PRINCIPAL'S REPORT
Principal’s 2012 Annual Report, 27th March 2013

We acknowledge the traditional lands of the Noongar people upon which our school is built and pay respect to the Wardandi elders both past, present and future.

The Margaret River Montessori School was established in 1992 and the school opened its doors to a 3-6 class of 14 children in 1993 at the Old Baptist church in Tunbridge St, Margaret River. The school grew and the current school site 4-6 Clarke Rd, Margaret River was procured in 1997.

After a year of change in 2011 it was good to consolidate with staff movements being minimal. A new School Administration Officer, Deb Angell was employed to begin the 2012 school year and Education Assistants, Jacki Connew, Maria Pickering and Sandi McDonald joined the team in Middle and Upper Primary. Suzie Spiers added Visual Arts to her teaching load for Middle Primary, Craig Richards began teaching Phys Ed in Junior Primary and Coralie Clapp taught .2 in Junior Primary.

The Committee of Management had a change of leadership and name at the AGM. Richard Bate became the Chairperson when Michelle Dowding retired and the Constitution was updated to reflect the change of name to Margaret River Montessori School Council. The school community thanks Michelle for her leadership and long term commitment to the school. Interest in the school’s governance was high on the school community agenda and all members have worked hard to update policies and become more informed on governance issues. Council members complete a review of their performance and this guides the incoming Council in its’ priorities. Once again sincere thanks to the School Council members who regularly volunteer their time and expertise in the best interest and promotion of the school through their governance roles. The School Council has proactively sought guidance from AISWA and secured professional learning in Strategic Planning. Council members attended a day of professional development off site. The new Strategic Plan has now been written for the next 5 years. The Council continues to seek clarification on the roles of the Admin staff and Principal.

Sincere thanks to the Parents and Friends Committee who continue to work diligently to support the schools activities. The P & F hold Busy Bees each term and all families are represented. The P & F generated funds for the school through events such as a Fashion Folly, Easter stall, Creative Calendar, Parent Direct catalogues, the amazing Cow Pat Lotto and provided parking marshalling for the ‘Margaret River Gourmet Escape’. The school also recommenced Book Club.
Significant Events and Milestones

Once again the school participated in many national and local events including:

- National Harmony Day
- Upper primary students represented the school at the Margaret River Anzac Day ceremony.
- Ride and Walk to School Days
- Tree Planting Day—Bushfire Recovery project
- The Arts Council Readers and Writers festival
- Whole School Reading
- Science Week—Rocketeers—Montessori Space Academy
- World Water Day
- Kaigis
- School Clean Up Day
- Discos
- Tree planting Cape to Cape Catchment Group
- Scitech
- Jump Rope For Heart
- Parent Information Evenings/afternoons
- Open Days
- Community Information Evenings
- Hullabaloo Music Jam—whole school x 2
- Spare Parts Puppet Theatre
- Junior Primary Eagles Heritage excursion
- Middle Primary Maze excursion
- Upper Primary Wharncliffe Camp
- Upper Primary Canteen for the whole school
- Upper Primary Art Exhibition excursion—Busselton Court House
- Margaret River and Districts Agricultural Show student work displayed and School Display.
- Taiko Drumming
- Upbeat Inspiration
- Dean Kemp Football incursion
- Bushfire Remembrance excursion to Ellensbrook to share poetry and writing
- Upper Primary Sculpture Walk project with Artzability
- Upper Primary hosted Indigenous visitors from West Papua
- Upper Primary work with Cape to Catchments in wetlands
- In term Swimming

As a school we were once again happy to participate in the Margaret River Senior High School’s Work Place Learning initiative for Year 11 and 12 students.
The school was successful in gaining an Empowering Local Schools grant. This is being administered across the areas of Improvement in School Governance, Management of School Finances and Budgets, Infrastructure Planning, School Leadership, Recruitment and Retention of Principals, Employee and Human Relations, Parental and Community Engagement and Strategic Planning for long term Sustainability.

In its pursuit of excellence the school enrolled in the Montessori Quality Assurance Programme with the Montessori Australia Foundation. This involves a comprehensive audit of school practice and adherence to Montessori philosophy.
Federal Government Reporting Requirements

The following school information is required to be presented annually.

