



Annual Report

2025 Academic and Business Year

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## Vision

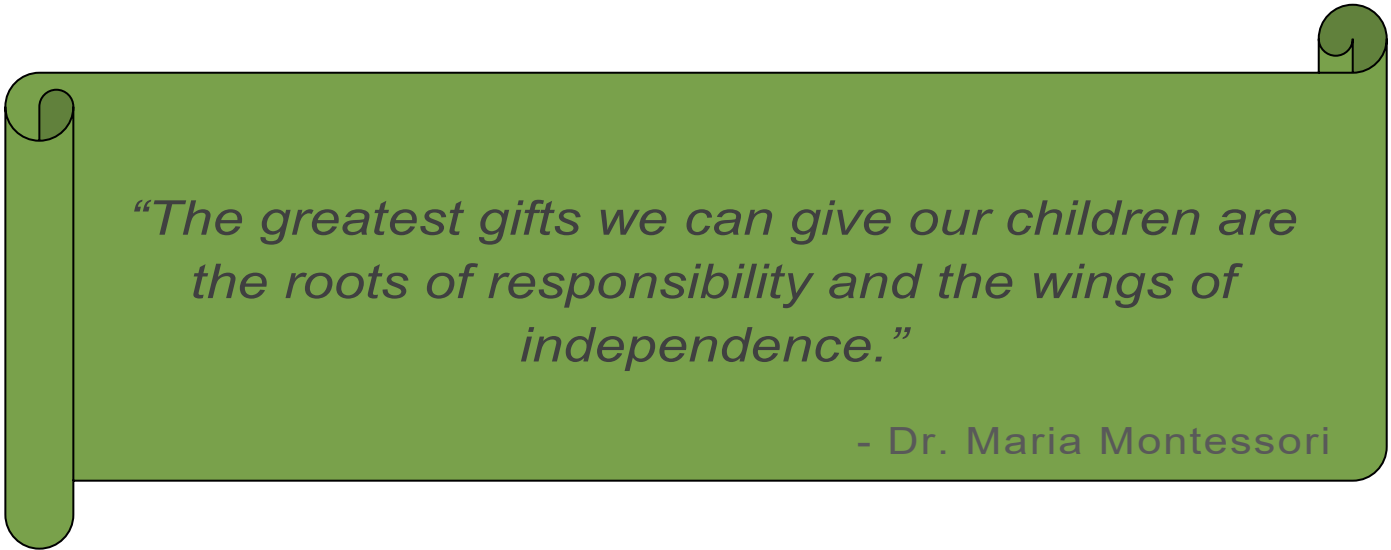
To be a thriving Montessori School that cultivates a passion for lifelong learning.

## Mission

We embrace Montessori practice to create an environment that inspires engaged, independent, and community-minded students.

## Our Values

- Care and Wellbeing
- Love of Learning
- Excellence
- Inclusivity



*“The greatest gifts we can give our children are the roots of responsibility and the wings of independence.”*

- 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 2025, the Association was governed by a Governing Board (the “Board”) of 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 the 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 2025-2029 Strategic Plan, which include:
  - Students
  - Staff
  - Sustainability
  - Community

## Child Safety Acknowledgement

We have a responsibility to understand the important 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 Noongar 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.

## 2025 Governing Body

Chair – Sara Zahedi

Vice Chair - Vanisha Govender

Treasurer - Adela Ciupryk

Secretary - Archana Viswanathan

Director - Ben Elphick

Director (Independent) - Lisa Butterworth

Principal/CEO – Ross Dods

# Chair's Report

Dear Members,

On behalf of the Board, I am pleased to present the Annual Report for the 2025 academic year.

The past year has been one of continued progress and consolidation for the School. Following several years of disciplined planning and hard work, we are pleased to report that the School has maintained a positive cashflow position. Enrolment numbers have remained strong, and we continue to focus on sustainable growth and strengthening our school community.

At the same time, we are investing in the future of the School through ongoing improvements to both our educational offering and our facilities. A number of important initiatives are currently underway to support these objectives, including the implementation of an expanded marketing strategy aimed at significantly enhancing our website, communications, and broader online presence. These initiatives are intended to strengthen community engagement and further position the School for long-term success.

Over recent months, our leadership team has also dedicated significant time and effort to the renewal of the School's Registration with the Department of Education, a rigorous process required every five years for all Independent schools. We are pleased to report that this process has now been successfully completed.

The Registration review involves a comprehensive assessment of all aspects of the School's operations and governance, including curriculum delivery, educational standards, student wellbeing and care, governance practices, and the policies and procedures that support the effective management of the School. The Board extends its sincere thanks to Ross and all staff members who contributed to this demanding and detailed process. Their professionalism, commitment, and diligence throughout were greatly appreciated.

The Board is also encouraged by the positive feedback received through our recent community and staff surveys. The results reflect a thriving school environment that is meeting the expectations of our parent community while also supporting and valuing our dedicated staff. This feedback provides an important measure of our progress and helps guide the Board in identifying both our strengths and areas for continued improvement.

On behalf of the Board, I would like to thank our staff, families, students, and wider community for their ongoing support and commitment to the School. We remain confident in the School's direction and look forward to building on this momentum in the years ahead.

