

Rockingham Montessori School

2016 Annual Report

General Purpose Financial Report
For the year ended December 2016

Annual report





Rockingham Montessori School

Rockingham Montessori School (RMS) is located in the beach side suburb of Rockingham. The Infant Toddler Program is located on the corner of Fifty Road and Old Mandurah Rd Baldvis with the Primary Program located at 7 Attwood Way and the Adolescent Program co-located at Murdoch University's Dixon Rd campus.

At the end of 2016 Rockingham Montessori School has 48 students attending the Adolescent Program, 165 children attending our seven primary classrooms, and a further 60 children attending our off-site Infant Toddler Program. RMS has a small, close knit community and children benefit from low student to teacher ratios.

The school's grounds are beautifully maintained. In keeping with RMS's seaside location, all of our classrooms and buildings are affectionately named after sea creatures

Mission Statement

To provide a Montessori environment in which the needs of the whole child are met in a nurturing, safe, caring school, by encouraging independence, mutual respect and self-discipline so that students are prepared to take their place in the global community.

School Values

The love of learning is the core of Montessori values. Alongside this runs independence and collaboration. Respect, integrity and speaking and acting with kindness are important values at our school. The Montessori Method is founded on the principle of respect: respect for self, respect for others and respect for the environment. Children and teachers develop a social contract based on these values to create an environment conducive to work and growth.

We hope that our mission and values will guide the activities of children, parents, staff and volunteers within our school community.



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Rockingham Montessori School Incorporated
ABN: 68 115 270 695
7 Attwood Way, Rockingham
Western Australia 6168

Tel: 08 9528 2118
Email: reception@rms.wa.edu.au
www.rms.wa.edu.au



School Enrichment

Rockingham Montessori School is proud to offer a nationally accredited Montessori Program undertaking the annual Quality Assurance Program through the Montessori Australia Foundation. Along with providing a quality Montessori classroom education, Rockingham Montessori School enriches the experience of our children through the following:

Community

- Busy Bees
- Cooking activities
- Electronic Communications
- Community Spirit Committee
- Gardening activities
- Healthy eating practices and activities
- Non-government school psychologist services
- Parent Education Evening
- Parent Liaison roles
- Parent Observations
- Performing Arts Events
- School Meetings
- Collaboration with community groups eg Narragebup
- Sustainable practices- reduce, reuse and recycle
- Work experience for TAFE and University students



Curriculum

- Excursions and Incursions
- Teachers Registration Board registered teachers
- Montessori Australian Curriculum
- Montessori trained staff
- Performing arts
- Specialist equipment and materials
- Music program and peripatetic music specialist teacher

Child and Parent Satisfaction

Satisfaction amongst families is evident in several ways throughout Rockingham Montessori School. There is an ever increasing number of retained students between the Infant Toddler Program (Playgroup) and the four school groups; Children's House, Lower Primary, Upper Primary and the Adolescent Program. In 2016 our whole student cohort rose from 183 to 213 children over the year.

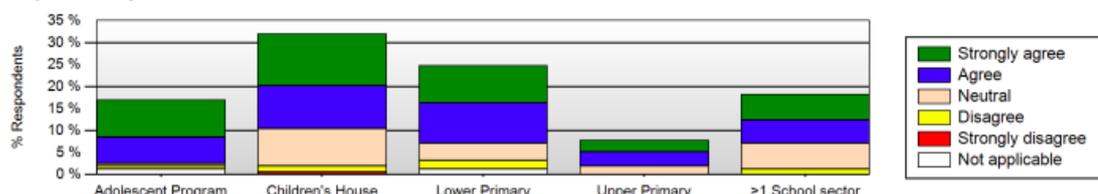
Many families join our Infant Toddler Program uncertain as to which path they seek for their child's education. RMS is discovering more and more families are deciding to continue on at the school, thereby applying for a place for their child in the Children's House. Families joining at this time are now making a choice to stay with the School through both the Primary and Adolescent Program.