Staffing Information 2012

Administration: Gail Cresswell: Principal; Sue McLeod: Finance/Admin Manager; Deb Angell—School Admin Officer

Teaching Staff

0-3 Programme Facilitator Nicki Holzer and Danielle Walker
Junior Primary Jan Johnson, Sonja Roco, Raylene Field and Sue Gaunt
Middle Primary Kate Ramsay, Jasmine Mann and Lee-Anne French
Upper Primary Talliesen
Language Specialist Karen Haslau—Japanese
Education Support Karen Haslau
Music Specialist Suzie Spiers
Phys Ed Specialist Sue Gaunt

Classroom Assistants Corinna Iddon, Sue Peters, Janine Pedrick, Jacki Connew, Sandi Macdonald, Gayna Luck and Maria Pickering

Teacher Qualifications

All class teachers (Directors) at our School hold a recognized teaching qualification and are trained in Montessori Education for the cycle of learning they teach. Teachers at our school are registered with the Teachers Registration Board (TRB) as required by the Department of Education. All teachers are committed to professional development and attend various workshops throughout the year to update, and learn new skills, both within the delivery of the Montessori Curriculum and State and Federal educational requirements.

Qualifications of Teaching Staff range across the following:
Bachelor of Education Diploma of Teaching, Associate Diploma of Community Studies (Working With Young Children), Instructors Certificate Montessori Diploma 3-6 Years, Montessori Diploma 0-3, 3-6 and 6-9 years, Bachelor of Arts In Education (Primary and Secondary), Bachelor of Arts Childhood and Family Education, Advanced Diploma Montessori 6-12 Years, North American Montessori Centre Diploma, Certificate In Education Bachelor Applied Science, Bachelor Physical Education, Diploma of Education Science and English. Associateship in Fine Art, Bachelor Education Social Science.
Teacher Participation in Professional Development

Teaching Staff, including part time staff were engaged in Professional Development during 2011 including the following conferences, seminars and workshops:

- Montessori Early Years Learning Framework and National Quality Standards - MAF
- Montessori Stakeholders Forum—MAF
- 0-3, 3-6, 6-12 years workshops  MWEI—Montessori World Education Institute
- Montessori Business Managers Forum—MAF
- Montessori School Leaders Forum—MAF
- Whole School Literacy Planning - AISWA
- NAPLAN – Best Performance
- Numeracy — AISWA
- Maths Assessment—AISWA
- Literacy—AISWA
- Principal as Literacy Leader project – AISWA/ECU
- Occupational Health and Safety—AISWA
- Tagging and Testing –AISWA
- Small Schools Collegiate – AISWA
- Science AISWA
- Kids Matter
- Asthma training
- Anaphylaxis training
- APPRAISE—AISWA
- Creating Relationships That Work—Non Violent Communication
- ASME Choral Day
- Strategic Planning
- Adolescent Workshop—Dr Steven Hughes—Montessori Australia
- Carol Raleigh—6-12 years Montessori
- Bushfire Safety—AISWA
- Introduction to Personality Types—Veronique Boulanger

Professional Development in 2012: $17,793.12

Student Attendance 2012

We aim for all students to attend at least 90% of the year. Historical data shows that this goal may not be achievable for our school population due to contextual factors such as travelling for medical appointments and accessing services, and family holidays being taken when the tourist season is quieter. Our school is not unique with regard to the influence of these factors in the south west of Western Australia.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0.96</td>
</tr>
<tr>
<td>Year 2</td>
<td>0.91</td>
</tr>
<tr>
<td>Year 3</td>
<td>0.94</td>
</tr>
<tr>
<td>Year 4</td>
<td>0.93</td>
</tr>
<tr>
<td>Year 5</td>
<td>0.92</td>
</tr>
<tr>
<td>Year 6</td>
<td>0.97</td>
</tr>
<tr>
<td>Year 7</td>
<td>0.90</td>
</tr>
</tbody>
</table>

Years 1 to 7 Attendance 93%
National Testing

Students in Years 3, 5 and 7 achieving the National Literacy and Numeracy Benchmarks for 2012. In 2012, the National Assessment Program—Literacy and Numeracy (NAPLAN) was conducted in May. Current legislation requires that we report the School’s NAPLAN results in relation to the national minimum standards. We are proud to acknowledge that our School is inclusive of all children and provides the opportunity for all students to be involved in these tests regardless of identified learning difficulties or intellectual impairments. A student who has not achieved minimum National standards is identified and given an Individual Educational Plan. As a Montessori School it must be emphasized we facilitate, value and follow the individual academic progress of each child. Nevertheless, we are proud to acknowledge that our students perform extremely well in comparison to national performance in these assessments despite testing not being part of our philosophy or regular educational practice.