Sara Zahedi  
Chair  
May 2026

# Principal's Report

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

## Contextual Information

Blue Gum Montessori School (BGMS) was established in 1983. It is an independent Montessori 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) program, which operated onsite during 2025. Families come from far and wide to attend our school and are attracted by the benefits of a bespoke education for their children. Smooth transition through Infant Toddler Community to Junior Primary, Middle Primary and Upper Primary 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 approximately 62% 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 children. While the academic achievements of students are very important, we believe there is great value in broadening the experience of every child, whilst developing their passion for life-long learning and being a productive member of society. The School programs combine to support students of all learning abilities. Maria Montessori strove diligently to extend the boundaries of peace and empathy, 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 contribute to the life of the School community.

Blue Gum Montessori School is a special place to learn and grow. Time and effort is invested 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 BGMS educational program provides a highly specialised learning environment that fosters children's innate desire to learn and encourages the development of independent and community minded people.

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 children in each class span a three-year period (approximately 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, leadership skills and self-awareness.

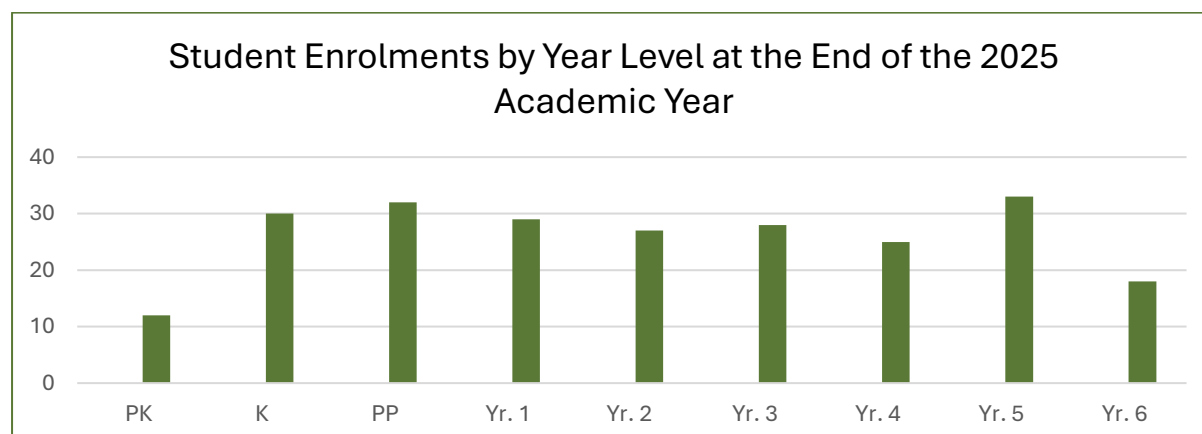
This Montessori philosophy ensures students are exposed to learning opportunities that foster the necessary academic skills for success and learning for life. A Montessori education provides opportunities for positive engagement and a firm foundation for children to become motivated individuals.

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, and work health and safety. 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 noted as 'a nationally recognised best-practice Montessori provider earning the status of Montessori Quality, Montessori Registered'(valid until 11/8/2028) by Montessori Australia. BGMS is also fully engaged with the Montessori Schools and Centres Australia (MSCA) Genuine Montessori Pathway (GMP).

## 2025 Student Enrolments

### 2025 Student Enrolments by Year Level



#### Student Enrolments by Year Level at the End of the 2025 Academic Year

| PK | K  | PP | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 | Yr. 6 | Total |
|----|----|----|-------|-------|-------|-------|-------|-------|-------|
| 12 | 30 | 32 | 29    | 27    | 28    | 25    | 33    | 18    | 234   |

### 2025 Enrolments by School Level

| Enrolments by School Level at the End of the 2025 Academic Year              | Number of Children |
|------------------------------------------------------------------------------|--------------------|
| Infant Toddler Community (ITC): (Termly enrolments: Average number per Term) | 20                 |
| Pre-Kindergarten to Kindergarten (pre-formal schooling)                      | 42                 |
| Pre-Primary to Year 6 (formal schooling)                                     | 192                |
| Total students in formal and informal schooling (PK-Yr. 06)                  | 234                |

## 2025 Summary

The School continued to flourish during 2025, with dedicated staff maintaining a professional and agile approach to teaching and learning. The year progressed with a sense of positive expectation and staff were able to concentrate on providing an environment that fostered the values of care, growth and understanding.

## 2025 Events

The 2025 school year was full of engaging events for BGMS students, staff and families. In 2025, we saw the continuation of a number of events such as Year 3 Camp, Upper Primary Camp, Harmony Day, Book Week, RU OK? Day,

Remembrance Day, ANZAC Day, Open Classroom Mornings and Afternoons, Open Evenings, Information Evenings, Mother's Day Celebrations, Father's Day Celebrations, Maria Montessori Birthday celebrations, Assemblies, Year 6 Leaders Rottnest Retreat, Year 6 Graduation Dinner, Year 6 Day Out, the Colour Run and a range of Sports Carnivals. A number of events involved collaborations with other schools and networks. Our Parent Community Group (PCG) Busy Bee's provided a wonderful way for our community to come together and complete important projects around our campus.

Students from Years 1 to 6 wowed us at our Instrumental and Vocal Recitals. In addition, it was fantastic to see students overcome their nerves and put on a fantastic show in our BGMS Whole School End of Year Concert. Our BGMS Choir's participation in the One Big Voice performance was a highlight. It was a delight to hear our students rehearsing before school each week in preparation for a range of performances and events.