The School undertakes an annual survey of all parents, staff and Upper Primary and Adolescent students. This survey gives all School community members the opportunity to provide confidential

feedback on the School and this data is used to formulate the annual School Improvement Plan and the Schools Strategic Plan.

70.6% of parents agreed: My/our intention is to continue our child's education with RMS through to year 12.
 23.5% of parents were neutral or unaffected: My/our intention is to continue our child's education with RMS through to year 12.
 5.9% of parents disagreed: My/our intention is to continue our child's education with RMS through to year 12.

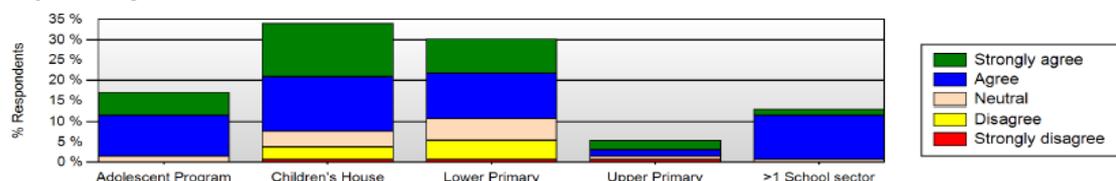
Responses by School Sector



Parent involvement is evident with the amount of volunteer work undertaken throughout the year. Whilst RMS holds a Busy Bee each term for families, there are a large number of families who give over and above their obligations in time and effort to develop a strong and cohesive School community. These voluntary contributions are highly appreciated by the school community.

77.5% of parents agreed: I have confidence in the future direction of Rockingham Montessori School.
 12.4% of parents were neutral or unaffected: I have confidence in the future direction of Rockingham Montessori School.
 10.1% of parents disagreed: I have confidence in the future direction of Rockingham Montessori School.

Responses by School Sector



The school buzzes with an atmosphere of purpose and cohesion. All families are united by a passion for their child's wellbeing and education. This creates an environment of like-minded families, all striving positively forwards.



Board Report

Office bearers for 2016 were as follows:

Chairman:	Sonja Neame	General Member:	Barry Down
Vice Chairman:	Matthew Watt	General Member:	Nigel Denny
Secretary:	Lisa Daley	General Member:	Shea O'Neill
Treasurer:	Rachel Walker	Principal:	Vanessa Aikins

Tasks undertaken throughout the year include:

- continued compliance to external bodies;
- review and development of policies and procedures;
- actively supporting the training and development of Montessori teachers;
- continued consolidation of the Adolescent Programme now into its fifth year;
- continued focus on short term and long term strategic planning; and
- budget and cashflow forecasting.

The School Board comprises independent members of the community and parents who are dedicated to Montessori education and the success of the School. These members are nominated and elected annually by the members of the parent body. The Principal is employed by the Board, is responsible for the operations of the School and is an ex-officio member of the Board.

The School Board met no less than 10 times during the year and the Finance Committee 10 times during the year.

Rockingham Montessori School has continued to benefit from another year of growth; further consolidation of whole school practices has been successfully managed by our Principal in keeping with our ethos; *encouraging independence, respect and self-discipline* the School's journey towards being a school of choice for both its students and staff.

The schools ongoing development of its high school has resulted in further expansion of the Adolescent Program at the Murdoch University Rockingham Campus adding another two classrooms to cater for increased student enrolment.

At the Primary School, the grounds were once again improved this year. The sandpit was relocated to be undercover and trees planted in the Children's House secret garden. Climbing frames were installed in the primary school playground.

Students and their families participated in a School Visioning evening. The school communities input and feedback has been greatly appreciated providing the Board important information with which to work with to prepare and implement the School's strategic

plan for the next 5-10 years. The School's longer-term planning continues to focus on growth and continual improvement of its Montessori education programme.

During 2017, the Adolescent Programme's teaching team will increase to provide additional educational programmes. Growth in student numbers allows new children the opportunity to access our wonderful philosophy through their education whilst assimilating gradually into our existing classes.

