



Annual Report 2015



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Principal's Address: Reflections of 2015

It is again a pleasure to be introducing this Annual Report to the community.

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.

2015 saw a great many new developments to our school.

Key educational goal was...

- To overhaul our 0-3 year old Playgroup Program

This was achieved through/by...

- Employment of a qualified Montessori teacher, experienced with 0-6.
- Full overhaul of the space, clean out and new materials.
- Review of enrolment and administrative procedures.
- Increased parent information and marketing.

Key educational goal was...

- To investigate ways to augment our approach to teaching reading and to reading development.

This was achieved through/by...

- Audit of current practices and student results.
- Investigation of methods and materials that align with Montessori.
- Professional development in and implementation of the Sharp Reading Program.
- Overhaul of home reading program including purchase of new resources
- Parent Education of Reading .Development and information sent home for all families on how best to support your child's reading development through the home reading program.

Key educational goal was...

- To develop a Quality Improvement Plan (QIP) under the National Quality Standard for Early Childhood Education (3 year old to Year 2, NQS)

This was achieved through/by...

- Audit of current practices with whole staff and writing of plan by 0-6 Cluster Leader.
- Setting of goals for the seven quality areas, with a focus on Quality Area 3 – outdoor learning environment.
- Enhancement of outdoor learning spaces and the ways the outdoor spaces are used in Junior Primary.
- Planning for new Edible Playscape and Mega Fauna Habitat in Middle Primary is underway.
- Refurbishment of Junior Primary with new doors and a rearrangement of the Mezzo Room to expand and enhance the indoor learning spaces.
- Enhancement of the indoor learning spaces in Middle Primary with a complete internal paint and new carpets.

Key educational goal was...

- To refine and make more effective our processes for reporting to parents through the use of Portfolios.

This was achieved through/by...

- Approval by School Curriculum and Standards Authority of a 5 point reporting scale and descriptors as an alternative to letter grades.
- Creation of assessment rubrics for each year level in line with the Australian/Wester Australian Curriculum.
- Implementation of new portfolios of work and photographs to be maintained throughout the year as an ongoing record of student progress. Using portfolios over a report ensures the focus is on the child's progress over time not on their level of achievement at any one point in time against a benchmark.
- Presentation of portfolios at portfolio celebration interviews where the focus is on the child's own self-reflection of their work and a celebration of their progress.

Key educational goal was...

- To expand our Music Program

This was achieved through/by...

- Employment of new Music Teacher, Tony Lane, after retirement of Suzie Spiers.
- P&F contribution to new music storage, new stage, sound baffling and screens to enhance the music class space in the hall.
- Consolidation of school choir and addition of new school ensemble.
- School rock band program began.
- School in/excursions to expose children to working musicians like the Australian Youth Orchestra, indigenous musician, Phil Walley-Stack and a personal performance by well-known artists, We Two Thieves.

Key educational goal was...

- To continue to work in the wetlands area and to enhance other outdoor play and learning spaces in the school.

This was achieved through/by...

- Instigation of the Land Management Committee to oversee the school's Environmental Management Plan created by the Cape to Cape Catchment Group solely for our school property.
- Whole school native planting days to involve children in erosion and weed management.
- Implementation of the Be a Bush Scientists Program for MP.
- Expansion of our partnerships with CCCG and DPAW through possum talks, cockatoo walks, bird watching, dieback education and workshops.
- Completion of the sustainable jarrah boardwalk that was funded by the P&F and the 2014 SGIO grant.
- Securing of an additional grant for ongoing wetlands regeneration and development.

This list of achievements is by no means complete and only summarises the truly amazing dedication to each individual child's whole-self development that is authentically attended to each day by the staff and administration of Margaret River Montessori School.

Lisa Fenton

School Council, P&F, Montessori Quality Assurance

School Council:

In 2015 the school Council worked hard to sustain our path towards expanding into a second Upper Primary classroom as and when it is needed, most likely in 2017, as well as providing the school community with long awaited parking solutions and a development plan to secure the future strength of the school.