## 2025 Student Attendance

### Student Attendance 2025

| Year              | Cycle                    | Average Attendance Rate | Students with an attendance record >90% |
|-------------------|--------------------------|-------------------------|-----------------------------------------|
| Pre-Kindergarten* | Cycle 1 (Junior Primary) | 69.25%                  | 16.67%                                  |
| Kindergarten*     | Cycle 1 (Junior Primary) | 90.36%                  | 64.52%                                  |
| Pre-Primary       | Cycle 1 (Junior Primary) | 92.24%                  | 69.70%                                  |
| Year 1            | Cycle 2 (Middle Primary) | 88.96%                  | 56.25%                                  |
| Year 2            | Cycle 2 (Middle Primary) | 91.71%                  | 70.37%                                  |
| Year 3            | Cycle 2 (Middle Primary) | 92.94%                  | 73.33%                                  |
| Year 4            | Cycle 3 (Upper Primary)  | 92.48%                  | 81.48%                                  |
| Year 5            | Cycle 3 (Upper Primary)  | 91.07%                  | 70.59%                                  |
| Year 6            | Cycle 3 (Upper Primary)  | 91.94%                  | 66.67%                                  |
| <b>Total</b>      | <b>Whole School **</b>   | <b>90.31%**</b>         | <b>66.39%**</b>                         |

*\* Figures adjusted to accommodate partial day enrolment options*

*\*\*Figure calculation is based on SCSA reported % per student and is not an average of the year cohorts listed above*

Student Average Attendance in 2025 remained consistent with the improved figures of 2023 and 2024. Students with an attendance rate greater than 90% increased substantially in 2023 when compared with 2022, and in 2024 and 2025 this level was maintained.

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)

In 2025, NAPLAN testing was conducted in March. The Year 3 and Year 5 cohorts 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 the 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 inform teaching and learning and make any necessary adjustments to professional learning and staff development.

We encourage all children at our school to complete NAPLAN. 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.

In 2025, Blue Gum Montessori School students in both Years 3 and 5 continued to perform above the National and State average in all areas. In 2023, 2024 and 2025 BGMS recorded a 100% participation rate in NAPLAN.

In comparison to 'students with a similar background', BGMS students continue to be above or on par in all areas, with Year 3 students being considerably

above Similar Schools in Numeracy results. In 2025, both Year 3 and Year 5 student cohorts produced three testlet results (out of the five testlets) above those of a 'Similar Background'.

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 individual results can have a large impact on averages. The data (school averages) for 2025 is outlined below along with a comparison to 2022, 2023 and 2024 data.

*Table Source: Australian Curriculum Assessment and Reporting Authority (ACARA) My School Website. Highlighted results are those above 'students of a similar background'.*

|      |    | NUMERACY |                 |               | READING |                 |               | WRITING |                 |               | GRAMMAR |                 |               | SPELLING |                 |               |
|------|----|----------|-----------------|---------------|---------|-----------------|---------------|---------|-----------------|---------------|---------|-----------------|---------------|----------|-----------------|---------------|
|      |    | BGMS     | Similar Schools | National Mean | BGMS    | Similar Schools | National Mean | BGMS    | Similar Schools | National Mean | BGMS    | Similar Schools | National Mean | BGMS     | Similar Schools | National Mean |
| 2022 | Y3 | 453      | 441             | 400           | 494     | 490             | 439           | 451     | 451             | 423           | 483     | 482             | 433           | 479      | 453             | 418           |
|      | Y5 | 519      | 524             | 489           | 547     | 547             | 510           | 504     | 509             | 485           | 525     | 531             | 499           | 513      | 532             | 505           |
| 2023 | Y3 | 466      | 462             | 407           | 456     | 464             | 405           | 451     | 463             | 416           | 469     | 473             | 411           | 454      | 455             | 404           |
|      | Y5 | 548      | 535             | 488           | 531     | 532             | 496           | 493     | 508             | 483           | 547     | 542             | 497           | 529      | 524             | 489           |
| 2024 | Y3 | 475      | 447             | 404           | 455     | 451             | 404           | 458     | 451             | 416           | 461     | 460             | 409           | 453      | 442             | 401           |
|      | Y5 | 542      | 539             | 489           | 521     | 533             | 492           | 506     | 518             | 485           | 514     | 539             | 498           | 503      | 515             | 486           |
| 2025 | Y3 | 477      | 448             | 405           | 437     | 443             | 402           | 453     | 447             | 414           | 465     | 460             | 408           | 440      | 441             | 405           |
|      | Y5 | 547      | 540             | 492           | 537     | 536             | 492           | 497     | 515             | 480           | 543     | 549             | 497           | 537      | 526             | 487           |

## Staff Standards and Qualifications

All teaching staff at BGMS are qualified to teach in Western Australian schools, and are registered with the Teacher Registration Board Western Australia (TRBWA), which includes a Working with Children Check. Specialist teaching staff are appointed to work in their specialised teaching area. A number of staff have qualifications above the degree level (Masters). Educational assistants have a range of qualifications and experience.

Staff are strongly encouraged to study Montessori education, and at the end of 2025, 100% of classroom teachers held a Montessori Diploma qualification. Specialist Teachers, Education Assistants and other support staff completed a range of Montessori qualifications including Diploma's, with the minimum

training, where applicable, being the completion of the Montessori World Education Institute (MWEI) Montessori Theory and Philosophy Workshop.