RMS is proud to have extremely stable classes with a high percentage of children who are benefiting from the experience of more than two years in the existing cycles thus enabling the successful integration for new children into the classes without disruption to present settings. Welcoming new students into the School provides our existing children the opportunity to expand their friendship groups and be the student leaders that we intend for them to become.

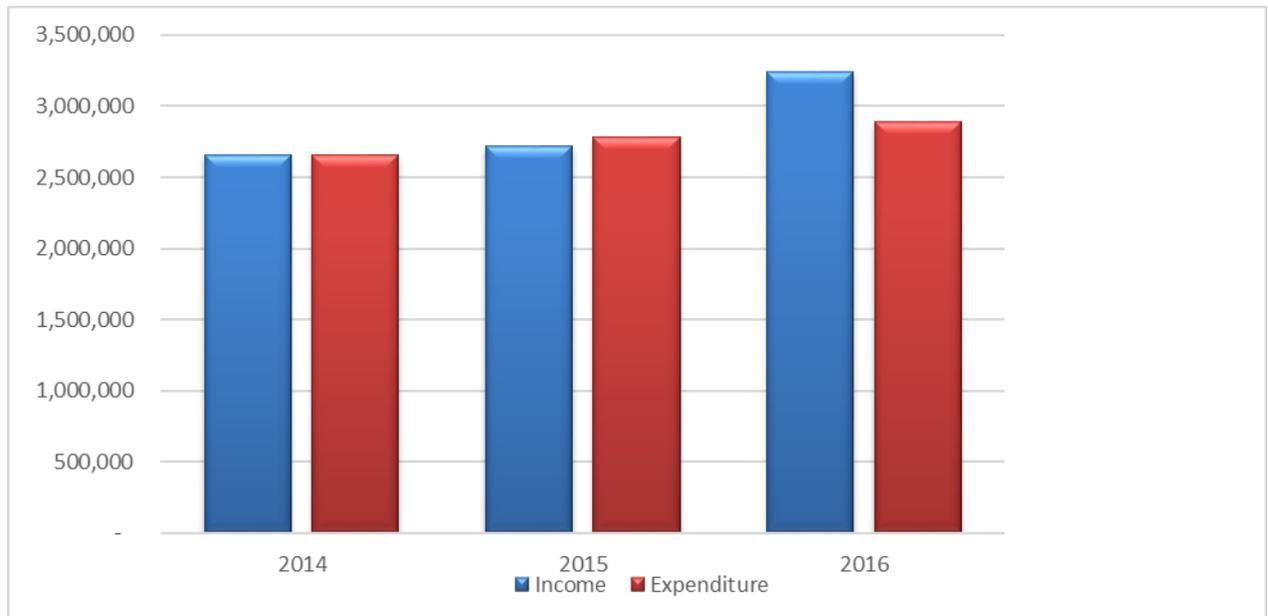
Work on improving our facilities is not focused only on the building programme at Karnup. During the Summer holiday break, the staff room and the southern end of the Dugongs classroom at Rockingham will undergo modification and refurbishment to house a second Upper Primary class that will commence in Term 1 2017.

Utilisation of the existing primary school carpark will be transformed into a multi-purpose hard court space to extend the outdoor play spaces for the students is also being investigated.

