong engagement with the review process and in general terms, highlighted that the vast majority of 2022 staff wanted to be a part of a solution and support positive change. An overall improvement in culture was reported from 2020 to 2022, with significant improvements in a number of key areas; however, the report also highlighted a number of issues that warranted further urgent and focused attention by the School.

<i>Strategic Aim</i>	<i>Commentary 2022 Year</i>
5.1 Ensure continuity of key roles and responsibilities to ensure a harmonious workplace.	2022 was a challenging year for staff at BGMS. Stability in key roles included the retention of Acting Principal Andrew Williams and appropriate planning for 2023 key staff. While there was still some instability in the 2022 workforce a significant amount of consolidation took place throughout 2022.
5.2 Promote diversity in recruitment to ensure the school continues to enrich the learning program.	While BGMS has a culturally diverse staff, there is an issue with gender diversity (as there is with almost all primary schools across the state). BGMS has continued to work on staff diversity in 2022.
5.3 Enhance our attraction, retention and professional development of staff.	2022 continued to be challenging regarding staff attraction and retention. While some of this can be attributed to the strong employment market in WA, the School was still recovering from cultural issues and consolidating after a period of instability.
5.4 Improve the physical work environment to support the effective operation of the school.	The physical work environment was maintained to an adequate level during 2022. As the year concluded, a significant improvement to staff amenity included the installation of a staff kitchen for the commencement of the 2023 school year. The Prepared Environment continues to be an area of strength for the School.
5.5 Recruit the highest quality Montessori trained staff and specialists available.	This area continued to be challenging across the sector in 2022. A gradual improvement in culture and professional reputation assisted in creating a more attractive workplace for quality Montessori trained staff and specialists.
5.6 Ensure and support the wellbeing, happiness and safety of all staff.	As for 2021, 2022 was a challenging year for staff and significant planning was put in place to improve staff wellbeing and satisfaction.