## Workforce Composition EOY 2025

| <i>Staff Type</i>          | <i>Number of Staff</i> | <i>FTE</i>   |
|----------------------------|------------------------|--------------|
| Teaching Staff             |                        |              |
| Male                       | 2                      | 1.96         |
| Female                     | 23                     | 15.29        |
| Indigenous                 | 0                      | 0.00         |
| <b>TOTAL</b>               | <b>25</b>              | <b>17.25</b> |
| Auxiliary Education Staff  |                        |              |
| Male                       | 0                      | 0.00         |
| Female                     | 17                     | 12.49        |
| Indigenous                 | 0                      | 0.00         |
| <b>TOTAL</b>               | <b>17</b>              | <b>12.49</b> |
| Operational Services Staff |                        |              |
| Male                       | 3                      | 3.03         |
| Female                     | 8                      | 5.15         |
| Indigenous                 | 0                      | 0.00         |
| <b>TOTAL</b>               | <b>11</b>              | <b>8.18</b>  |
| <b>GRAND TOTAL</b>         | <b>53</b>              | <b>37.92</b> |

## 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. For the 2025 year, BGMS invested in staff PL/PD and utilised the equivalent of approximately 66 days for relevant programs.

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

2025 saw Professional Practice and Professional Learning prioritised as a part of the Genuine Montessori Pathway. We believe that by providing staff with access to genuine Montessori professional development opportunities, we are investing not only in their career growth but also in the future of our school.

## 2025 Staff Professional Learning (sample of relevant PL/PD)

| <i>Date</i>                                 | <i>Event</i>                                                                | <i># of Staff</i>      |
|---------------------------------------------|-----------------------------------------------------------------------------|------------------------|
| <b>School-Wide Professional Development</b> |                                                                             |                        |
| 17 March                                    | Mandatory Reporting Training                                                | All Staff              |
| 28 April                                    | MTAWA: Conference at Beehive                                                | All Teaching Staff     |
| 28 April                                    | Point Walter - Team Building                                                | All Admin Staff        |
| 29 August                                   | Annual Staff Wellbeing/PD Day                                               | All Staff              |
| 13 October                                  | CPR, Asthma & Anaphylaxis Refresher Training                                | All Staff              |
| Multiple Dates                              | Staff Meetings (Surveys & Feedback)                                         | All Staff              |
| Multiple Dates                              | Staff Meetings (Committee Meetings)                                         | All Staff              |
| Multiple Dates                              | Staff Meetings (WHS Updates)                                                | All Staff              |
| Multiple Dates                              | Staff Meetings (Children at Risk Updates)                                   | All Staff              |
| Multiple Dates                              | Staff Meetings (Grounds and Facilities Updates)                             | All Staff              |
| 29 April                                    | Staff Meeting (Reportable Conduct Update)                                   | All Staff              |
| 30 June                                     | Staff Meetings (Code of Conduct Update Refresher)                           | All Staff              |
| 3 November                                  | Staff Meetings (Leave Policy Refresher & Genuine Montessori Pathway Update) | All Staff              |
| Multiple Dates                              | Cycle Meetings                                                              | All Teaching Staff     |
| Multiple Dates                              | Emergency, Lockdown and Snake Drills                                        | All Staff              |
| <b>Montessori-Specific Training</b>         |                                                                             |                        |
| Ongoing                                     | MSCA: Genuine Montessori Pathway                                            | Selected Staff         |
| Multiple Dates                              | MWEI: Introduction to Montessori Theory & Philosophy                        | Selected Staff         |
|                                             | Montessori Australia Meeting                                                | Principal              |
| 1, 2, 15 & 16 February                      | MWEI: 3-6yrs Culture Workshop                                               | JP Teacher             |
| Multiple Dates                              | WA Montessori Principals Meeting                                            | Principal              |
| 14 May                                      | MSCA: Annual Webinar – The Benefits of Montessori                           | Principal              |
| 17 May                                      | Montessori Australia: Best Practice for the Modern World                    | JP Teacher             |
| 28 May                                      | NAMC: International Montessori Teaching Diploma                             | MP Teacher             |
| 28 July                                     | MWEI: 3-6 Yrs Mathematics Professional Development                          | JP Staff               |
| 28 July                                     | MWEI: 6-9 Yrs Mathematics Professional Development                          | MP Staff               |
| 28 July                                     | MWEI: 6-12 Yrs Language Professional Development                            | UP Staff               |
| 28 July                                     | Trillium Montessori: Montessori and Inclusion Summit                        | JP Education Assistant |
| 17 November                                 | MWEI: Diploma in Montessori Studies (6-12)                                  | UP Teacher             |
| <b>Specialised Training</b>                 |                                                                             |                        |
| Ongoing                                     | External Mentorship: OSHC Service Operations                                | OSHC Director          |