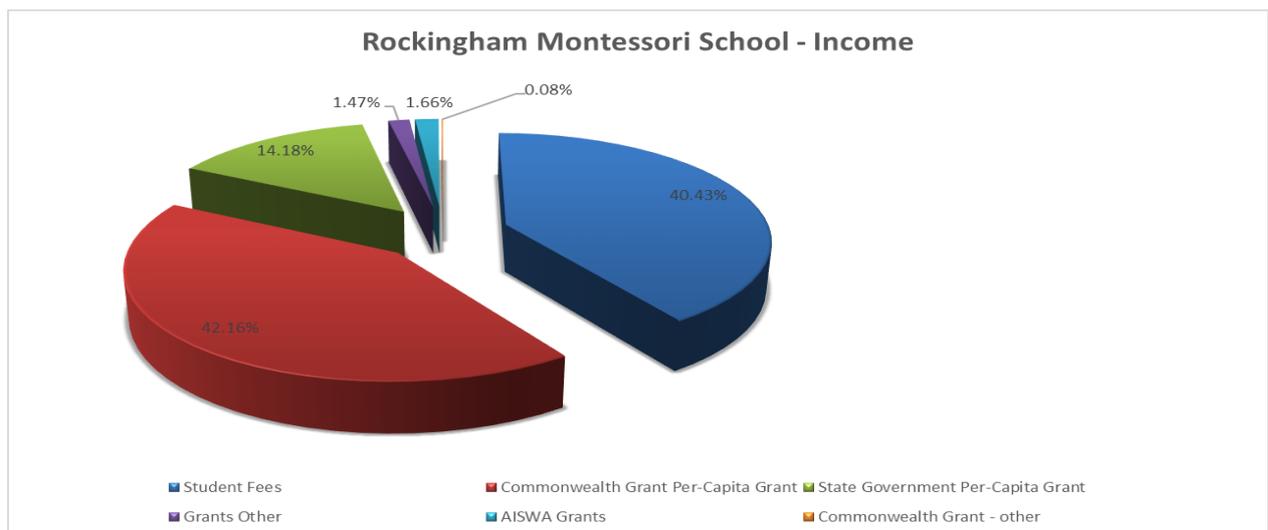
Sonja Neame
Chairman

Financial summary

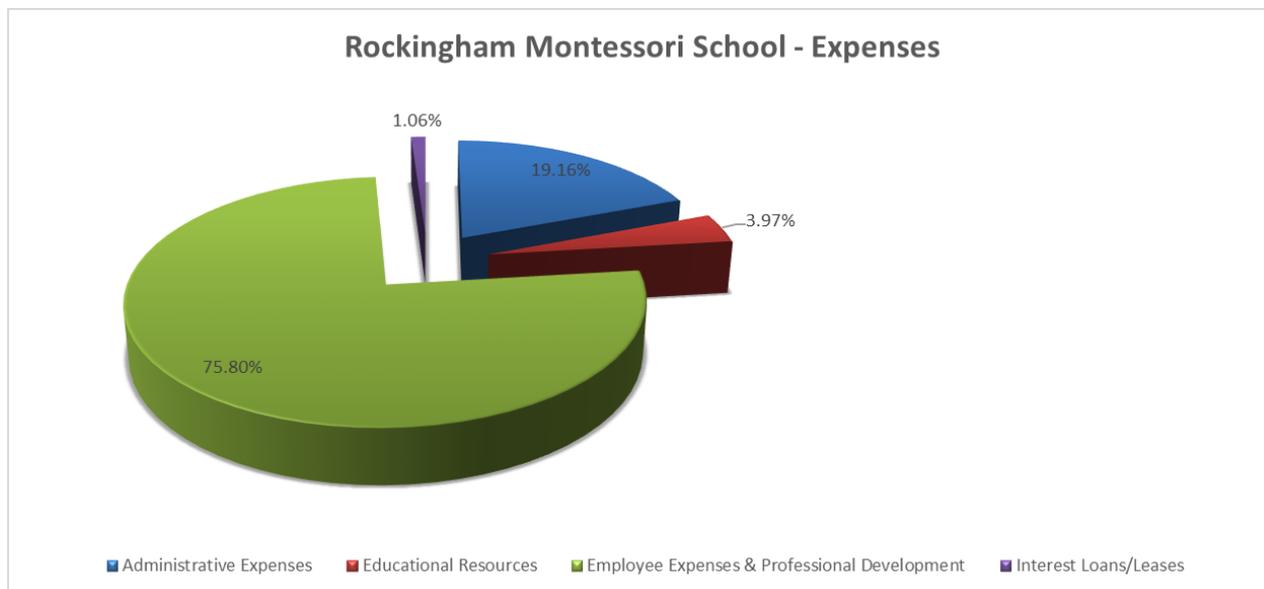
The School has once again this year performed well financially and continues to commit to the ongoing improvement of the quality of its Montessori education programme. The figures below demonstrate the School's financial income and expenditure over the previous three years.