Upper Primary Expansion

Emma Beumer, our new Upper Primary teacher under the guidance of Lee-Anne French our 6-12 Cluster Leader, has taken the class to new heights by overhauling the 3 year curriculum cycle plans in line with the National Montessori Curriculum as well as redesigning the layout of the classroom and restocking the shelves with a huge number of new school-made and purchased Montessori materials.

New Resource Centre

To create a new Upper Primary class the existing library needs to be relocated. Plans have also been approved for a new library/resource centre to be built into the existing space behind the hall. This space will be enhanced with glass walls at each end, and an external courtyard opening out on to the bushland behind. This is sure to be an exciting project.

Parking Expansion Plan Approved by AMR Shire

After a long haul of ongoing parking constraints the School Council was overjoyed to finally present an approved parking expansion plan to the community. In addition to some safety improvements made to the existing main car park through the pruning of trees and clearing of gravel, a new 5 stage parking plan for Betts Road by the wetlands was implemented. This enabled the newly constructed boardwalk to be used as one of the entrance points to our school.

Signage Plan

Part of the parking plan included the approval of new external school signs. In addition the Marketing Committee, a sub-committee of School Council worked on consolidating a Signage Plan for the whole school.

Parents and Friends:

Sincere thanks to the Parents and Friends Committee who continue to work diligently to support the School's activities. The P&F holds Busy Bees each term and all families are represented. The P&F generated funds for the school through events such as a Fashion Folly, Parent Direct catalogues, The Lions Shed Garage Sales, the annual Cow Pat Lotto, a community Bush Dance and Scholastic Book Club. A major P&F highlight for the year was the stunningly magical We Two Thieves Concert.



Montessori Quality Assurance and School Improvement:



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. From there the School engaged in creating a Quality Improvement Plan based on the audit and focusing on four main areas which are in line with the main goals of the School's Strategic Plan:

- Prepared Adults
- Prepared Environment
- Curriculum, Planning, Implementation and Assessment
- Commitment To Improvement, Leadership, Vision and Child Advocacy

2015 was the year that we received official registration as a Trademarked Quality Montessori School under the Montessori Australia Foundation Quality Assurance Program.

Who is the Montessori Quality Assurance Council?

The MQAC consists of two trainers from each of the longest standing training colleges in Australia – the Australian Montessori Teacher Education Foundation (AMTEF - AMI) and the Montessori World Education Institute (MWEI).

Why should my school or centre participate?

- To promote and increase confidence in the delivery of high quality Montessori education for current and prospective families
- To inform families of quality practice and delivery of Montessori programmes.
- To assist staff with the development of a culture of continuous reflection and improvement leading to increased validation.
- To promote and increase the profile and standing of the Montessori sector with State and Federal Governments leading to the validation and recognition of Montessori programmes.
- To fit within and support services to meet State and Federal Government requirements for improvement of standards, quality teaching and learning and accountability and professionalism.
- To assist with linking the Montessori National Curriculum with the Early Years Learning Framework and the Australian National Curriculum.
- To increase awareness of the Montessori approach to education and Montessori philosophy in the wider Australian community.

MAF website will list all schools and centres participating in the MQAP.



Vision, Mission, Values and Strategic Direction:

OUR VISION

Making the world a better place by providing an education that:

- Inspires academic excellence
- Nurtures respect for self, others and the environment, curiosity, creativity and imagination
- Awakens the human spirit

OUR MISSION

To provide a quality Montessori Education thereby helping our children to:

- Discover their capacity to live in peace
- Learn without boundaries throughout their lifetimes
- Find meaningful work
- Discover the joy of friendships and community

VALUES

We continue to promote and explicitly teach values implicit in The Virtues Project
www.virtuesproject.com



STRATEGIC DIRECTION

Our strong strategic plan continues to be the force underpinning all School Council planning and direction. The 4 main areas of Curriculum, Human Resources, Communication and the Future continue to drive Council forward towards achieving the goals of the Plan's 3 year targets by the end of 2016. At the same time, 2015, saw the School Council embark on a review of our Strategic Plan to be completed throughout 2016.