|                                                 |                                                                               |                                            |
|-------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------|
| 19 February                                     | AISWA: Business Managers Masterclass: Finance, Industrial and Legal           | Business Manager                           |
| 24 February                                     | AISWA: Education Assistant Day                                                | JP Education Assistant                     |
| 27 May                                          | Cockburn Cockatoo Habitat and Planting Incursion                              | Deputy Principal & UP Education Assistants |
| 7 May, 14 May, 21 May, 28 May, 4 June & 11 June | Little Green Steps Incursions                                                 | JP Teachers & Education Assistants         |
| 4 March                                         | TPAA: NCCD Compliance for Teachers                                            | UP Teacher                                 |
| 10 March                                        | Traffic Warden Training                                                       | Selected Admin. Staff & Executive          |
| 12 March                                        | AISWA: Teaching Autistic Students                                             | JP Teacher                                 |
| 27 March & 29 May                               | EmployeeConnect: Knowledge Hub Webinars                                       | HR Administrator and Payroll Officer       |
| 18 March                                        | AISWA: Registration Seminar                                                   | Registration Officer                       |
| 23 April                                        | Animal Arc: Venomous Snake Handling & Relocation Course                       | Principal, Deputy Principal & Maintenance  |
| 1 May                                           | AISWA: Stay Compliant and Confident: Master Financial Questionnaire Reporting | Business Manager                           |
| 8 May                                           | AISWA: Enhancing School Safety                                                | Business Manager                           |
| 26 May                                          | AISWA Leaders Conference and AGM                                              | Principal & Business Manager               |
| 20 March & 13 May                               | Growing Up Greatness: Educating the Gifted and Talented                       | UP Teacher                                 |
| 25 June                                         | Keeping Safe: Child Protection Curriculum Update                              | MP Teacher                                 |
| 16 July                                         | AISWA: Advancing Executive Administrators & Senior Assistants in WA Education | Executive Assistant                        |
| 6 August                                        | Flip the Lid: The Neuropsychology of Challenging Behaviour                    | Multiple Teaching Staff                    |
| Multiple Dates                                  | AISWA: WA Collegiate Schools Meetings                                         | Principal                                  |
| 27 August                                       | AISWA: Business Managers Masterclass: Psychosocial Hazards in Education       | HR Administrator                           |
| 28 August                                       | AISWA: Ed Start Connect Webinar                                               | Business Manager                           |
| 9 September                                     | Murdoch University: 30-Day Professional Experience Support                    | JP Teacher                                 |
| 17 September                                    | AISWA: Business Managers Masterclass: Communicating in a Crisis with Clarity  | Principal                                  |
| 5 November                                      | AISWA: Funding Unpacked: What Business Managers Need to Know                  | Business Manager                           |
| 26 November                                     | AISWA: Leading AI Adoption                                                    | Principal                                  |
| 28 November                                     | ASBA: Business Manager's Meeting                                              | Business Manager                           |

Legend:

- All Staff: Includes all Blue Gum Montessori employees

- All Teaching Staff: Includes all teachers
- Selected Staff: Specific individuals chosen for specialised training
- Multiple Teaching Staff: Several but not all teachers
- Admin Staff: Staff with specific roles or responsibilities in administration
- JP: Junior Primary, MP: Middle Primary, UP: Upper Primary

## 2025 Sources of Funding and Expenditure

| <i>Income</i>   | <i>Amount</i>      | <i>%</i>    |
|-----------------|--------------------|-------------|
| Tuition Fees    | \$2,837,629        | 46%         |
| State Grants    | \$529,761          | 9%          |
| Federal Grants  | \$2,189,289        | 36%         |
| Trading Revenue | \$456,778          | 7%          |
| Other Revenue*  | \$121,471          | 2%          |
| <b>Total</b>    | <b>\$6,134,928</b> | <b>100%</b> |

| <i>Expenditure</i>                      | <i>Amount</i>      | <i>%</i>    |
|-----------------------------------------|--------------------|-------------|
| Employee Benefits Expense               | \$4,717,567        | 81%         |
| Maintenance, Care and Cleaning          | \$120,161          | 2%          |
| Computer/IT Expenses                    | \$101,864          | 1.7%        |
| Insurance Expense and Legal             | \$97,096           | 1.6%        |
| Other Expenses from Ordinary Activities | \$340,596          | 5.8%        |
| Teaching Resources                      | \$62,092           | 1%          |
| Utilities (Water and Electricity)       | \$26,652           | 0.5%        |
| Depreciation Expense                    | \$383,900          | 6.6%        |
| Net Finance Costs                       | -\$10893           | -0.2%       |
| <b>Total</b>                            | <b>\$5,839,035</b> | <b>100%</b> |

*\*Note – Other revenue includes \$75,670 of non-refundable enrolment bonds which are not included in the calculation of the Net Surplus from Ordinary Activities (shown below).*

It has been a productive and successful year. Despite the challenges of a cost-of-living crisis, a profound sense of belonging remains embedded at BGMS. With an engaged community, we have built on the substantial progress of 2023 and 2024, maintaining improvements across all areas of the school.

During 2025, several key plans came to fruition. The School posted its second consecutive year of significant positive cash flow while upholding high standards in educational outcomes, facilities maintenance, and staff remuneration. We successfully finalised the BGMS Strategic Plan 2025–2029 and completed the rigorous Non-Government Schools re-registration process; obtaining a five-year renewal of our registration.

Our ongoing engagement with the Montessori Schools and Centres Australia (MSCA) Genuine Montessori Pathway has focused our growth on key Montessori areas. Positive feedback from our 2025 Community and Staff Surveys confirmed high levels of satisfaction, which is further reflected in our ability to attract and retain exceptional staff.

The work of the Parent Community Group (PCG) was vital in maintaining and stimulating our overall sense of community. Additionally, our Outside School Hours Care (OSHC) and Vacation Care programs saw service delivery improvements that have resulted in encouraging family engagement with this important service.

Working together and building on the momentum of recent years, it has been heartening to witness the dedication of our staff and the expertise of our BGMS Board translate into such positive outcomes. While our work is ongoing, 2025 has been a significant year in our journey together; securing a platform of administrative and cultural stability, while nurturing growth and excellence within our learning community.

Ross Dods  
Principal  
May 2026

# Review of 2025 Financial Results

In the 12-month period ending 31st December 2024, Blue Gum Montessori School Inc. recorded a profit of \$295,893 (2024: profit of \$202,553) and a net increase in cash and cash equivalents of \$537,067 (2024: increase of \$795,975).

Total revenue was 8% higher than the previous year. Overall government grant revenue increased 8% compared to the prior year, and grant funding on a per student basis increased 6% compared to the prior year (2024: 10% increase).

