Acknowledgement:
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.

Brief History of the School:
The Margaret River Montessori School Inc. was incorporated on September 10, 1992. Following on from this 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. A great deal of fundraising occurred to buy the initial equipment to set up the classroom. This included Montessori equipment imported from Holland, playground equipment, renovations to the Hall, classroom furniture etc. Donations of time and equipment also proved valuable. On May 10, 1997, the Margaret River Montessori School at its present location at 4–6 Clarke Road Margaret River was officially opened by the Honourable Barry House (MLC), with the Voyager Estate wing graciously opened by Miss Alex Wright.

20th Anniversary and Centenary Celebrations:
2013 saw celebrations for both the centenary of Montessori education in Australia and the 20th Anniversary of the founding of Margaret River Montessori School. This was a very exciting time for our school and both milestones were celebrated at the School: the 20th Anniversary by a Sundowner event at the School with live entertainment by students and staff, pizza oven pizzas and many other celebratory items; and the 100 years of Montessori education by a visit and guest presentation by the Founding President of the Montessori Australian Foundation, Christine Harrison.

Montessori Context:
Dr. Maria Montessori developed her method of education from her observations of children and their learning. At the time it was revolutionary, and the results were to prove phenomenally successful. Many of her methods have been absorbed into other education systems. Her aim was to educate the whole child: to develop confidence, self-discipline and a love of learning; a child who is therefore confident both socially and academically. Dr. Montessori believed that children have an innate, positive attitude to learning. The Montessori approach is child centred but adult-guided. It is structured but free for learning, and emphasises learning in an enjoyable way.

Margaret River Montessori School is an Independent School located within the picturesque western side of Margaret River surrounded by natural bushland. The property also holds a natural wetland which is utilised by the students for environmental and sustainability studies on a regular basis. At MRMS we provide individualised learning for individual children; we follow the child and aim to develop the child’s own desire to learn.
The Montessori Method and the prepared classroom and outdoor environments help to develop within the child the qualities of self-esteem, independence, concentration and a love of life-long learning. We are committed to developing strong school and parent/carer partnerships and in promoting the involvement of our students in school and community projects. We teach the Australian Montessori Curriculum which is officially recognised by ACARA (Australian Curriculum, Assessment and Reporting Authority) and is underpinned by and mapped to the Australian Curriculum. Above all, we are committed to providing an education for life that combines and supports all intelligences and integrates academic learning with social/emotional learning as well as connecting with the environment and the wider world.

**Principal – Message from the School Council**

This past year Margaret River Montessori School said a sad farewell to Principal Gail Cresswell who resigned due to personal reasons but continued to assist the School in various ways. Sue Gaunt who has been a past Principal, Council member and founding member of the School as well as the Phys Ed specialist and JP Teacher 0.2FTE at the time, was appointed Acting Principal whilst the School Council advertised and actively sought a new Principal for the school through various avenues. Lisa Fenton was appointed in the second half of the year to begin in 2014.

Lisa Fenton comes to the role of Principal of MRMS from her most recent position as Education Consultant for the Association of Independent Schools of WA (AISWA).

Throughout her teaching career Lisa has taught students ranging from Kindergarten through to Year 12 (TEE), at a range of schools in Perth including Methodist Ladies’ College (Claremont) as well as in the remote Western Desert (Pilbara, northern WA). She is primarily a Literacy specialist teacher with considerable experience teaching English Literature to upper secondary students and English as a Second Language to foreign and indigenous students, as well as doing Literacy intervention work with students with learning difficulties. During her time in the remote Pilbara she was selected as a member of the Equity and Diversity Advisory Group for the writing of the Australian Curriculum by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

In her role as Education Consultant for AISWA Lisa provided support to principals, teachers and education assistants working in the Aboriginal Independent Community Schools all over WA as well as developing and managing a portal (website) for use by the teachers and EAs in the remote schools.

We are certainly pleased to welcome Lisa to MRMS and wish her every success.

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Margaret River Montessori past Principals
Christine Harrison, Sue Gaunt and Gail Cresswell
School Council, P&F, Montessori Quality Assurance

School Council:
During 2013 Lauren Beetson was elected to the position of Chairperson when Richard Bate retired. Treasurer Richard Dunn left the School and Lani Castan was co-opted as Secretary.