School Events in 2015

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

- National Harmony Day Parade and Kaigi
- Whole School ANZAC Day Ceremony and raising of the flags.
- Ride to School Day
- Whole School Reading
- Science Week/Whole School Science Day
- Book Week, Book Fair and Book Character Dress Up Day
- Schools' Clean Up Australia Day
- Jump Rope for Heart
- In term swimming lessons
- After School Sports with trained facilitators and community coaches.
- UP Cape to Cape BioBlitz and Confluence
- End of Term Kaigis
- Year 6 Graduation Ceremony
- Scitech Incursion
- St John's Ambulance Visit
- Silver Threads Music Incursion
- UP Pemberton Camp
- Australian Youth Orchestra Visit
- UP Cape to Cape Camp
- MP school camp out
- NAPLAN
- Wetlands Planting Program
- DPAW Possum Education Incursion
- Maria Montessori's Birthday, Pasta Day and Whole School Lunch
- Be a Bush Scientist MP Program
- Whole School Japanese Day
- Nature Play with Rae Pethica in JP
- Adventure Play Garden Design Workshops with the MR Community Garden



Community Partnerships

- Mirambeena
- MR Lions Club
- Bunnings Margaret River
- MR Rotary Club
- MR Community Garden
- Cape to Cape Catchment Group
- Department of Parks and Wildlife



Community Events in 2015

- ✚ MR Woodfired Bread
- ✚ Students represented the school at Anzac Day and Remembrance Day ceremonies
- ✚ The Arts Council Young Readers and Writers Festival
- ✚ Junior/Middle/Upper Primary work with the Cape to Cape Catchments Group, Department of Parks and Wildlife and Cape to Cape Birdlife.
- ✚ Margaret River and Districts Agricultural Show Art Exhibition.
- ✚ NAIDOC week Visit to MRPS and Phil Walley-Stack Concert
- ✚ Mirambeena resident's visit with concert
- ✚ Open Day
- ✚ Active After School Sport
- ✚ Historical Settlement visit
- ✚ End of year town Christmas Carols



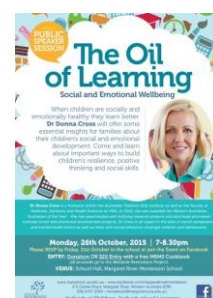
MRMS Parents & Friends Events in 2015

- ✚ Parent Montessori and School Q&A
- ✚ Beginning of Year Sundowner
- ✚ We Two Thieves Concert
- ✚ Fashion Folly
- ✚ Bush Dance Music Fundraiser
- ✚ End of Year Sundowner
- ✚ Cow Pat Lotto Fundraiser



MRMS Parent Events in 2015

- ✚ Parent Montessori and School Q&A
- ✚ Understanding Reading Development Parent Information Night
- ✚ Dr Donna Cross Guest Speaker Event
- ✚ Come and See My Job Day
- ✚ Year 6 Graduation Ceremony and Dinner



Wetland Habitat Regeneration and Works

2015 saw extensive works and effort put in to our wetland area. Construction of the boardwalk was completed proving to be popular with students, parents and members of the wider community. Through Cape to Cape Catchment Group our students were involved with various wetland activities such as mass planting of local native seedlings, recognising and protecting possum habitat, bird watching and species identification, macroinvertebrate and water sampling as well as treating affected trees and shrubs for canker. We look forward to ongoing regeneration projects and the official grand opening of our boardwalk in 2016.



Staffing Information and Professional Learning

Administration:

Principal	Lisa Fenton
Finance/Administration Manager	Sue McLeod
School Administration Officer	Deb Angell

Teaching Staff:

0-3 Playgroup Facilitator	Raylene Field
Junior Primary	Jan Johnson, Sonja Roco, Raylene Field and Sue Gaunt
Middle Primary	Kate Ramsay, and Lee-Anne French
Upper Primary	Emma Beumer
Language Specialist	Karen Haslau—Japanese
Literacy/Numeracy Support	Karen Haslau
Music Specialists	Suzie Spiers and Tony Lane
Art Specialist	Rona Mirtle
Phys Ed Specialists	Sue Gaunt, Karen Haslau and Raylene Field
Education Assistants	Corinna Iddon, Sue Peters, Trish Murray, Sandi Macdonald, Gayna Luck, Tilly Kelleher, Denise Fowler and Nicki Whitehead.