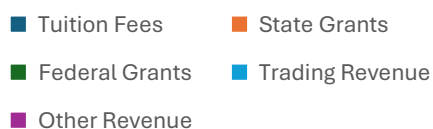
Total operating costs increased by 6.9% compared to the prior period which is a good result considering that this includes a pay increase of 4% provided to all staff mid-way through 2025 (to stay in line with award rates), and is the result of a thorough review of operating costs by the executive team to make savings where possible.

|                                                        | 2025             | 2024             | Variance         |
|--------------------------------------------------------|------------------|------------------|------------------|
| Income                                                 | \$6,059,258      | \$5,615,304      | \$443,954        |
| Operating Costs                                        | -\$5,466,028     | -\$5,113,137     | -\$352,891       |
| <b>EBIDA</b>                                           | <b>\$593,230</b> | <b>\$502,167</b> | <b>\$91,063</b>  |
| EBIDA Margin                                           | 9.8%             | 8.9%             | 0.9%             |
| Depreciation & Finance Costs                           | -\$373,007       | -\$404,884       | \$31,877         |
| <b>Net Surplus/ (Deficit) from Ordinary Activities</b> | <b>\$220,223</b> | <b>\$97,283</b>  | <b>\$122,940</b> |

| Government Funding |           |             |          |             |
|--------------------|-----------|-------------|----------|-------------|
|                    | State     | Federal     | Other    | Total       |
| 2025               | \$529,761 | \$2,189,289 | \$11,231 | \$2,730,281 |
| 2024               | \$484,031 | \$2,028,936 | \$7,750  | \$2,520,717 |
| Variance           | \$45,730  | \$160,353   | \$3,481  | \$209,564   |
| Variance           | (↑9%)     | (↑8%)       | (↑45%)   | (↑8%)       |

| Key Performance Indicators                           | 2025 | 2024 |
|------------------------------------------------------|------|------|
| Current Ratio (Current Assets / Current Liabilities) | 2.61 | 2.41 |
| Debt to Equity                                       | 0.7  | 0.7  |
| EBIDA %                                              | 10%  | 9%   |

## Income 2025



| <i>Income</i>   | <i>Amount</i>      | <i>%</i>    |
|-----------------|--------------------|-------------|
| Tuition Fees    | \$2,837,629        | 47%         |
| State Grants    | \$529,761          | 9%          |
| Federal Grants  | \$2,189,289        | 36%         |
| Trading Revenue | \$456,778          | 7%          |
| Other Revenue   | \$45,801           | 1%          |
| <b>Total</b>    | <b>\$6,059,258</b> | <b>100%</b> |

## Operating Expenditure 2025



| <i>Expenditure</i>             | <i>Amount</i>      | <i>%</i>    |
|--------------------------------|--------------------|-------------|
| Employee Costs                 | \$4,717,567        | 81%         |
| Maintenance, Care and Cleaning | \$120,161          | 2%          |
| Computer / IT                  | \$101,864          | 1.7%        |
| Insurance and Legal            | \$97,096           | 1.6%        |
| Other Expenses                 | \$340,596          | 5.8%        |
| Teaching Resources             | \$62,092           | 1%          |
| Utilities                      | \$26,652           | 0.5%        |
| Depreciation                   | \$383,900          | 6.6%        |
| Finance Costs                  | -\$10893           | -0.2%       |
| <b>Total</b>                   | <b>\$5,839,035</b> | <b>100%</b> |

## Cash Position at 31 December 2025

The School recorded net operating cash inflows of \$746,106 for 2025 (2024: inflow of \$997,760).

Cash outflows on property, plant and equipment for 2025 were \$763,834 (2024 outflows: \$106,501) and consisted primarily of the final settlement of \$608,000 for the acquisition of Lot 394, which was funded by an ANZ loan facility. The

remainder was spent on annual ongoing facilities maintenance and improvements, classroom resources, and maintaining the School's fleet of IT resources.

At 31 December 2025, the closing cash balance was \$2,417,093 which, after excluding the building fund (\$459,964) and refundable bonds (\$38,750), represents approximately four (4) months' operating cash outflows, which is at the upper end of the Board's target range of 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 2025, the building fund consists of \$459,964.

# Report Against Strategic Pillars

## Pillar: Students

*Outcomes: Maintain a high-quality Montessori education that promotes student wellbeing and personal growth.*

### 2025 Commentary: **Key Intentions/Aims**

#### **1. Embed Montessori curriculum and pedagogy throughout the school.**

BGMS Staff continued to embed Montessori curriculum and pedagogy throughout the school during 2025 by implementing a range strategies, including, but not limited to:

- A revision and update of Montessori National Curriculum (MNC) Cycle Planning Documents for inclusion in the BGMS Non-Government School Re-registration submission
- Creation of MNC Overview Documents for each Cycle. These BGMS developed resources were also shared amongst the National Montessori Network.
- A revision and update of the Early Years Learning Framework mapping to the Montessori Curriculum.
- Cycle and staff meetings utilised to engage in Montessori professional development and planning.
- Montessori pedagogy training: including professional learning completed on campus by Montessori trainers, training within Cycles, training across cycles, offsite training with professional networks and individual staff professional learning identified via the BGMS Annual Professional Growth Plan process.