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Students</td>
<td>-11.71%</td>
<td>-11.89%</td>
<td>-14.38%</td>
<td>-15.88%</td>
<td>-12.65%</td>
<td>-3.42%</td>
</tr>
<tr>
<td>Year 5</td>
<td>+13.54%</td>
<td>+14.55%</td>
<td>+17.20%</td>
<td>+16.00%</td>
<td>+15.19%</td>
<td>15.21%</td>
</tr>
<tr>
<td>6 Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>+7.19%</td>
<td>5.15%</td>
<td>-0.87%</td>
<td>+3.05%</td>
<td>-12.89%</td>
<td>+37.17%</td>
</tr>
<tr>
<td>2 Students</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Although it would appear that our Year 3 students are at risk we wish to acknowledge that we do not ‘teach to the test’ of NAPLAN. These students are still using concrete Montessori materials and all perform at or above the national mean when in Years 5 & 7. The teachers have investigated all results and use the data to drive classroom planning, teaching and assessment.

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Numeracy</th>
<th>Number</th>
<th>Algebra</th>
<th>Stats &amp; Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Narrative Text</td>
<td>Information Text</td>
<td>Text Structure, Persuasive Devices, Paragraphing, Sentence Structure and Spelling Cohesion</td>
<td>Spelling Correction, Spelling in Context</td>
<td>Pronouns Use and Conjunctions</td>
<td>Exclamation Marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Text</td>
<td>Text Structure</td>
<td>In Context Task</td>
<td>Complex Sentences</td>
<td>Direct Speech, Commas for Prepositional Phrases</td>
<td>Stats &amp; Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedure and Poetry</td>
<td>and Sentence Structure</td>
<td>Complex Sentences</td>
<td>Direct Speech, Commas for Prepositional Phrases</td>
<td>Stats &amp; Probability</td>
<td>Multi Step Problems / Stats and Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>Persuasive Text</td>
<td>Information Text</td>
<td>Ideas and Punctuation Persuasive Device</td>
<td>Spelling Correction</td>
<td>Use of Pronouns and Plurals Paragraphing</td>
<td>Semi Colons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative</td>
<td>Text</td>
<td>Spelling Correction</td>
<td>Use of Pronouns and Plurals Paragraphing</td>
<td>Semi Colons</td>
<td>Multi Step Problems / Stats and Probability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students at Margaret River Montessori School value:
• Pursuit of knowledge and commitment to achievement of potential
• Self-acceptance and respect for self
• Respect and concern for others and their rights
• Social and civic responsibility
• The use of Non Violent Communication
• Partnerships with the community
• Being part of the global Montessori network
• Aspiring to world peace

Parent Satisfaction: Whole school surveys are completed every two years. The next survey for parents, staff and students will be completed in 2013. Parent education sessions were changed to afternoons and positive written feedback was received after each session.

Value Added: We provide families attending our School with:
Specialised Montessori Curriculum and Environment supporting the holistic development of the child
An individualised learning program
Professional, dedicated and caring staff
Community Life
A commitment to small class sizes
Well resourced classes
Specialised high quality Montessori learning materials
Specialist programmes and teachers for Language (Japanese), Music and Phys Ed.
School incursions and excursions
Going Out programme
Educational support programmes including the provision of a targeted tutoring program in literacy and numeracy for identified children at educational risk. Funding was obtained from AISWA for this programme.
Communication through monthly newsletters, fortnightly mini newsletters, parent/teacher conferences, website, class mentors, emails and notice boards
A picturesque bush land school environment conducive to positive and stimulating learning
A safe and supportive learning environment
A Water Wise focus
Our own wetland educational resource
Kitchen Gardens
Promotion of independence, personal responsibility for learning and co-operation
Educational projects linked to and supportive of the wider community – Mirambeena BaptistCare and Life Without Barriers
Asthma Friendly
Sun Smart
A Strategic Plan aimed at promoting high quality educational programmes and facilities for a growing school community.
School Finances 2012

Full-time equivalent enrolments (78 PP to Y7) relating to recurrent income and capital expenditure:

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$461,634</td>
<td>$5,918.38</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$136,788</td>
<td>$1,753.69</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$367,915</td>
<td>$4,716.86</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$21,918</td>
<td>$281.00</td>
</tr>
</tbody>
</table>

**Total Gross Income**

(excluding income from government capital grants) $988,255 $12,669.98

![Income 2012 Pie Chart]

**Deductions**

Income allocated to current capital projects $2,676 $34.31
Income allocated to capital debt servicing $62,288 $798.56

**Subtotal** $64,964 $832.87

**Total Net Recurrent Income** $923,291 $11,837.06

**Capital Expenditure 2012**

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income allocated to current capital projects</td>
<td>$2,676</td>
</tr>
<tr>
<td>Other (School Improvements, Furniture &amp; Equip, Libr)</td>
<td>$49,388</td>
</tr>
</tbody>
</table>

**Total Capital Expenditure** $52,064