Teacher Qualifications

All class teachers (Directors) hold a recognized teaching qualification and are trained in Montessori Education for the cycle of learning they teach. Our teachers are registered with the Teachers Registration Board (TRB) as required by the Department of Education Services. 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 Arts In Education (Primary and Secondary), Bachelor of Arts, Graduate Diploma of Education, 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 Childhood and Family Education, Advanced Diploma Montessori 6-12 Years, North American Montessori Centre Diploma, Certificate In Education Bachelor Applied Science, Diploma of Education Science and English. Associateship in Fine Art, Bachelor Education Social Science.

Professional development:

Teaching Staff, including part time staff and EAs, were engaged in Professional Development during 2015 including the following conferences, seminars and workshops:

- + Geometry, Montessori World Education Institute (MWEI)
- + Sharp Reading, AISWA
- + Words Their Way, AISWA
- + Visit from Cathy France, Principal Hills Montessori
- + Visit to Hills Montessori Adelaide
- + AISWA Small Schools Collegiate Meeting, hosted at MRMS
- + Nicola Davidson, Teacher Registration, AISWA
- + Administrative Leadership, AISWA, 3 days
- + Montessori Foundation Theory, all staff, MWEI
- + Supporting Students with Sensory Needs, Hollie Rogan, Potential Occupational Therapy
- + Supporting students who may be on the Autism Spectrum, Siobhan Joly, School Psychologist, AISWA
- + Managing Challenging Behaviours and Classroom Strategies Dolly Barghava Speech Pathologist
- + Dysgraphia, Dyslexia Speld Foundation
- + Visit from Karen Bennets, Senior Advisor for Montessori Independent Schools Australia for the Montessori Australia Foundation.
- + Creating Safer Independent Schools, AISWA
- + PART Predict, Assess and Respond to Aggressive Behaviours, AISWA
- + 0-3 Adults as Prepared Environment, MWEI
- + Principal Partnerships Program, AISWA
- + Montessori and Dyslexia, MAF via Skype
- + Japanese Australian Curriculum Language Workshop, AISWA
- + Beehive Montessori School, on-going partnership between teachers.