Income is derived from Commonwealth and State government per capita recurrent grant funding (56%) and other grants (2%). Tuition fees accounted for 40% of the school's income.



Tuition Fees for 2016 increased by 4% in the Primary School and 6% in the Adolescent Program consistent with an increase in operating costs; careful consideration was given to maintaining financial stability and future growth of the school. Employment costs including salaries and professional development formed 75.8% of RMS's operating expenditure.



For further information, refer the Special Purpose Financial Report for year ended 31 December 2016 prepared on behalf of the school, by external auditors, Crowe Horwath.

Staffing Information

All teachers hold as a minimum a Bachelor of Education or Diploma of Education along with a current Working With Children's and Teachers Registration Board certification. Our staff is comprised of a range of cultures however this year we did not have an Aboriginal or Torres Straight Islander representative on staff.

Principal	Vanessa Aikins
Children's House	
Dolphins Teacher	Debbie Dwyer & Helen Baronie (EA Renae Russell)
Penguins Teacher	Thomas Cullity & Helen Baronie (EA Natalie Wright)
Seahorse Teacher	Ayesha Meer (EA Paula Flynn & Simmi Madanjit)
Lower Primary	
Jelly Fish Teacher	Di Edmonds & Mel Purcell (EA Lisa Kelly)
Starfish Teacher	Renata Kanagaratnam & Mel Purcell (EA Paul Robertson)
Sea Lions Teacher	Julie Chew & Mel Purcell (EA Mark Simms)
Upper Primary	
Dugongs Teacher	Venus Olsen & Mel Purcell (EA Emma Thomson & Julie Cowley)
Adolescent Program	
Wobbegongs Teachers	
Program Coordinator/Humanities	Angela Luvera
Mathematics/Generalist	Katherine Shearer
Sciences/Mathematics	Andrew Woolstein (EA Stella Onderwater & Shelly Diamond)
Administration Staff	
Principal	Vanessa Aikins
Finance Manager	Queenie Massie
Receptionist	Debbie Nye
Administration Officers	Dee Dance and Gina Tribbeck
Adolescent Program Administration	Debbie Bird

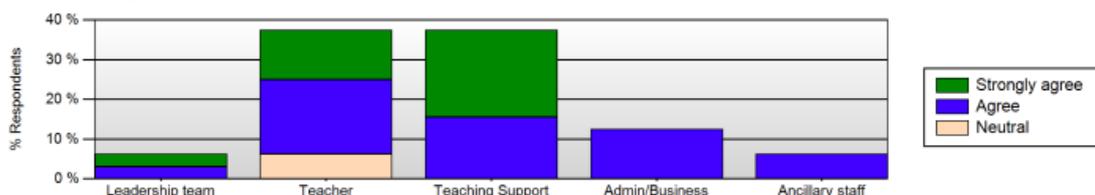


Staff Retention

The high rate of staff retention is testament to personal job satisfaction. Regular staff meetings, the open-door policy of the Principal, clear whole school planning, increased professionalism by all, contribute to the overall satisfaction of all staff in the school. Through 2016 all staff undertook Performance Management identifying areas they would like support in to improve their performance. This process consolidated staff as a team working independently to achieve a whole. All academic and administrative staff enjoys a high level of respect from both the parents and students in the school community.

93.8% of staff agreed: My team/department is well managed and organised.
6.3% of staff were neutral or unaffected: My team/department is well managed and organised.

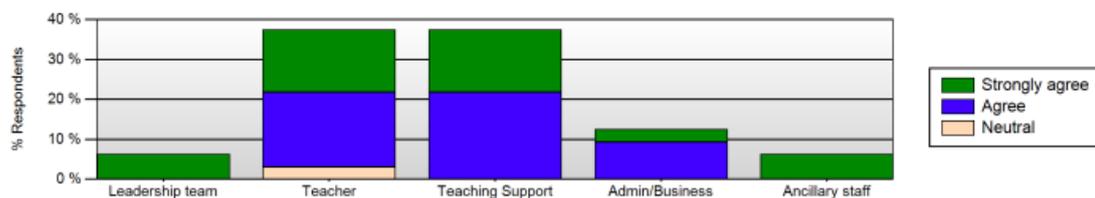
Responses by School Role



All staff undertook the online survey and the results clearly indicate RMS is a positive and productive work environment.