#### **2. Adhere to a continuous improvement program for authentic Montessori practice, verified by a recognised external Montessori organisation.**

BGMS engaged in continuous improvement of authentic Montessori practice via a range of strategies, including, but not limited to:

- BGMS engaged with the Montessori Schools and Centres Australia (MSCA) Genuine Montessori Pathway (GMP)
- The 2025 GMP Improvement Plan included the Target Areas of:
  - Tenet 1: Understanding Montessori
  - Tenet 2: Trained Adult
  - Tenet 3: A prepared Environment – Physical Space (Outside)
- A suite of MSCA GMP information was included in the BGMS Non-Government Schools Re-registration submission.
- The 2026 MSCA GMP Priorities were finalised by BGMS Staff.
- MSCA GMP '2025 Annual Accomplishment' was confirmed; 'signifying the completion of all components necessary for ongoing work towards genuine Montessori practice.'

### **3. Provision of a holistic education program, including programs that meet the wellbeing and co-curricular needs of students.**

BGMS maintained a rich tapestry of programs including, but not limited to:

- BGMS Learning Engagement Program
- BGMS Specialist Performing Arts Program
- BGMS Specialist Music and Instrumental/Voice Program
- BGMS Specialist Physical Education Program
- BGMS Specialist STEM Program
- BGMS Specialist Visual Arts Program
- BGMS Year 6 Leader's Program
- BGMS Wellbeing Programs, including:
  - UR Strong
  - Keeping Safe: Protective Behaviours Curriculum
  - Upper Primary Wellbeing Program

Hobby Clubs – Woodwork Club, Lego Robotics, Soccer Club and many more.

Incursions & Excursions

- In-Term Swimming Lessons
- One Big Voice participation
- End of Year Concert
- Outside School Hours Care and Vacation Care opportunities

## **Pillar: Staff**

*Outcomes: To be the employer of choice for Montessori trained staff, and education sector staff.*

**2025 Commentary: Key Intentions/Aims**

## **1. Maintain a culture where all staff are empowered, connected and engaged.**

- 2025 Staff Survey results reported an excellent overall Staff Satisfaction level of 85%.
- 61% of the 26 measures in the 2025 Staff Survey maintained or achieve the highest % results since these surveys commenced in 2023.
- The Connections and Belonging measures were especially strong at 94%.
- Staff Engagement maintained a strong 90%

## **2. Improve staff facilities.**

- Please see relevant information provided below in '5. Provide appropriate tools and resources.'

## **3. Maintain high levels of staff wellbeing and safety.**

2025 Staff Survey Results were pleasing in this area, including:

- My working environment is safe: 92% rating
- I am feeling confident about the future of the School: 96%
- BGMS includes wellbeing initiatives in planning and values staff wellbeing: 90% (a 10% increase on previous strong results).
- I feel I am able to approach and communicate freely with the Principal: 88%

A range of strategies contributed to high levels of staff wellbeing and safety, including, but not limited to:

- A high functioning Work Health and Safety Committee
- A Staff Wellbeing Committee
- Improved Leave Provisions based on staff feedback
- Professional Learning: including Codes of Conduct training and 1<sup>st</sup> Aid Training
- Provision of the BGMS Employee Assistance Program
- Communication strategies and an 'open-door' approach
- Cycle meetings, and opportunities to collaborate and communicate

## **4. Provide relevant professional development and mentorship opportunities.**

2025 Staff Survey Results were pleasing in this area, including:

- I feel confident in performing my role: 93%
- BGMS has made improvements in professional learning and job-related training during 2025: 82% (a 12% increase on previous results).
- The Purpose and Strategy measure maintained a strong 86%

BGMS maintained an excellent professional learning program as outlined in the Professional Learning and Development section of this report. Additional improvements included, but were not limited to:

- 2025 GMP focus: BGMS Professional Practice, BGMS Targeted Professional Learning, BGMS Annual Professional Growth Plan and the BGMS Mentorship Program
- Completion of Introduction to Montessori programs for new staff
- 100% completion of Annual Professional growth plans by all staff

## **5. Provide appropriate tools and resources.**

2025 Staff Survey Results reflected improvements in this area; however, there were further indications that more can be done to bring this area up to the very-high, and high-level responses received in other areas of the survey, including:

- I am happy with the ongoing improvements made to the school grounds and facilities during 2025: 86% (a 13% increase on previous results).
- How satisfied are you with your specific physical workspace/area: 77%
- How satisfied are you with your equipment and supplies: 77%

BGMS maintained a continuous program of improvement in tools and resources, including, but not limited to:

- Upgrades to IT equipment
- Upgrades to classroom furniture and supplies
- Upgrades to sporting equipment
- Upgrades to the Outdoor Prepared Environment (GMP focus)
- Upgrades to Staff room facilities
- Upgrades to staff toilets
- Upgrades to maintenance equipment
- Upgrades to classrooms: painting and refurbishment
- Upgrades to air conditioning

## **Pillar: Sustainability**

*Outcomes: To maintain a sustainable and secure future, supported by strategic investments in assets and resources.*

### **2025 Commentary: Key Intentions/Aims**

#### **1. Promote the Montessori brand both within the School and externally.**

- BGMS maintained a continuous program of improvement in promoting the Montessori Brand both within the school and externally, including a range of interrelated initiatives outlined previously within this report. In addition, initial discussions have been completed with MSCA on a

national approach to promoting Montessori. New BGMS signage was installed at strategic locations around the school site and the BGMS Website was reviewed and updated. The BGMS marketing plan was provided to the BGMS Board and forms a part of the BGMS Strategic Plan.

## **2. Maintain a sustainable enrolment model.**

- BGMS 2025 Board Student enrolment goals were met.
- Upper Primary retention rates remained high during 2025.
- Enrolments were maintained at a level that met the budgetary needs and infrastructure of the school.

## **3. Elevate risk culture within the school.**

Work Health and Safety, and Risk remained a strong focus for BGMS during 2025, with a range of controls and initiatives contributing to an elevated understanding, including, but not limited to:

- A high functioning Work Health and Safety (WHS) Committee
- A Staff Wellbeing Committee
- WHS Professional Learning
- Provision of the BGMS Employee Assistance Program
- Executive, Staff and Cycle meetings: WHS standing item
- Year 6 Leaders WHS reporting mechanism
- Maintenance, review and updates of the BGMS Risk Register
- Maintenance, review and updates of the BGMS Compliance Register
- Completion of a successful submission for Non-Government School Registration that included substantial BGMS Policies, Procedures and Support Documents related to WHS and RISK matters.

## **4. Promote environmentally responsible use of resources.**

Environmentally responsible use of resources continued at BGMS during 2025, with a range initiatives contributing to an elevated understanding in this area, including, but not limited to:

- Improved waste collection management
- Improved cleaning contractor management
- Shared classroom resources
- City of Cockburn Grants for verge mulching and planting
- Water Reticulation system improvements
- Improvements in Air conditioning usage and habits
- GMP outdoor environment improvements: particularly shade provision, mulching and planting.

## **5. Maintain financial viability.**

As outlined previously within this report, a consecutive year of positive cash flow, whilst making significant investments and improvements across the school was a positive result. This result provides a sound foundation for upcoming years at BGMS.

- Financial Discipline and Operational Resilience: Maintain liquidity and Solvency: Liquidity Reserve > 3 months OP/EX: Achieved
- Financial Discipline and Operational Resilience: Debt Service Cover Ratio >2x: Achieved
- Maintenance and Facilities improvements: achieved
- Staff Salary Increases: achieved
- Student resources (equipment and materials) improvements: achieved
- Delivery of all budgeted items: achieved

## **6. Optimise Site to meet School needs.**

The 2025 Community Feedback Survey returned a 9% increase in the satisfaction level for improvements in School buildings, grounds and maintenance during 2025 (91%).

Work continued on refining the BGMS Masterplan and the integration of this work with the BGMS Facilities and Maintenance Plan.

The GMP focus on significant improvements to the outdoor prepared environment reaped benefits as students and staff were able to enjoy the numerous updates implemented across the school. Significant actions taken to optimise the school site included, but were not limited to:

- Install of Upper Primary Veranda misting system
- Install of Under-cover area misting system
- Install of Refrigerated drinking fountains
- Install of Junior Primary outdoor learning hub
- Install of Middle Primary garden beds and pergola area
- Install of play equipment to the oval sandpit area
- Replacement of Middle Primary Shade Sails

## **Pillar: Community**

*Outcomes: To welcome students and families to an inclusive and connected school community.*

### **2025 Commentary: Key Intentions/Aims**

The 2025 BGMS Community Survey results were encouraging, with a satisfaction score of 90%.

There were many pleasing outcomes, including:

- 100% of the results were above 81%
- 95% of the results were above 85%

- 54% of the results were improvements on strong 2024 results.
- Highest result (94%): 'BGMS provides a safe environment.'
- Significant % increases 2024 – 2025 included a 9% increase: 'Overall, I am happy with improvements in School building, grounds and maintenance during 2025.' (91%)

### **1. Actively promote community building initiatives within the School.**

The 2025 BGMS Community Survey results showed a strong community Connection and Belonging result of 87%.

BGMS maintained a continuous program of community building initiatives during 2025, including, but not limited to:

- Open Classrooms: morning and afternoon options
- Classroom Observations
- Montessori Information Evening
- Colour Run
- Lap-a-thon
- Mother's Day and Father's Day celebrations
- Parent Community Group(PCG) Busy Bees
- Blue on the Green Family Picnic
- BGMS Whole School End of Year Concert
- BGMS onsite PCG Meetings
- Community Life Coordinator Meetings with the Principal
- Class Liaisons Program
- BGMS Annual Community Survey

### **2. Promote an extension of the Montessori environment at home via community engagement, and parent/carers education.**

BGMS maintained a continuous program to build an understanding of the Montessori environment at home during 2025, including, but not limited to:

- Montessori Information sessions
- Newsletter Articles: Montessori Matters
- Transparent Classroom Communications
- Class Observations
- Open Classrooms: morning and afternoon options
- BGMS Website News updates

### **3. Promote professional networks.**

2025 saw BGMS maintain and develop a number of important relationships amongst the Montessori learning community. Our Principal met regularly with the Western Australian Montessori Principals and members of Montessori Schools and Centres Australia (MSCA). The School is part of a MSCA National

Principals and Leadership network and staff engaged with a range of Montessori networks via BGMS Professional Learning opportunities, including, but not limited to:

- MSCA
- Montessori Australia
- Montessori World Educational Institute (MWEI) Australia
- Sydney Montessori Training Centre (SMTTC)

The School engaged with the Genuine Montessori Pathway (GMP) process, via a strong relationship with MSCA.

BGMS actively participated in the Western Australian Collegiate Schools (WACS) network, and BGMS Staff utilised Association of Independent Schools Western Australia (AISWA) resources to collaborate and consult on a range of matters including:

- Curriculum and Pedagogy
- School Programs and Services
- Corporate Services
- Communications and Business Development

#### **4. Collaborate with other Montessori schools.**

Our Principal continued to meet regularly with the Western Australian Montessori Principals and members of Montessori Schools and Centres Australia (MSCA). The Western Australian Montessori Principals continued to collaborate on matters related to submissions to the School Curriculum and Standards Authority (SCSA). BGMS hosted Montessori and other Independent schools for interschool events and staff collaborative opportunities.

End Of Report