Student Enrolment and Attendance

Student Enrolment 2015

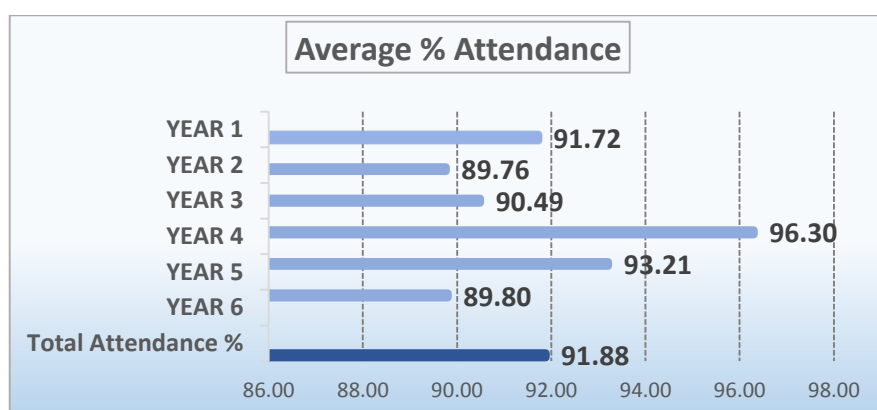
Total Enrolments as at Dec 2015

Junior Primary	49
Middle Primary	43
Upper Primary	28
Total	120

2015 ENQUIRIES TO ENROLMENT COVERSION TABLE																ANNUAL TOTAL
	TERM 1				TERM 2				TERM 3				TERM 4			
	JAN	FEB	MAR	TOTAL	APR	MAY	JUN	TOTAL	JUL	AUG	SEP	TOTAL	OCT	NOV	DEC	TOTAL
JP Enrolments	0	12	0	12	4	1	0	5	2	3	0	5	3	1	0	4
New	0	4	0	4	3	0	0	3	2	3	0	5	3	1	0	4
Existing Family	0	8	0	8	1	1	0	2	0	0	0	0	0	0	0	0
AMP Enrolments	0	3	0	2	0	0	0	0	3	0	0	3	0	0	0	0
New	0	2	0	2	0	0	0	0	3	0	0	3	0	0	0	0
Existing Family	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UP Enrolments	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
New	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Existing Family	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Enquiries	4	11	1	16	3	5	6	14	5	13	2	15	2	4	0	0
TOTAL NEW	0	6	0	6	3	0	0	3	5	3	0	8	3	1	0	4
TOTAL EXISTING	0	8	0	8	1	1	0	2	0	0	0	0	1	0	0	1
TOTAL ENROLS	0	14	0	14	4	1	0	5	5	3	0	8	4	1	0	5
TOTAL ENQUIRIES	4	11	1	16	3	5	6	14	4	13	4	19	2	4	0	6
TOTAL ENQ TO ENROL				8				3				8			6	25
YET TO COME																18 (2016)
No. Enrolments from Playgroup				3				2				2			0	7

Student Attendance 2015

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 due to 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.



Student Progress and NAPLAN

Monitoring the individual progress of each student is a top priority at MRMS. We do this through a variety of techniques, one of which is analysing our students' NAPLAN data.

In 2015, 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 emphasised that 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.

% Students Above or At National Benchmarks					
Group	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3 9 students	100%	100% above	89%	89%	100% above
Year 5 12 students	100%	92%	92%	100%	100%

If we look at the table above it is clear that in every cohort in every test, **if not 100%** of our students, then **the majority** of our students perform at or **above national benchmarks**. As Reading is the greatest indicator of overall achievement and success in education, it is important to note that **100% of our students who sat the NAPLAN tests are performing at or above the national benchmarks for Reading.**

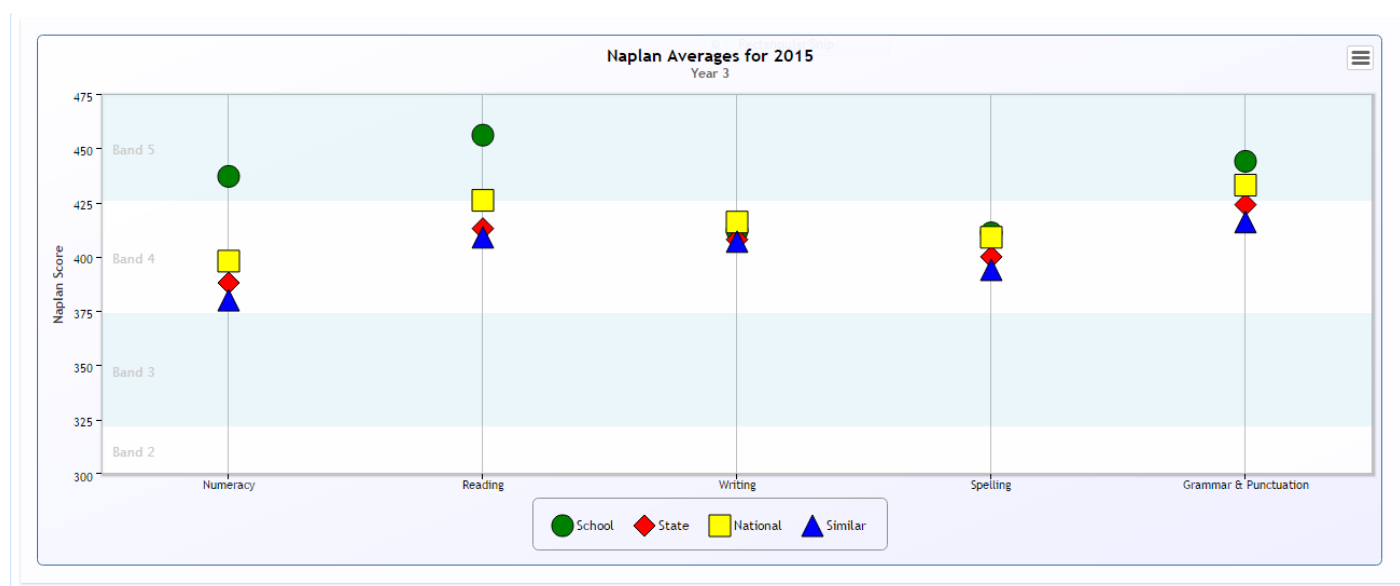
We also have a number of Year 3 students who have achieved above the Year 5 and Year 7 national benchmarks and Year 5s who have achieved above the Year 7 and Year 9 national benchmarks.