96.9% of staff agreed: At Rockingham Montessori School, I feel empowered to make a positive difference.
3.1% of staff were neutral or unaffected: At Rockingham Montessori School, I feel empowered to make a positive difference.

Responses by School Role



Staff Attendance

Staff took 44.83% of their eligible sick leave during 2016 this was a reduction from 51.14% in 2015.



Staff Professional Learning

Professional Development sessions were provided from a variety of sources including Association of Independent Schools Western Australia (AISWA), Montessori Institution, Autism Association of Western Australia, Dyslexia-Speld Foundation and Montessori Australia Foundation.

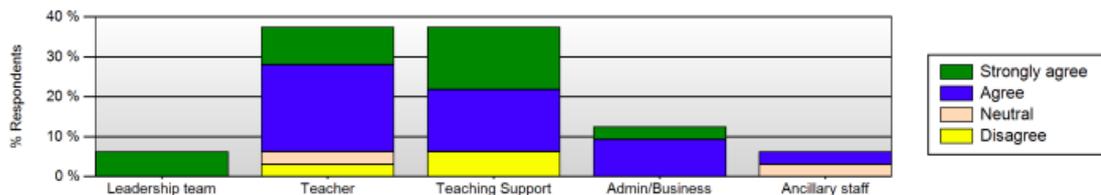
Total funds expended on teacher professional learning in 2016 amounted to \$51,977.40. This amount includes relief for Professional Development and the course fees for staff attendance.

84.4% of staff agreed: Rockingham Montessori School provides the equipment, training and resources I need to do my work safely.

6.3% of staff were neutral or unaffected: Rockingham Montessori School provides the equipment, training and resources I need to do my work safely.

9.4% of staff disagreed: Rockingham Montessori School provides the equipment, training and resources I need to do my work safely.

Responses by School Role



Principal Report

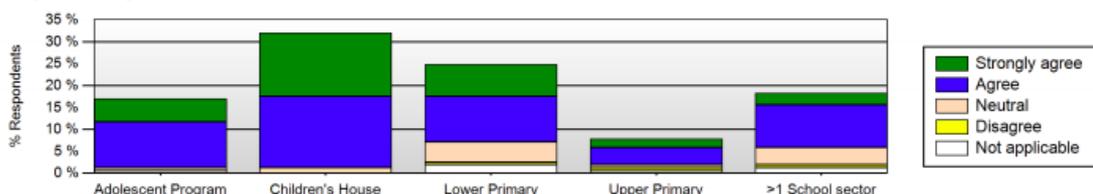
2016 again saw further consolidation and growth in student numbers across all classes in the school. Class budgets now only require replacement materials be purchased and regular ongoing maintenance being required for our out door learning environments. The classrooms are fully stocked and working well and the Children's House Playground area was remodelled to include an undercover play area for wet weather usage.

82.4% of parents agreed: RMS approach is strongly aligned to the Montessori philosophy.

15.7% of parents were neutral or unaffected: RMS approach is strongly aligned to the Montessori philosophy.

2.0% of parents disagreed: RMS approach is strongly aligned to the Montessori philosophy.

Responses by School Sector



The 2016 School Improvement Plan contains the following three priority areas. Highlights from each of these areas include:

Improving the development of the whole child through high quality teaching and providing opportunity for academic excellence

The Adolescent Program continued to grow in student numbers with strong retention and new enrolments. The prepared environment was separated into Middle School rooms and Senior School rooms thus enabling specialisation to occur in these environments. Four short marketing videos were produced for the School website outlining key aspects of the Adolescent Program. The content covered a general overview of the Adolescent Program, the Adolescent Program course content & structure, internship and alternative pathways to university.