All new Council members attended the AISWA Governance workshops.

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.

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 hold Busy Bees each term and all families are represented. In 2013 the P&F generated funds for the school through events such as a The Tree of Life Art Auction, Cake 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.

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
Significant School Events in 2013

- National Montessori Centenary Conference Canberra
- Maria Montessori Birthday whole School Lunch and Tree planting ceremony
- UNICEF Day
- MP excursion Sunflower Farm
- JP excursion Millers Ice-creamery
- UP Camp Pemberton
- IGA stall/ Community Chest donation to School
- Nizam Ceremony
- UP parent afternoon tea
- Yoga
- Kaigis
- Circus Skills and performance
- P&F MRMS Cook book published
- MP Excursion to Rotary Park with CCCG.
- Discos
- Tree planting Cape to Cape Catchment Group
- Scitech
- Jump Rope For Heart
- Parent Information Evenings/afternoons
- Open Day
- 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
- Upper Primary Sculpture Walk project with Artzability
- Upper Primary work with Cape to Catchments in wetlands
- In term Swimming Lessons
MRMS 20th year School anniversary celebrations:
- Lunch Vasse Felix
- School Sundowner and School History Display
- Tree of Life Fundraising Art Exhibition

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
- World Water Day
- School Clean Up Day

Survey of Satisfaction

A parent satisfaction survey went out to parents in August 2013

Approximately one third of parents who returned surveys were unsure of the School’s Strategic Plan and a few less than that weren’t sure of the relevance and ease of use of the website which was down at the time.

Areas identified as needing development from the results included:
- Staff communicate with me on a regular basis about my child’s experiences and development.
- Staff communicate well with each other and work as a team.

Actions taken to address the above concerns:
- Open classroom policy to be highlighted
- Invites to parents to come in with their children to share learning
- The School has an effective orientation/mentoring process for new families and children.
- More whole school presentations to parents planned
- Cluster meetings
- Whole staff social get-togethers; 3 Staff social coordinators were put in place.
- We had whole school presentations to parents on Practical Life and Transition going through all levels.
Staffing Information

Administration:

Principal                    Gail Cresswell / Sue Gaunt
Finance/Administration Manager  Sue McLeod
School Administration Officer   Deb Angell

Teaching Staff:

0-3 Programme Facilitators     Nicki Holzer
Junior Primary                 Jan Johnson, Sonja Roco, Raylene Field, Sue Gaunt and Trish Murray
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 and Asher Brown
Education Assistants          Corinna Iddon, Sue Peters, Janine Pedrick, Sandi Macdonald, Gayna Luck, Tilly Kelleher, Denise Fowler, Jackie Connew, Maria Pickering and Trish Murray

2013 Semester 2 Staff
Margaret River
Montessori School
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 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.

Corinna Iddon, Education Assistant in Junior Primary, celebrates 20 years of service with Margaret River Montessori School. We acknowledge Corinna’s contribution, commitment and dedication to our school community.

Professional Development:

Teaching Staff, including part time staff and EAs, were engaged in Professional Development during 2013 including the following conferences, seminars and workshops:

- Montessori Institute Naomi Stuckey: Practical Life workshop
- Montessori Institute Naomi Stuckey: Language workshop
- Montessori National Centenary Conference Canberra and School presentation
- Visit to Canberra Montessori School
- School Development Day visit: Beehive Montessori School
- Ping Jia: AISWA
- MAF Staff and Parent Workshop Christine Harrison
- Principal Protective Behaviours Workshop
- How Language Works: AISWA
- CNG School Improvement Workshop
- Briefing the Board
- Aussie Optimism
- MQAP mentoring of staff
- Kids Matter
- Visit to Riverlands Montessori
- National Consistent Collection of Data (NCCD) School Students with Disability: AISWA
- Dyslexia Foundation Overview referrals, identification and strategies.
- Words Their Way
- NQS training
• 4 Planes of Development – Sheryl Rideout (MWEI) Exploring the characteristics of children in each plane of development
• MP & UP – Prepared Environment - Sheryl Rideout
• Veronique Boulanger – MBTI – personality types and cognitive styles. Knowing how we work as individuals and in a team will assist our understanding of children’s personality types and cognitive styles
• Using the Maths Assessment Interview

Student Attendance

Student Attendance 2013

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.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Average %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 2013</td>
<td>M - 97.91</td>
<td>M - 92.16</td>
<td>M - 87.56</td>
<td>M - 85.87</td>
<td>M- 92.57</td>
<td>M - 83.39</td>
<td>M - 100</td>
<td>M –89.92</td>
</tr>
<tr>
<td></td>
<td>F – 91.02</td>
<td>F – 94.10</td>
<td>F – 82.17</td>
<td>F – 86.82</td>
<td>F – 89.40</td>
<td>F – 99.46</td>
<td>F – 97.83</td>
<td>F – 91.97</td>
</tr>
<tr>
<td>Semester 2 2013</td>
<td>M - 95.08</td>
<td>M –94.15</td>
<td>M –89.75</td>
<td>M –92.35</td>
<td>M –94.86</td>
<td>M –86.70</td>
<td>M –99.47</td>
<td>M –93.19</td>
</tr>
<tr>
<td></td>
<td>F – 94.06</td>
<td>F – 97.55</td>
<td>F – 93.62</td>
<td>F – 89.14</td>
<td>F – 95.00</td>
<td>F – 82.45</td>
<td>F – 97.18</td>
<td>F – 92.71</td>
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<tr>
<td>Annual Data</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total – 91.95%</td>
</tr>
</tbody>
</table>
NAPLAN

In 2013, 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.

The 3 tables below outline where our cohorts sat on average compared to like schools as well as State and National averages. It is clear that the Year 5 cohort was strong across all areas. Although the Year 3s and 7s appear weak in Spelling and Writing, the final table at the bottom reveals the majority (if not 100%) of all of our cohorts performed well above State and National averages overall.
<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>13 students</td>
<td>92.3% above 7.7% at</td>
<td>77% above 23% at</td>
<td>85% above 15% below</td>
<td>100% above</td>
<td>100% above</td>
<td>83% above 17% below</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 students</td>
<td>100% above</td>
<td>100% above</td>
<td>100% above</td>
<td>100% above</td>
<td>100% above</td>
<td>100% above</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 students</td>
<td>100% above</td>
<td>50% above 50% at</td>
<td>75% above 25% at</td>
<td>75% above 25% at</td>
<td>75% above 25% at</td>
<td>75% above 25% at</td>
</tr>
</tbody>
</table>

We wish to acknowledge that we do not ‘teach to the test’ of NAPLAN.

It is clear from 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 above the state and national averages.

The teachers have investigated these and other assessment results and use the data to drive classroom planning, teaching, observation and assessment.
## School Finance Report 2013

Full-time equivalent enrolments (93 PP to Y7) relating to recurrent income and capital expenditure:

### Net Recurrent Income 2013

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$590,356</td>
<td>$6,280.38</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$167,884</td>
<td>$1,786.00</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$414,531</td>
<td>$4,409.90</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$28,332</td>
<td>$301.40</td>
</tr>
</tbody>
</table>

**Total Gross Income**

(excluding income from government capital grants)

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Gross Income</td>
<td>$1,201,103</td>
<td>$12,777.69</td>
</tr>
</tbody>
</table>

**Deductions**

- Income allocated to current capital projects     | $7,976 | $84.85     |
- Income allocated to capital debt servicing       | $62,288 | $662.64   |

Subtotal                                         | $70,264 | $747.49    |

**Total Net Recurrent Income**                   | $1,130,839 | $12,030.20 |

### Capital Expenditure 2013

<table>
<thead>
<tr>
<th>Source</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government Capital Expenditure</td>
<td>$1,756</td>
</tr>
<tr>
<td>Income allocated to current capital projects</td>
<td>$7,976</td>
</tr>
<tr>
<td>Other (School Improvements, Furniture &amp; Equip, Library)</td>
<td>$44,914</td>
</tr>
</tbody>
</table>

**Total Capital Expenditure**                     | $54,646 |