The teachers have investigated all results and use the data to drive classroom planning, teaching and assessment.

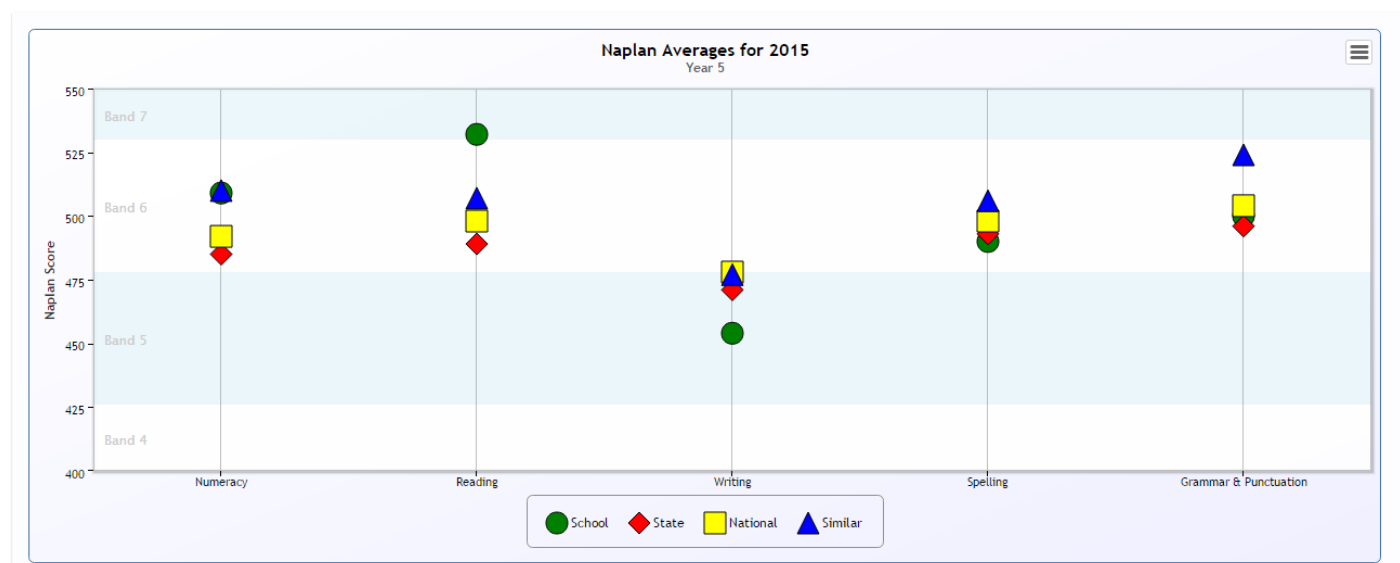
Comparative averages:

The 3 tables below outline where our cohorts sat on average compared to like schools as well as State and National averages. It is important to focus on comparing our results (green) to the national averages (yellow), not to similar schools as they are based on numbers and not on relevant community factors (like socio economic status and family situations).

Please also note that as our school has very small cohorts comparatively, results can be skewed greatly when one student is added or removed from the cohort. With this in mind, the information must be taken as a guide to understanding how to analyse NAPLAN results generally.



Year 3 (9 students) - Numeracy and Reading well above national and state averages; Writing, Spelling and Grammar & Punctuation either at or above averages. 3 students with significant learning difficulties.