A reciprocal relationship was established with the Montessori inspired Coolabah Total Care Aged Care Facility in Mandurah. Adolescent students undertook internship placements at the facility and our Primary School welcomed residents for afternoon tea and story sharing. A joint funding application through Lottery West was submitted to establish a Montessori Infant Toddler Program at the Coolabah Total Care Facilities.

Our first School Development Day of the year focused on the Cultural area of the curriculum. All staff joined to share a journey of what children from one year of age through to eighteen years of age experienced within the cultural area of the curriculum in each cycle. There was great sharing of expertise in lesson delivery with the focus being smooth transitions for children between cycles. In term four RMS joined ten other Montessori Schools in Western Australia to submit a mapping document of the Montessori National Curriculum against the Western Australian curriculum, to the Schools Curriculum and Standards Authority. This document along with our application for approval for alternative reporting were both provisionally approved in November and both of these documents were fully approved in February 2017.

End of year saw our first whole school production and Primary School graduation held at the Gary Holland Centre. This production focused on environmental issues and included all Lower and Upper Primary students along with students studying drama in the Adolescent Program.

We had Jodie Borgia our long-term Penguins Children's House teacher take long service leave and a years leave without pay in term four to head to the United States to undertake the 0-3

AMI training. We welcomed Thomas Cullity to backfill this position. December also saw the appointment of Kym Murphy who would commence in the ever-growing Upper Primary class in 2017.

Implement iWise curriculum/attendance/pastoral care and timetabling modules

With the up-skilling of staff and improved access to Information Technology school wide the staff were now well positioned to integrate the iWise software that integrates with MAZE. All teaching and Education Assistant staff in term one were trained in entering attendance data directly from the classroom into iWise and later in term two gained insight into entering pastoral care records including incident reports into the software package also. Administration staff trained in timetabling modules which opened up our access to using the program for reporting to parents. This series of events has enabled a more streamlined approach to data entry and has upgraded data security processes across the school.

Planning for physical resources and site location for whole school

The school year commenced with the wonderful news of the Joint Development Authority Planning (JDAP) approval of the Karnup site. This decision created changes in school planning for the year with the most significant decision being the Adolescent Program continuing to operate from the second floor at the university and not move upstairs to the larger area on level three. Following discussions with the Adolescent Program staff it was felt the relocation to the third floor and then a potential move to Karnup in the near future would be too unsettling on the students in the program. A further two rooms were thus included in the lease agreement with Murdoch University.

The JDAP decision contained many conditions with the most pressing to complete the majority of work at Karnup within two years of the December 2015 approval. The board appointed Neil Campbell as Director of Finance to liaise with planning consultants on a schedule of works required and to submit documentary requirements to Department of Education Services for the registration of the Karnup site. The work undertaken throughout 2016 by the School Board to plan for the establishment of the School at the new Karnup site has provided a very solid future for the expansion of Montessori education across the Peel region.

Vanessa Aikins
Principal

Educational Matters

Our School delivers the Australian Montessori Curriculum and we undertake the Quality Assurance Program endorsed by Montessori Australia Foundation. Our Senior School students undertake a combination of the WACE Courses of Study, Vocational Education and Training Courses and Endorsed Courses. In 2016 our graduation rate was 100% with 100% of students achieving the WACE and 50% of students achieving a tertiary placement of their first choice.

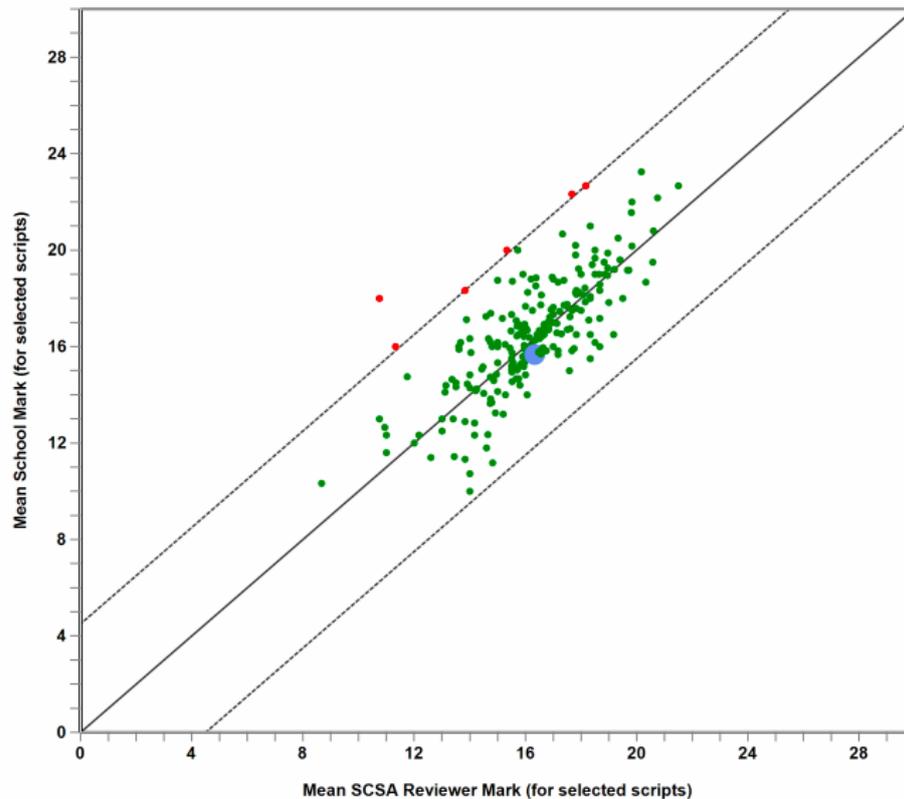
Classes are arranged in three-year age spans, according to Dr. Montessori's scientific observations of the different developmental stages of children.

Children's House	3 to 6 year olds
Primary	
Lower Primary	6 to 9 year olds
Upper Primary	9 to 12 year olds
Adolescent Program	
Middle School	12 to 15 year olds
Senior School	15 to 18 year olds

These groupings not only meet the needs of the children but also create a sense of community. The older child learns through teaching the younger child. The younger child is inspired to do more advanced work by having the older child in the environment. Each child's education program is individualised and carefully monitored and recorded. All children are assessed informally and formally in each phase of their education and we follow all mandated forms of assessment as directed by the State and Federal Government.

Small Group Moderation was undertaken by staff delivering Courses of Study in the Senior School cycle. Feedback from the School Curriculum and Standards Authority (SCSA) demonstrated that although we have very small numbers of students enrolled in the Western Australian Courses of Study our teacher judgements and the content delivered are extremely accurate and comprehensive.

Course Type: G
EST code: ENGGT



Blue	Your school
Green	School where school mark and SCSA reviewer mark are different by less than +/- 15%
Red	School where school mark and SCSA reviewer mark are different by greater than +/- 15%

Reporting to Parents

We provide formal written reports to children and parents each semester. These reports are aligned to the Australian Montessori Curriculum and are for parents to gauge their child's progress. They are something that the child can be proud of.

Parent - Teacher interviews are conducted at the end of each semester, after reports are sent home. These interviews provide an opportunity for the teacher to report verbally to the parents. The teacher will go through the report, explaining the comments. Parents have the opportunity to ask any questions. Reports are a time of celebration of the child's achievements and are a positive experience for all parties involved.

Students of the relevant age groupings for the National Assessment Program in Literacy and Numeracy as well as the Online Literacy and Numeracy Assessments undertake these assessments. Although formalised assessment is not usually undertaken in this format within a Montessori classroom, students are encouraged to see this process as another job that they would undertake in their regular school program and a minimalised approach is taken to the results of these tests.

Throughout 2015 and 2016 a whole school focus was implemented to improve our students performance in writing. Common formats and strategies were implemented in the Lower and Upper Primary cycles and a targeted approach within the Children's House to utilise afternoon sessions for dedicated literacy and numeracy time was incorporated. This approach has seen an increase in student performance in Writing, Reading and Spelling & Punctuation in our 2016 NAPLAN and standardised testing results.