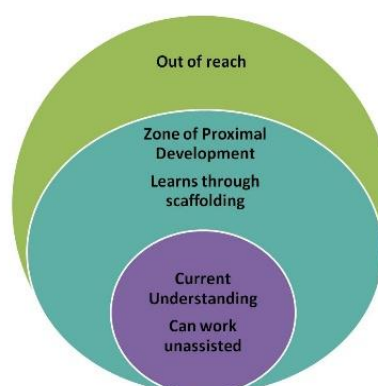


Year 5 (12 students) – Reading for this cohort is well above state and national averages and is the most important overall indicator of achievement. It is important to note that 3 out of the 12 students are on IEPs and/or have significant diagnosed learning difficulties.

Please note, what is more important to look at is the progress of a cohort over time. And it is important to understand that the test is intended to inform teachers of where they need to target their planning for individual students. In order for the testing to be able to inform teachers in this way the tests contain a conceptual range. The idea is that students can achieve within their zone of proximal development (a concept identified by Russian psychologist, Lev Vygotsky). To achieve this each test overlays each other – that is, the Yr 3 test contains questions that identify children as being able to demonstrate achievement at Yr 1 to Yr 5, the Yr 5 test is Yr 3 to Yr 7 and the Yr 7 test is Yr 5 to Yr 9.

From <https://unh-ed604.wikispaces.com/Lev+Vygotsky>

Zone of Proximal Development



Improvement over time within a cohort:

Note: 2015 Yr 3 cohort - In the first year of a cohort sitting the NAPLAN tests there is obviously no way yet to analyse improvement over time.

Table for 2015 Yr 5 cohort

	Year 3 2013		Year 5 2015	
	National av.	MRMS av.	National av.	MRMS av.
Numeracy	397	397	492 (gain of 95)	509 (gain of 112)
Reading	419	446	498 (gain of 79)	532 (gain of 86)
Writing	416	370	478 (gain of 62)	454 (gain of 84)
Spelling	411	373	498 (gain of 87)	490 (gain of 117)
Grammar & Punctuation	428	454	504 (gain of 76)	500 (gain of 46)

Analysis: Gain between Yr 3 and 5 of 80-90 is the expected national average gain. So our Yr 5 cohort gains highlighted above in yellow are **well above the national/expected gains.**

Appropriately differentiated learning programs

What is differentiation?

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. <http://www.readingrockets.org/article/what-differentiated-instruction>



ENROLMENT AT MARGARET RIVER MONTESSORI SCHOOL



Application For Enrolment

Application is hereby made for the admission of: (Child's full name)

As a student in the Margaret River Montessori School to start in Term.....in the year.....

DATE OF BIRTH: GENDER: M F

HOME ADDRESS: POSTCODE.....

POSTAL ADDRESS: POSTCODE.....

PHONE NO: (H)..... (W) (MOB)

EMAIL ADDRESS:

FATHER'S NAME MOTHER'S NAME:

Student's residency status: ☐ Australian citizen ☐ Other

If the student is a permanent or temporary visa holder please provide the following information:

Current Visa Sub-Class Visa Expiry Date

Has your child been referred to any health specialists, i.e. Speech, Occupational Therapist, and does your child have any special needs (academic/social/emotional)?

.....
.....
.....

We acknowledge that we have provided all relevant information that may affect our child's transition into this school and that we have read the Prospectus and current Fee Schedule. We understand that new students are admitted on a 4 week trial period and that our agreement to pay tuition fees for the full 4 week period is not subject to adjustment because of illness or absence from the school for any cause unless prior arrangements have been made with the Margaret River Montessori School Council.

Guardianship / Custody - Name of person(s) who has legal custody / guardianship of the child:

.....

SIGNATURE: DATE:
(Parent / Guardian)

SIGNATURE: DATE:
(Parent / Guardian)

An application fee of \$120 is required when submitting this form.

Application Fee Payment - Cash / Cheque payable to Margaret River Montessori School / Credit Card Master Card or Visa)

Credit Card No: Expiry Date:/...../.....

Signature of cardholder: