

Margaret River Montessori School

ANNUAL REPORT

2022



From little things,
big things grow...

Contents



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Our Mission - To provide a **quality**, innovative Montessori education in a safe, respectful and nurturing environment. Our child-centred, individualised approach **motivates** young people to be: engaged in the **joy of play** and **life-long learning**; inspired with a desire to be **independent** and achieve their best; filled with self-belief, acceptance of differences and willingness to **contribute** meaningfully to their community.

Our Vision - To raise the next generation of **thinkers** - strong academically, **creative**, imaginative and **confident** in their abilities; aware, conscious of the environment and their place in a global world; spirited, with an understanding of themselves, their self-worth and the joys of **kindness** and friendship, with unbridled energy and a **thirst for learning** to last a lifetime.

Principal's Address - Reflections of 2022 – From little things big things grow...

2022 was an outstanding year in our school's history. Along with many other developments, what we achieved in establishing the very first secondary education offering, alternative to government education, in the wider Margaret River area, was the embodiment of the famous sentiment expressed in the iconic song written by Paul Kelly and Kev Carmody which pays tribute to the Gurindji people.

From little things big things grow...

The song speaks to the example of Aboriginal man, Vincent Lingiari, taking a stand on land rights. Now, while I don't mean to claim that what we have achieved in a school year is anything akin to re-establishing Sovereignty after more than a century of racial struggle, it was certainly a mammoth journey and needs to be acknowledged.

The year began, however, with a dark shadow hanging over us. Term 1 2022 was an intensive period in the operation of the school in relation to COVID protocols. Term 1 2022 was the term where COVID hit WA and, rather than locking down, schools needed to remain open and function all while managing vaccination mandates, mask wearing regulations, outdoor learning, skeleton staffing and the implementation of isolation and contact tracing requirements, not to mention that it was period of intense stress for many families and resulted in a demanding period of managing that stress and emotional overload within the school community.

Our staff and board managed the situation extremely well and always held the needs of students as our priority. Leadership was well supported by the School Council who backed our implementation of all government mandates and requirements with rational communication to the school community at every stage.

As the COVID cloud began to part and we could all get back to the work at hand, our key growth areas began to shine through:

Literacy – Back in 2015 our teaching staff decided to make spelling a dedicated focus following analysis of student assessment data and observation of student application of spelling knowledge in their writing. After making the whole school commitment to put all existing and future staff through dedicated training and with 8 years of targeted instruction with a clear focus on student attainment and application of skills, our students are reaping the rewards with consistent growth in attainment across spelling each year, and with 2022 data revealing our highest results to date.

Enrolments – Our school's enrolment numbers have been on a steady incline for the past few years. 2022 saw the addition of our new adolescent students recruited late 2022 for the 2023 school year. This 20% growth saw the addition of over \$146,000 in funding alone and combined with our near 100% rate of student retention we are the strongest we've ever been. As recently as 2020 we didn't even have a waitlist. At the end of 2021 we had 30 students we couldn't place for the following year and at the end of 2022 we had nearly 70, and another example of outstanding growth.

Capital Development – Growth in staffing and family numbers saw the need for an expanded Administration facility as well as an upgrade to our carparking and gathering spaces at the front of the school. It has been since 2019 that we have attempted to get a new construction project off the ground. Steady attention to: the design, financial management, building regulations and grant extensions, has meant that the end of 2022 saw us finally sign the building contract. Despite a surge in construction industry prices and global financial

concerns, Helen Miller our Finance and Administration Manager, was able to secure an additional \$147,000 in grant funds from the federal government taking our total grant funding to \$482,000 meaning our \$1.8m project was finally able to get off the ground.

Staffing – The staff at Margaret River Montessori School has always been relatively stable, both in terms of retention and in terms of minimal growth. In more recent times, all schools have been facing the same challenge of an increase in student special needs and behavioural challenges. For our school this, coupled with growth in student numbers and an explosion in enquiry and enrolment related administration, has meant our staffing has desperately needed to expand. Although hiring more staff is always an easy fix, it has been essential to analyse carefully and prioritise appropriately where the human resources spend goes so that we are always balancing student needs with viable financial management. During 2022 alone we recruited and/or modified the roles of over 20 staff and only saw the outgoing of six staff, two of whom went on maternity leave and three of whom were long standing staff members who resigned after a combined 30+ years of service (Cindy Heyes, Raylene Field and Karen Haslau). I'd like to especially acknowledge these staff members for their service and all our staff who are perhaps the most united and authentically passionate staff I've ever come across.

Adolescent Program - The building and initiation of our very first Adolescent Program, including marketing, communications, recruitment and foundation cohort enrolments, has been a history making process for our town – the first ever high school other than the Margaret River Senior High School catering for students for the entire Cape to Cape region and I am so proud to have been working alongside the Council to make this happen. It has been an absolutely mammoth exercise that started with board members who were committed to action. Viv Tansley as our new chair at the time solidified this commitment and empowered Liz Henderson and Richard Bradley to be the champions of the project. After a popular community information session, the AP Sub Committee was born. While the committee tinkered away at philosophy, vision, educational matters and aesthetics, location and build continued to be the main issue. But we took inspiration, largely thanks to Liz, from our school's own humble beginnings in the local Baptist church and remembered we could start small. Stephen Bebbington did his best to get a modular builder on board, but industry delays were against us. A shed construction was considered, the idea of the 'Hub' gathered momentum and we were able to secure the assistance of parent Darryl Black who commandeered shed builder Project Options to do our job before his own developments. And then the design and project management powerhouse of Stephanie Longmore-Dodd and Denise Leppard rocketed into action. Together with oversight from Helen Miller our new classroom was out of the ground. From pad to occupation was a mere four months. Registration from the Department of Education, recruitment of new staff, administration and enrolment of all new students, purchasing furniture and equipment, curriculum and scheduling... It was all a phenomenal achievement.

This and all of our school's achievements in 2022 truly are the embodiment of how a dream can become reality, how all the little and not so little contributions made by so many people come together to achieve big things.

Lisa Fenton
Principal



Enrolment and Attendance

Student Enrolment 2022

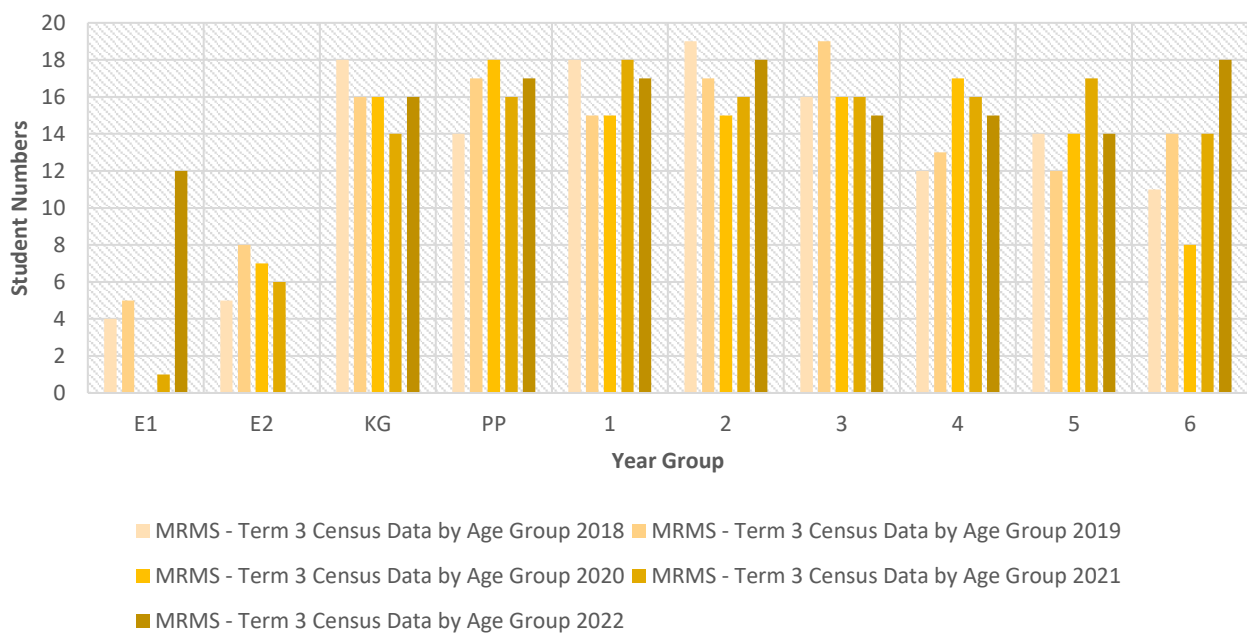
Total Enrolments as at Aug 2022:

Pre-K	12
KG	16
PP	17
1	17
2	18
3	15
4	15
5	14
6	18
Total Students	142

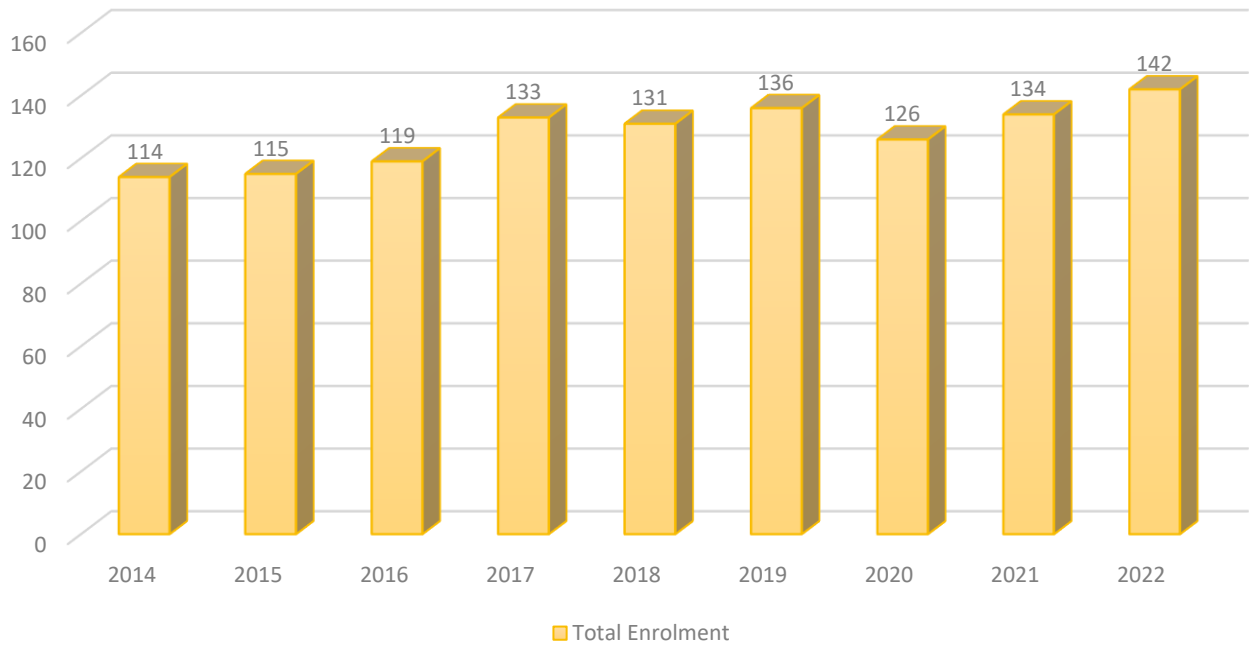


The following graph depicts our enrolment growth since 2018. 2022 clearly shows the consolidation of total numbers in each cohort – Junior Primary, Middle Primary and Upper Primary, with 2022 seeing our largest graduating class ever, of 18 students.

Student Numbers
2018 - 2022 at Census Term 3



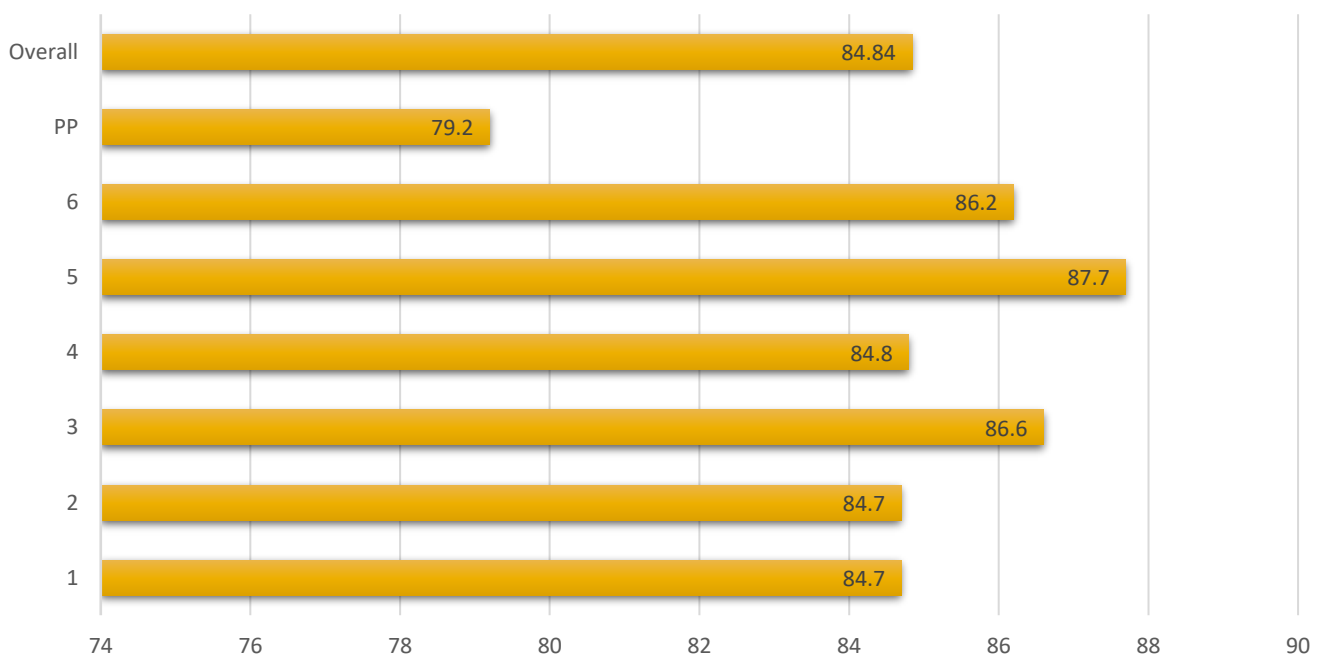
Total Enrolment Over Time



Student Attendance 2022

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. 2022 was obviously a unique set of circumstances and COVID illness combined with navigating mandates had a big impact on attendance across the board.

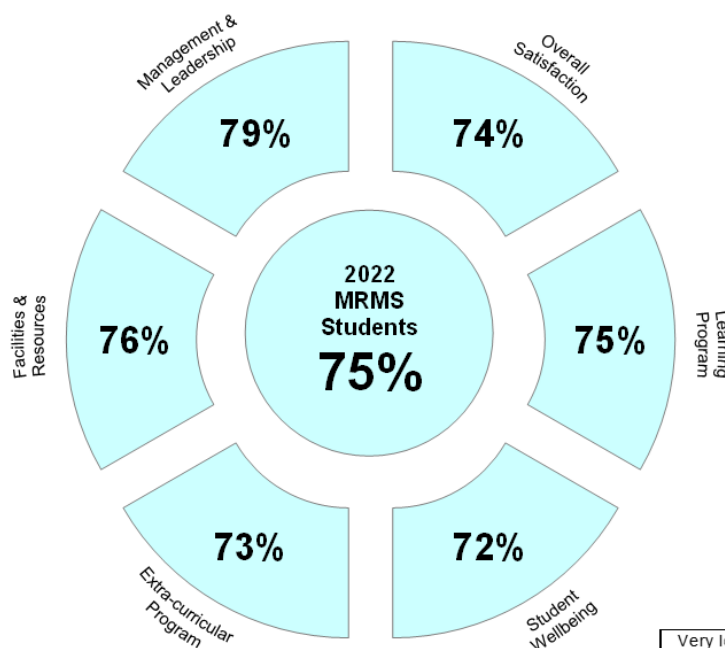
MRMS Attendance Summary - 2022 Attendance %



Student Survey 2022

In 2022 the School Council committed funds to go towards external satisfaction surveys and commissioned MMG education to undertake a survey for both staff and our Upper Primary students.

Overview of Key Areas - Students



The 'MMG Wheel' reflects the average scores for students across key areas.

Students noted 'high' scores for all 6 areas.

The overall score is 'high' (75%).

This score suggest that, from an overall student's perspective, the School is in 'good' overall health but below the 80% overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%--<60%	60%--<70%	70%--<80%	80%+

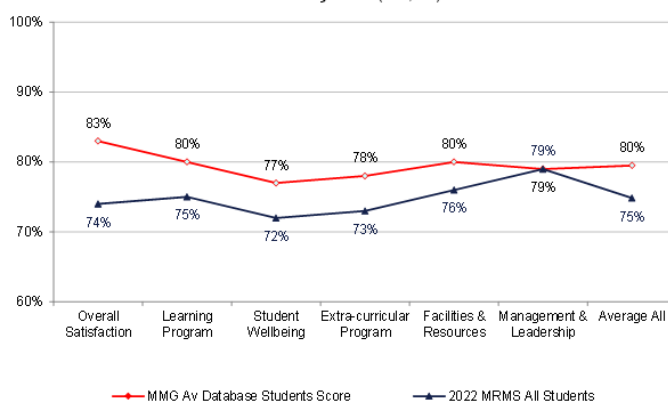
MMG + Education

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Benchmarking - Co-Ed Junior School Database - All Students

2022 MRMS Students Review - Comparison to MMG Co-Ed Junior Schools Benchmark Database (89 school projects - 7,964 respondents)			
Key Benchmark Area	MMG Av Database Students Score	2022 MRMS All Students	Variance MRMS to Average Score
1 Overall Satisfaction	83%	74%	-9%
2 Learning Program	80%	75%	-5%
3 Student Wellbeing	77%	72%	-5%
4 Extra-curricular Program	78%	73%	-5%
5 Facilities & Resources	80%	76%	-4%
6 Management & Leadership	79%	79%	0%
Average All	80%	75%	-5%

2022 MRMS Students - Comparison to MMG Co-Ed Junior Schools Database on Key Areas (n=7,964)



The MMG database used reflects students' scores from Co-Ed Junior Schools.

This includes a total of 89 school projects including 7,964 respondents.

Overall, the MRMS students' score is 'high' (75%) and is 5% below the MMG Benchmark average score of 80%.

MMG + Education

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Key areas of focus that came out of both surveys have been analysed and will inform our review of the Strategic Plan

Focus areas from the student survey included:

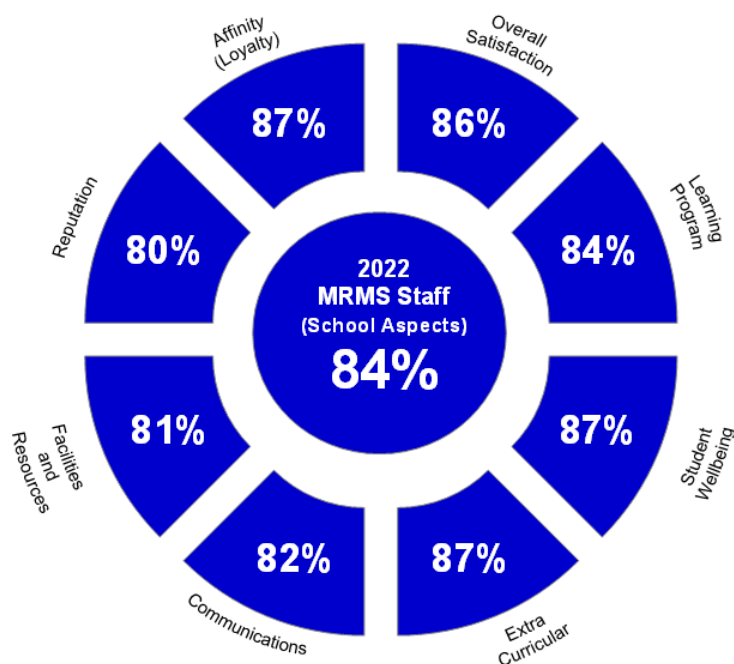
1. Students reported wanting more extra-curricular activities and events.
2. Bullying and Seeking help for problems – 40% (of those who have been bullied in the last 12 months which was 11% compared to MMG average of 30%) noted being bullied daily. However, the survey found that children will not usually tell the teacher. Perhaps more education needed on what is bullying and the need to report bullying, and that if you report staff WILL help.
3. Specialist Teachers – Discrepancy between popularity of Sport and Art vs Language (Japanese at the time).
4. Difference in overall satisfaction between boys and girls, with boys having a lower outcome. Are we supporting the learning needs and mental health of our older boys sufficiently?
5. “The school is assisting me to achieve my academic best” was rated as acceptable overall. However, we will strive going forward for students rating this as ‘very high’.

Staff Survey 2022

Overview of Key Areas – All Staff (School Aspects)



2022
Staff
Report



The 'MMG Wheel' reflects the overall staff scores (mean) across key areas for school related aspects.

Staff noted 'very high' scores for all 8 of the 8 key areas.

The overall score is 'very high' (84%).

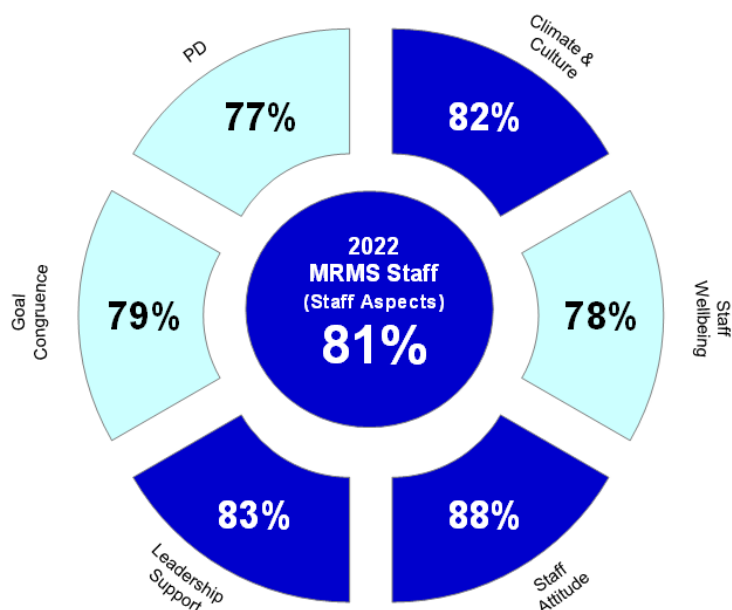
These scores suggest from a staff's perspective, the School is in 'very good' overall health (in relation to school related areas) and is above the 80% overall MMG 'hurdle' level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Rectangular Snip

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Overview of Key Areas – All Staff (Staff Aspects)



The 'MMG Wheel' reflects the overall staff scores (mean) across key areas for staff related aspects.

Staff noted 'very high' scores for 3 of the 6 key areas and 'high' scores for the remaining 3 areas.

The overall score is 'very high' (81%).

These scores suggest that from a staff's perspective, the School is in 'very good' overall health (in relation to staff related areas) and is above the 80% overall MMG 'hurdle' level.

School of first choice, strong advocacy and loyalty, positive WOM and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

Focus areas from the staff survey included:

1. Desire for stronger leadership culture amongst UP students
2. Grace and Courtesy identified as an issue with students
3. More extra-curricular activity options (drama, sport, utilisation of external resources)
4. Increased Professional Development (especially those offered with a Montessori pedagogy) for staff and admin. School is not Montessori enough.
5. Also increased PD about students with special needs
6. Pastoral Care offered for Staff, Families and Students / Wellbeing officer
7. Staff team building and morale
8. Montessori Observations - Other schools and interclass
9. Specifically designed programs for the gifted and talented.

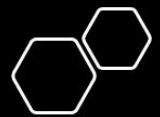
Where to next with survey results

- Actionable issues go into Principal's Performance Management and Key Performance Indicators for 2023.
- Informs review of Strategic Plan
- Informs review of School Improvement Plan
- 2023 we will provide an extensive survey for parents.

Student Wellbeing Measure 2022

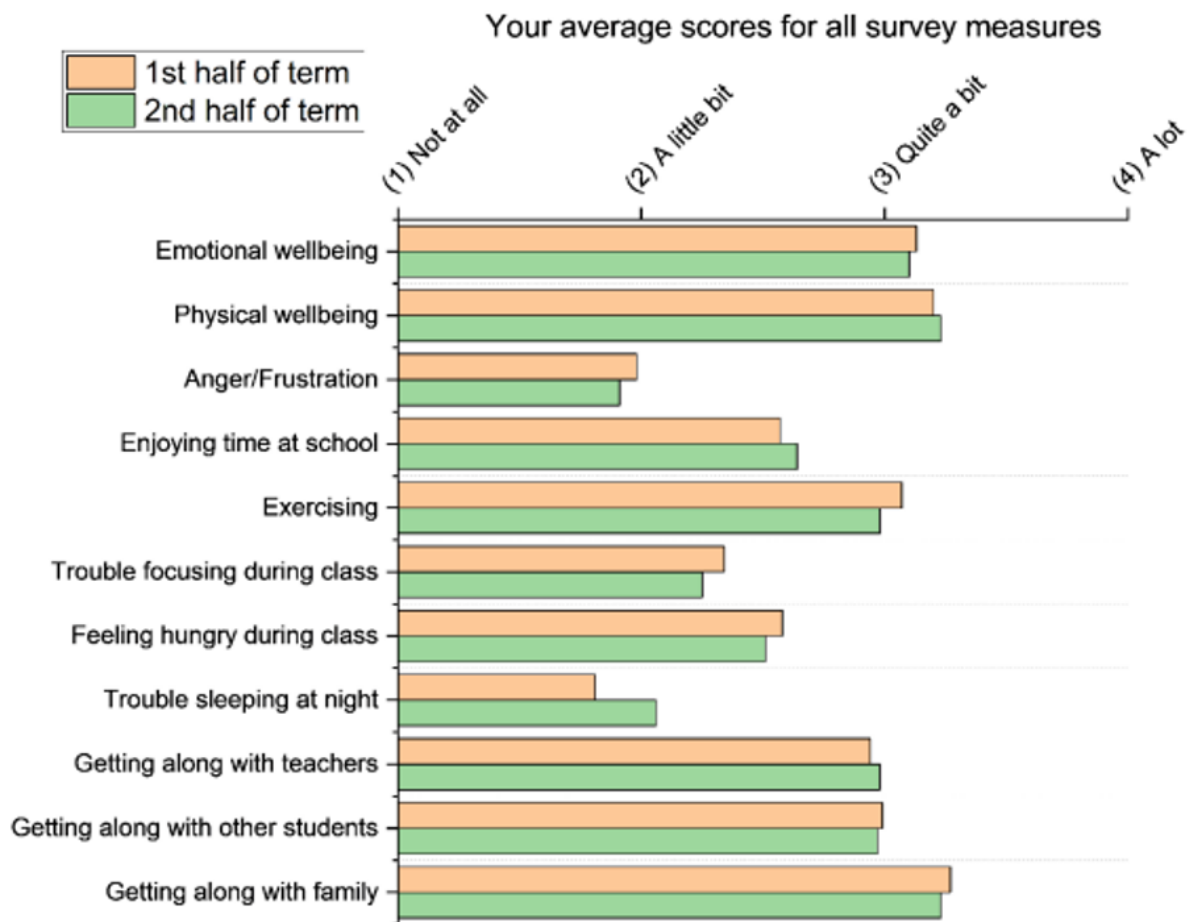


Margaret River Montessori School Student Wellbeing Measure Pilot Program 2022



In 2022 we participated in the collaborative pilot program to analyse more closely specifically the wellbeing of our students. Upper Primary students took part in this weekly check in and the results provided us with rich information about how we can better support their needs at school. Parents were also provided with an individualised report based on their child's results.





Emotional and physical wellbeing

In general, the data show that the majority of students appear to be feeling good both mentally and physically. There are also however several students that have reported a concerning level of low wellbeing. These students will be flagged with the school.

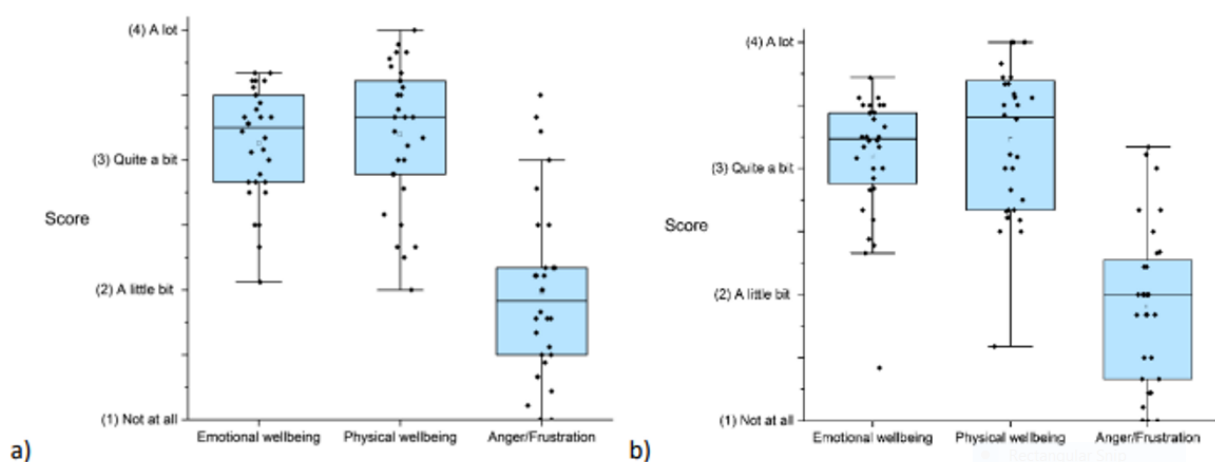


Figure 2. Distribution charts for the emotional wellbeing, physical wellbeing, and anger/frustration measures across a) 1st half of term, and b) 2nd half of term.

Student Wellbeing Measure - Actions

<u>Problem</u>	<u>Actions</u>	<u>Results so far...</u>
<ul style="list-style-type: none">- UP <u>behaviour</u> in afternoon was particularly challenging- Students reported feeling hungry most of the time- Students not eating lunch then sneaking outside for food during pm session- Students wanting morning tea as soon as morning cycle starts	<ul style="list-style-type: none">- Parent info sessions both classes- Spoke about student survey results, patterns of <u>behaviour</u> and eating habits- Encouragement of more food in lunch boxes- Flexible morning tea and crunchy snacks in classroom- Trial of different lunch structure (based on trial at <u>Vasse PS</u>)	<ul style="list-style-type: none">- Students can eat early in the morning cycle- Need to wait and take turns – G & C- students eating more lunch reported by parents)- Sitting and chatting before going back into class- Afternoon <u>behaviours</u> much improved

Development Of Our Adolescent Program

The development of our school's Adolescent Program and the first secondary school offering alternative to the MRSHS for the entire Cape to Cape region was realised in 2022. The entire process took place over a mere two-year period from inception to occupation and included the following:

- Strategic Plan -
- Soft start vision
- Advance Determination to start a new high school submitted to Dept Education 18 months in advance of scheduled beginning, June 2021
- Community survey
- Community meeting
- AP committee
- Financial modelling
- Student numbers projections
- Build design
- Builder
- Shire and state government approvals
- School Registration Application
- Staff recruitment
- Furniture and equipment
- Enrolments and interviews
- Curriculum planning
- Policy development
- Parent Information
- Student Orientation

AUGUST 2022

ADOLESCENT PROGRAM MARGARET RIVER MONTESSORI HIGH SCHOOL

A Newsletter for Prospective Families

Newsletter 2

4/6 Clarke Road, Margaret River Ph 08 9757 2564



Welcome back! Kaya!

Welcome to the second newsletter update we are providing to the wider community about the new Montessori Adolescent Program (high school) beginning here in Margaret River in 2023. [Click here](#) to view our original newsletter. Read on to find out more about our updated plans for the first Montessori high school in the Southwest.

Lisa Fenton (MRMS Principal)



OVERVIEW:

- [Meet our Staff - Katherine](#)
- [Meet our Staff - Georgia](#)
- [Meet our Staff - Joel](#)
- [Enrolment Process](#)
- [Contact Us](#)
- [Pedagogy of Place](#)
- [Big Picture Learning](#)

This newsletter is designed to provide an update to families who are interested to know more about the development of a new high school in Margaret River. If you require further information, please contact the MRMS Office on 9757 2564 or email us at montessori@margmont.wa.edu.au

JUNE 2022

ADOLESCENT PROGRAM MARGARET RIVER MONTESSORI HIGH SCHOOL

A Newsletter for Prospective Families

4/6 Clarke Road, Margaret River Ph 08 9757 2564



Welcome! Kaya!

We would like to welcome you and express our gratitude for your interest in our much anticipated Montessori Adolescent Program in Margaret River. This is the first of, we hope, many interactions in this exciting journey of quality secondary education. Read on to find out more about our plans for the first Montessori high school in the Southwest.

Lisa Fenton (MRMS Principal)

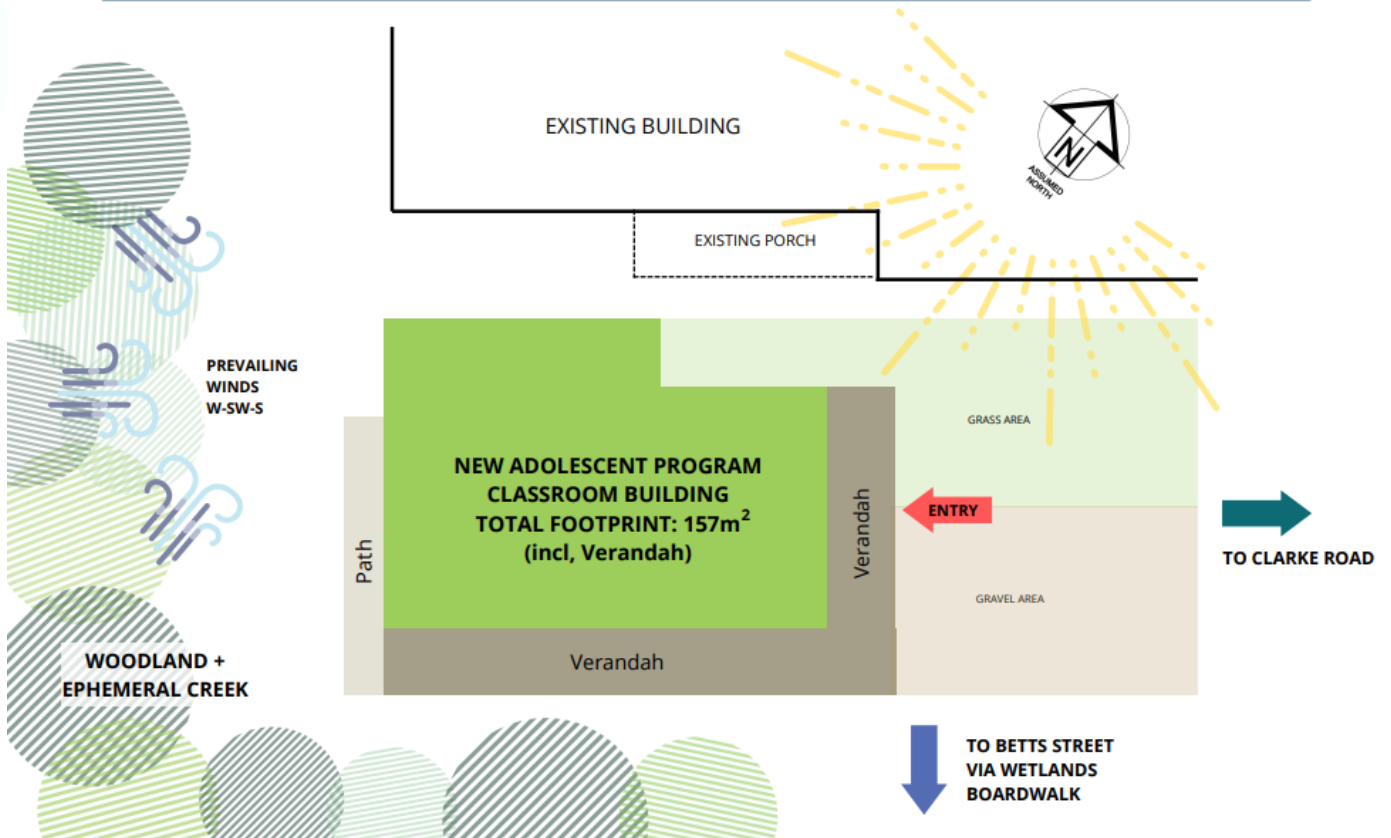


OVERVIEW:

- [The Montessori Philosophy](#)
- [Our Mission and Vision](#)
- [Project Update](#)
- [Building Project and Timeline](#)
- [Enrolment Process](#)
- [Your Legacy](#)
- [Questions and Answers](#)
- [Contact Us](#)

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SITE ANALYSIS



EXTERNAL ELEVATIONS



Perspective: North (Main Entry)



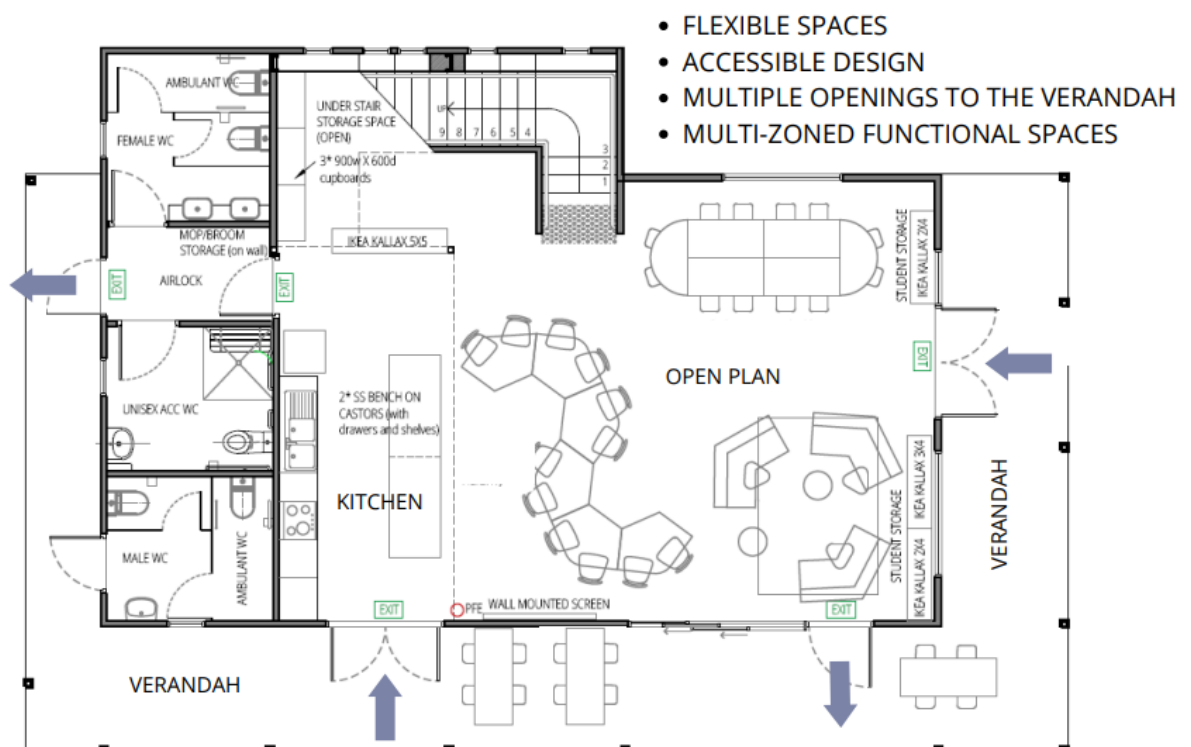
Perspective: South (Rear)



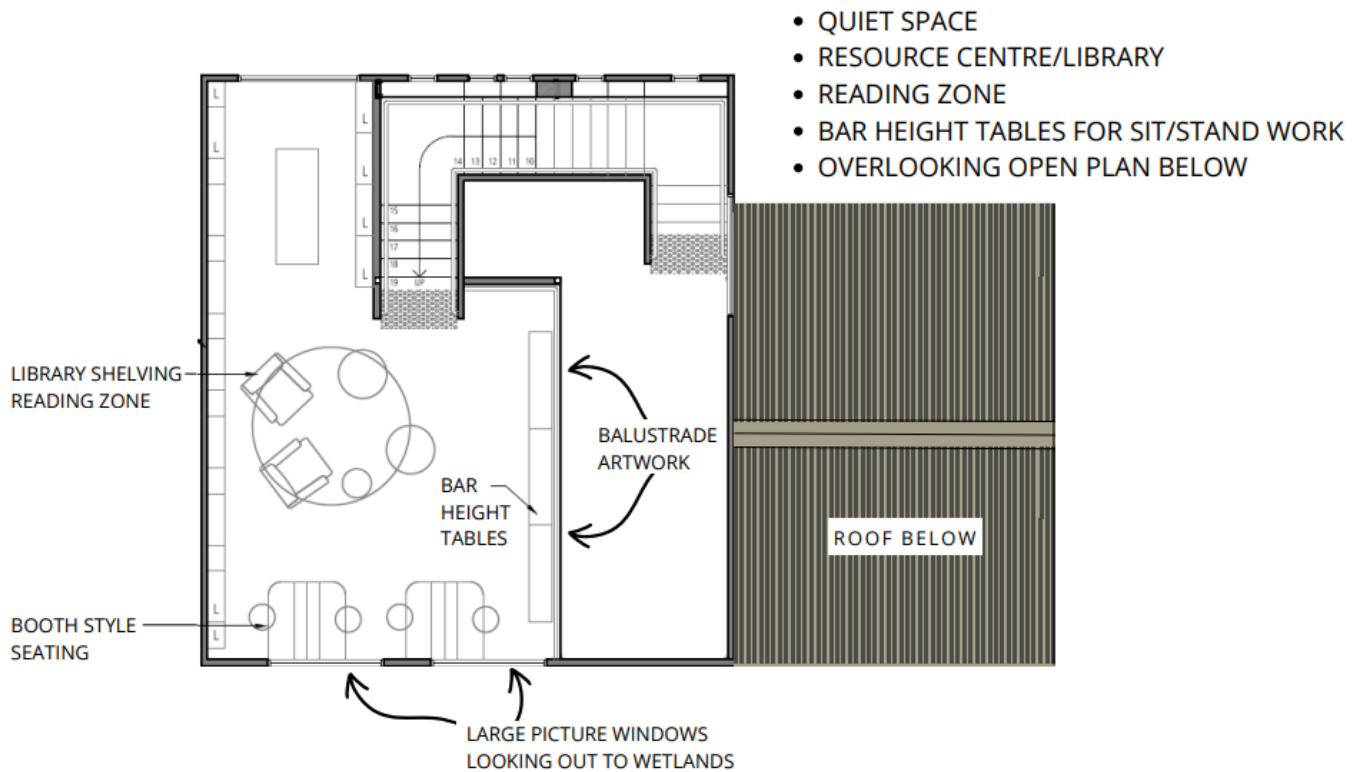
Perspective: East

- CUSTOM-DESIGNED PREFABRICATED SHED
- WRAP-AROUND VERANDAH
- VERTICAL CLADDING PANELS
- ENGAGING WITH THE NATURAL SURROUNDINGS
- DESIGNED FOR FLEXIBILITY

AP CLASSROOM DESIGN: GROUND FLOOR PLAN



AP CLASSROOM DESIGN: MEZZANINE FLOOR PLAN



MRMS Presents

Montessori Adolescent Program Information Evening

**Come along to learn
more about
Margaret River's newest
high school
from our Teachers and
Board Members**

**Thursday, November 3, 2022
6:00pm
MRMS School Hall 4-6 Clarke Rd**

"Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities."
—Montessori, M. (1948/1989). Education for a New World. Oxford: Clarendon Press

**EVERYONE WELCOME (incl. adolescents)
PLEASE RSVP per below to our Administration**

www.margmont.wa.edu.au • www.facebook.com/margaretrivermontessori
4-6 Clarke Road, Margaret River, Western Australia 6285
(08) 9757 2564 • montessori@margmont.wa.edu.au

Individual Children. Individualised Learning









FAVOURITE BANNER COMPETITION



AND THE WINNER WAS...

[Margaret River Montessori School!!!](#)

The Favourite Banner competition at the **[Margaret River Ag Show](#)** was an absolute hit and received hundreds, if not thousands, of votes. Barry Granville from **[Margaret River Real Estate First National](#)** drew the winning banner - Number 62 - on Saturday afternoon at the Show. Barry Granville from First National visited Montessori today and presented the \$2,000 cheque to the school's art teacher Rona Mirtle, teacher Lee-Anne French and grateful kids from Grade 2 & 3. Also present was Viv Halsall from the **[Margaret River & Districts Historical Society](#)**. The Directors at **[Margaret River Real Estate First National](#)** were delighted to be involved in this event and thrilled to support the lucky school!

The Banners were a team collaboration brought together by Lee-Anne and Rona to celebrate 100 Years of Group Settlement in the Margaret River Region. The Middle Primary children enjoyed working on them during Art. The trees were drawn by Bailey and Adele from Upper Primary. We are so excited and look forward to enhancing our Art experiences with a special purchase.

DRESSES · SHIRTS · JEANS · PANTS · SHOES · HATS · BAGS · JEWELLERY · PERFUME



TICKETS \$15
THROUGH EVENTBRITE
INCL. ENTRY PLUS COMPLIMENTARY DRINK ON ARRIVAL

MARGARET RIVER MONTESSORI SCHOOL

Fashion Folly

The biggest and best sustainable clothing swap event around!

<https://www.eventbrite.com.au/e/montessori-fashion-folly-2022-tickets-398675247397>

DATE: 21st Oct 2022
TIME: 6pm Sharp
PLACE: Montessori School Hall,
4-6 Clarke St, Margs



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**MRMS
END OF YEAR
EVENTS**

**JOIN US AND
CELEBRATE**



Thursday 1st December
JUNIOR PRIMARY KAIGI
9:15am for 9:30am start
JP Grassed Area - gazebos & chairs @
back, picnic rugs @ front
BYO Morning Tea to follow

**DRESS - SOMETHING SPECIAL,
INSPIRED BY CHRISTMAS/HOLIDAYS**

Friday 2nd December
WHOLE SCHOOL GRADUATION KAIGI
12:45pm for 1:00pm start
JP students to be collected at 12:45pm and sit with
parents in audience, they will be called up for whole
school song (if they like)
School Hall - followed by End of Year
Sundowner (see other poster)



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**JOIN US FOR OUR FAMOUS EOY FAMILY
SUNDOWNER**

**SPORTS GAMES
FOR EVERYONE -
PARENTS &
SIBLINGS INCL.**

**WEAR YOUR
BEST SUMMER
SPORTS
OUTFIT**

Summer Fun Sports Festival Theme




Friday 2nd Dec - after the kaigi - until 6pm
Purchase from our P&F...
Sausie Sizzle Icy poles Popcorn Bar
BYO picnic rug & beverage holder
**WATER FUN PROVIDED
SO BRING SPAREIES
AND TOWELS**
*school band
performances*

ALL WELCOME - SEE YOU THERE!

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Individual Children. Individualised Learning

**Montessori
@ MRMS
Parent
Workshop
and Launch
of our Core
Principles
Handbook**



*Ice creams
on sale!*

**TUES 18TH OCT
1:30PM - 3PM
STARTS IN
BANKSIA CLASSROOM**
**THEN... BYO PICNIC
AFTERNOON TEA AND
"STAY AND PLAY" AT
THE MP PLAYGROUND**

Receive the first copy of our
new Core Principles document.

**WHAT IS THE ESSENCE OF MONTESSORI
AND HOW DOES OUR SCHOOL ADDRESS IT?**

Come along to hear from our teachers about
how we embed the Montessori Core Principles
into everyday and what they mean for our
children at each phase of development.

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Individual Children. Individualised Learning

Staffing Information

MRMS is committed to attracting and retaining top professionals by promoting professional and personal development through best-practice courses and programmes. Our teaching staff are registered members of the Teacher Registration Board of Western Australia (TRBWA). At a minimum, they all hold a tertiary qualification in Education, and a number hold additional postgraduate qualifications, including Montessori teaching qualifications. Many of our operational staff also have tertiary and postgraduate qualifications in their specialist fields of expertise.



Administration:

Principal
Finance/Administration Manager
Deputy Principal
Administration Officer (Front Office)
Administration Officer (Accounts)
Enrolments Officer
Marketing & Communications Officer
Library Officer

Lisa Fenton
Helen Miller
Oliver Chanin
Sarah Johnson/Victoria Harden
Sandi Macdonald
Emma Dennis
Demi Wright
Catherine Sharwood

Education Staff:

Junior Primary

Middle Primary

Jan Johnson, Sue Gaunt, Demi Wright, Lace Le Lievre,
Amanda Mas
Lee-Anne French, Jordan Bernhardt, Cindy Heyes

Upper Primary
Language Specialist

Education Support
Music Specialist
Art Specialist
Phys Ed/Health Specialists
Education Assistants (Classes)

Education Assistants Special Needs

Rosie Campbell, Oliver Chanin, Tori Franks
Karen Haslau—Japanese Language Teacher
Yumi Amano – Languages Facilitator Japanese
Jana Wittorff – Supervising Teacher Japanese
Karen Haslau
Tony Lane
Rona Mirtle
Cindy Heyes, Tori Franks, Demi Wright, Lace Le Lievre
Corinna Iddon, Sue Peters, Trish Murray, Sandi Macdonald,
Gayna Luck, Denise Fowler, Cindy Heyes, Jesse Pateman,
Rae Pethica, Lindsey Cowen
Hayley Valesini, Jana Wittorff, Erica Teasdale

Teacher Qualifications

All Class and Specialist Teachers hold teacher registration with the WA Teacher Registration Board as required by the Department of Education Services. Most of our Classroom Teachers are also qualified Montessori teachers as well. As per requirements under the National Quality Standard for Early Childhood Education and Care all Early Childhood qualifications are approved by Australian Children's Education and Care Quality Authority (ACECQA). 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 Biomedical Science, 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, Qualification of Middle Leadership, Bachelor of Sport and Exercise Science, Bachelor of Education in Montessori Education, Diploma Montessori Primary Education 6-12.

Montessori Training for Staff.

2022 saw both Tori Franks and Rosie Campbell complete their Diplomas in Elementary (9-12) through NAMC.



Student Progress and Academic Achievement 2022

As a School we have adopted WA Dept Education On Entry Literacy and Numeracy Assessments (PP, Year1 and Year 2 start of year) and Australian Council for Educational Research's Progressive Achievement Tests (PAT, Year 1-6 end of year). We also undertake NAPLAN assessment for Years 3 and 5 students.

Post assessments, data is gathered and disseminated at a staff meeting to help teachers to further recognise areas of the curriculum, which may need to be taught at greater depths. This form of assessment for learning also helps identify any students who have gaps in learning, are showing signs of plateauing or may be in need in additional support. Furthermore, the data should help with tracking and monitoring of attainment and progress, as well as identifying general areas for development across the school.

Like all assessments, they only form part of the picture. This data does not get used in isolation for reporting, it is there to help inform teaching and help continue to improve the standard of education for our students. When a student is significantly below average across a few assessments, if they have not already been monitored, they will be identified as potentially needing a Documented Plan (individual education plan) and parents will be informed.

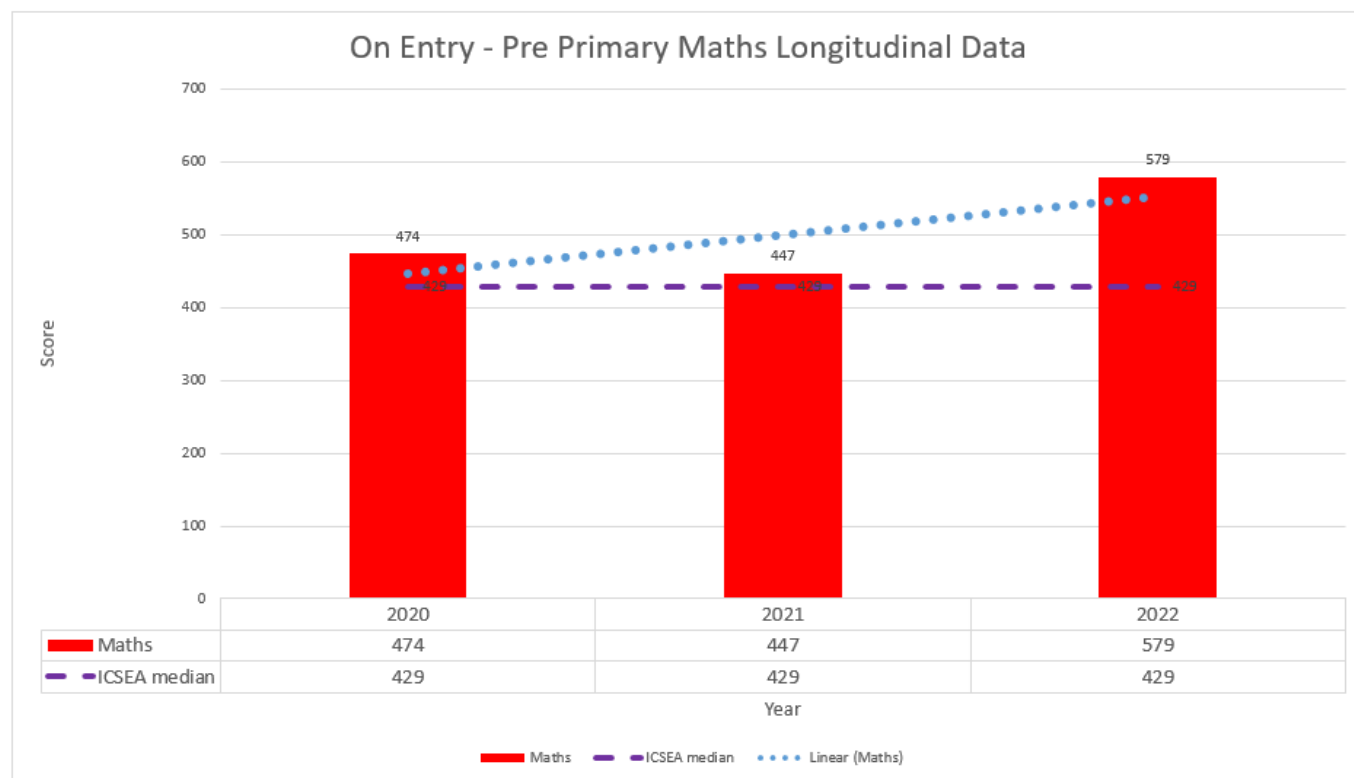


On Entry Data 2022

Apart from two exceptions (Yr 1 Maths and PP Writing), in all subjects in all years the average attainment scores show a year-on-year improvement.

In 2022 all years in all subjects scored above expected attainment according to our ICSEA score (the numbers in brackets).

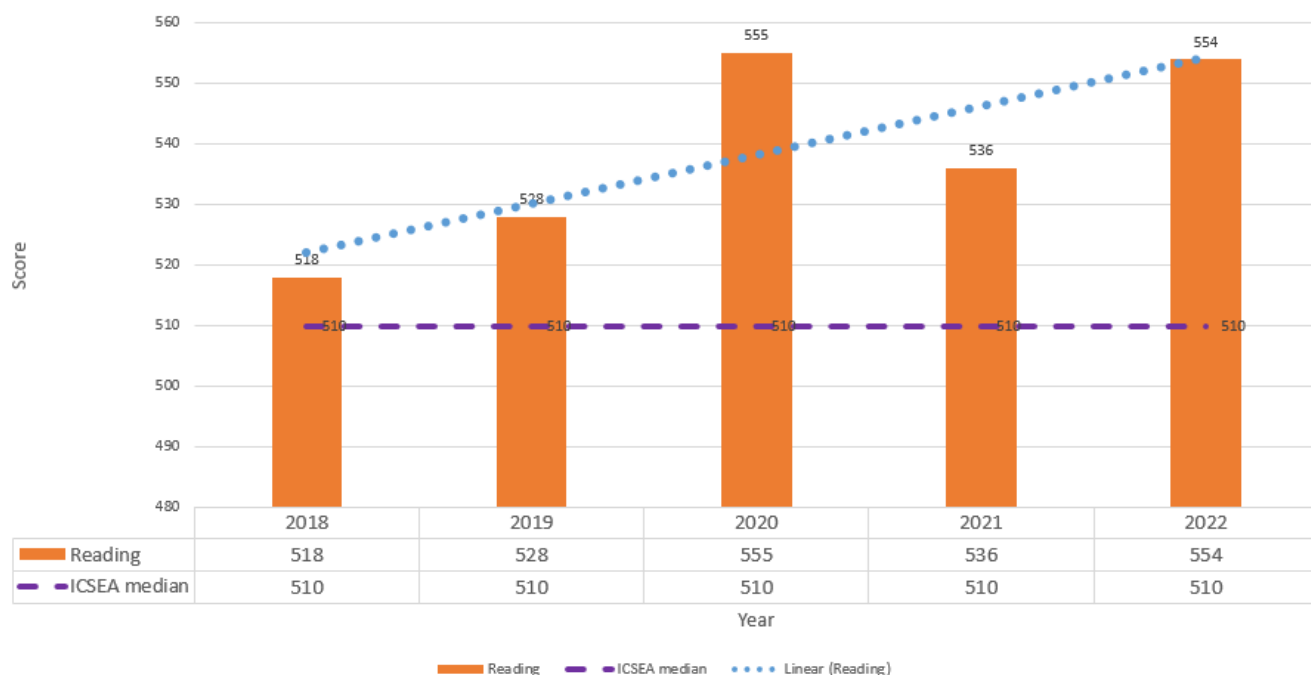
2022	Reading MRMS Mean Attainment Score	Speaking + Listen MRMS Mean Attainment Score	Writing MRMS Mean Attainment Score	Maths MRMS Mean Attainment Score
PP	502 (462)	579 (462)	249 (210)	579 (429)
Year 1	554 (510)	592 (510)	495 (430)	526 (482)
Year 2				621 (572)



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Every year since 2020 (earliest data we have) our students have performed above expected score of 429 according to our ICSEA.
- 2021 was our weakest cohort- average attainment score of 447 (current year 1 children)
- 2022 was our strongest cohort – average attainment score of 579

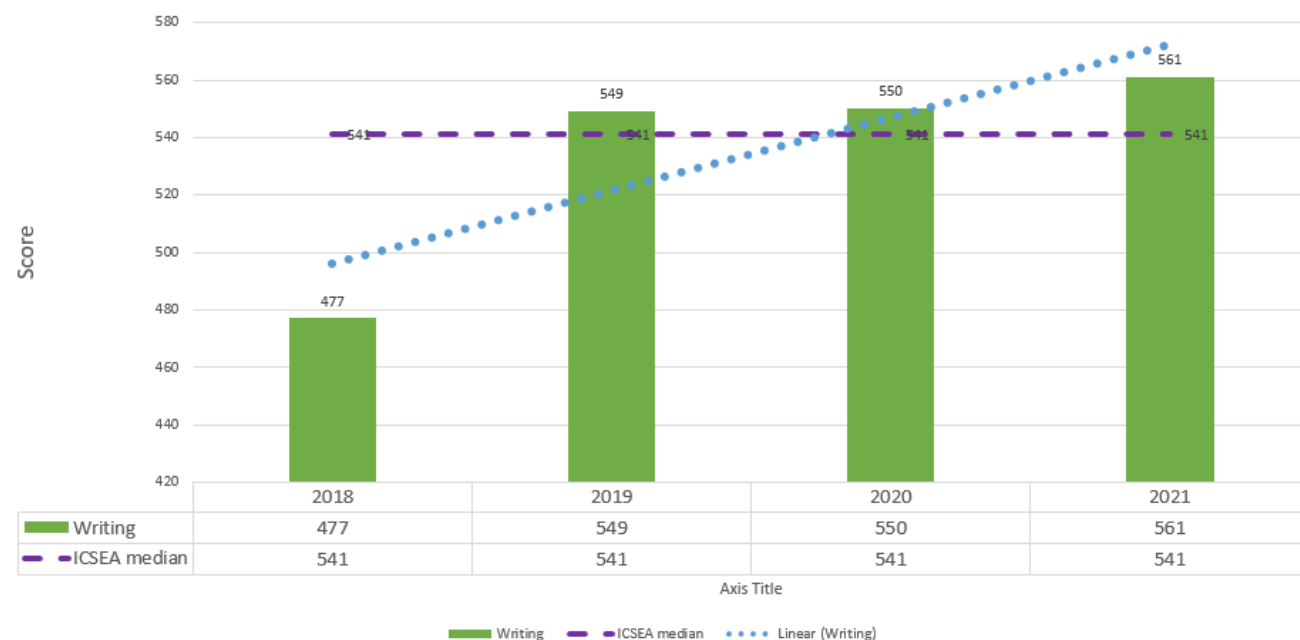
On Entry - Year 1 READING Longitudinal Data



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Every year since 2018 (earliest data we have) our students have performed above expected score of 510 according to our ICSEA.
- 2018 was our weakest cohort- average attainment score of 518 (current year 5 children)
- 2020 was our strongest cohort – average attainment score of 555 (current year 3 children)
- 2022 was our second highest average attainment score – 554

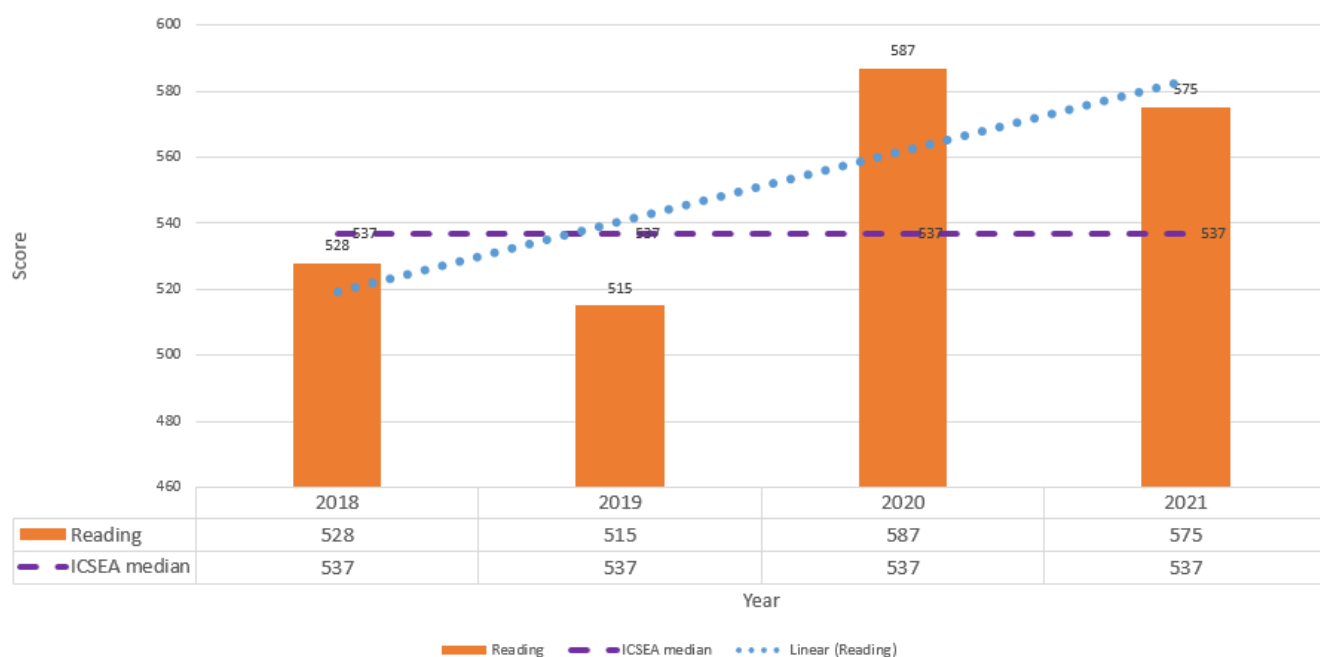
On Entry - Year 2 Writing Longitudinal Data



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Our data starts in 2018 and for the first year (2018) average attainment was below ICSEA score of 541 however in 2019, 2020 and 2021 the students scored above.
- 2018 was our weakest cohort- average attainment score of 477 (current year 6 children)
- 2021 was our strongest cohort – average attainment score of 561 (current year 3 children)

On Entry - Year 2 READING Longitudinal Data



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Our data starts in 2018 and for the first two years (2018 and 2019) average attainment was below ICSEA score of 537 however in 2020 and 2021 the students scored above.
- 2019 was our weakest cohort- average attainment score of 515 (current year 5 children)
- 2020 was our strongest cohort – average attainment score of 587 (current year 4 children)
- 2021 was our second highest average attainment score – 575

On Entry - Year 2 Maths Longitudinal Data



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Since our data starts in 2020 we have seen a year on year improvement in average attainment. Each year they have also score above the expected score of 572 according to our ICSEA.
- 2020 was our weakest cohort- average attainment score of 605 (current year 4 children)
- 2022 was our strongest cohort – average attainment score of 621 (current year 2 children)

NAPLAN 2022

NAPLAN is ONE way we analyse student progress and attainment. In addition, as a School we have adopted WA Dept Education On Entry Literacy and Numeracy Assessments (PP, Year1 and Year 2 start of year) and Australian Council for Educational Research's Progressive Achievement Tests (PAT, Year 1-6 end of year).

Post assessments, data is gathered and disseminated at a staff meeting to help teachers to further recognise areas of the curriculum which may need to be taught at greater depths. This form of assessment for learning also helps identify any students who have gaps in learning, are showing signs of plateauing or may be in need in additional support. Furthermore, the data should help with tracking and monitoring of attainment and progress, as well as identifying general areas for development across the school.

Like all assessments, they only form part of the picture. This data does not get used in isolation for reporting, it is there to help inform teaching and help continue to improve the standard of education for our students. When a student is significantly below average across a few assessments, if they have not already been monitored, they will be identified as potentially needing a Documented Plan (individual education plan) and parents will be informed.

This year, all tests (apart from Year 3 writing) were done online. The questions are of a ***tailored test*** design. Simply, if a child gets a question wrong, the next question may be slightly easier. While if a child gets several questions correct, subsequent questions will be harder. The thought behind this is to give a fairer indication of achievement. It is also designed to reduce anxiety and a feeling of failure by the students. Our children reported this format was 'better'.

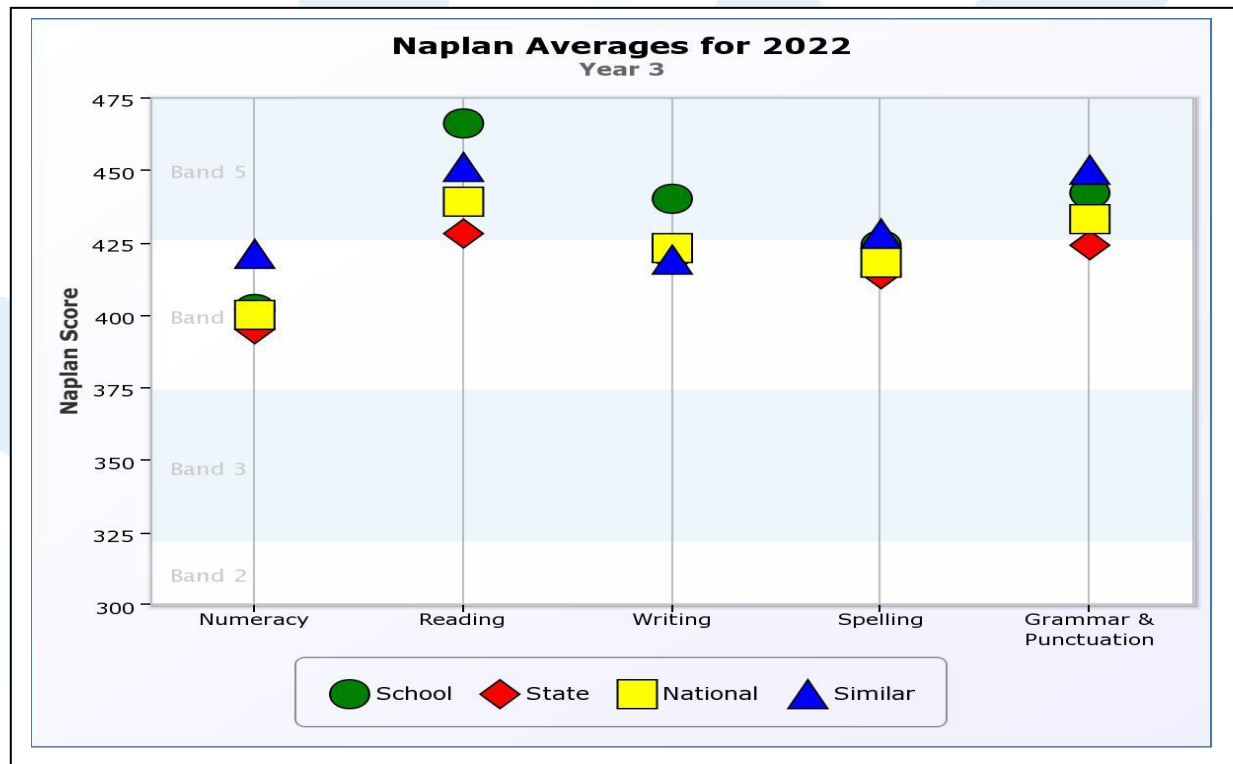
It is important to note: Our Year 5 have had limited exposure to the online writing format. Development of typing ability remains a priority as well as understanding an editing process specific to this program. Unlike *word and other Microsoft products*, the NAPLAN testing environment doesn't have a spell, grammar or punctuation check. This lack of test exposure should be considered when viewing the Year 5 writing test results.

As 2020 was cancel due to covid, unlike previous years we have NO progress data for the year 5 cohort. Many of our low achieving students in terms of attainment may have made sufficient or accelerated progress which won't be represented in this analysis.

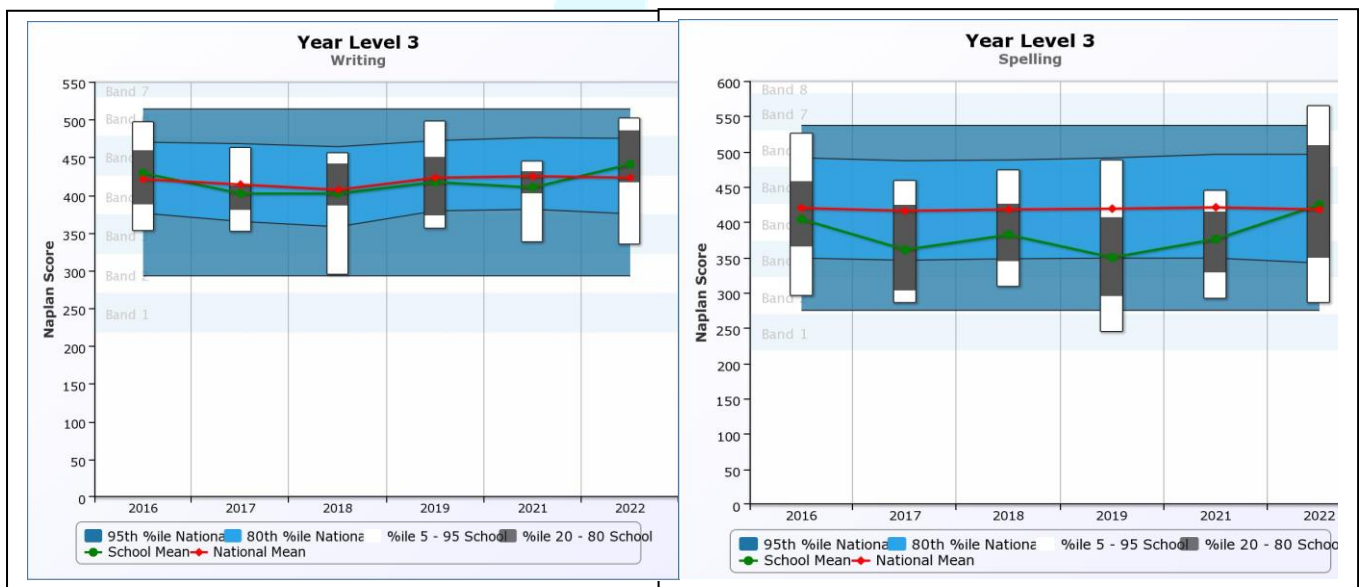


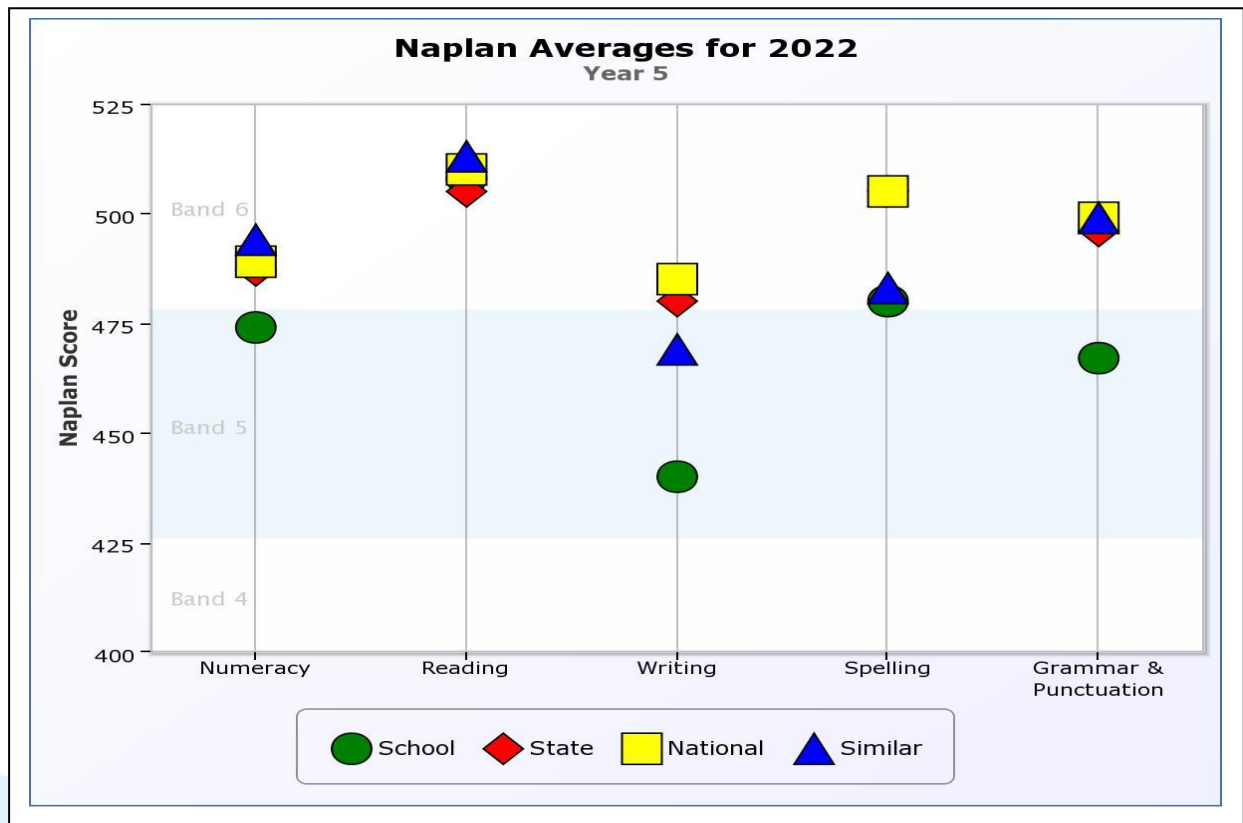
Student Numbers and Stats 2022

Group	No. students total	No. students who completed the tests	No. diagnosed disabilities or learning difficulties	No. imputed disabilities or learning difficulties	No. students to whom we provide literacy / numeracy / emotional support	No. students on individualised documented plans
Year 3	15	13 + 2 withdrawals	1	3	5	7
Year 5	14	13 + 1 withdrawal	4	4	8	8

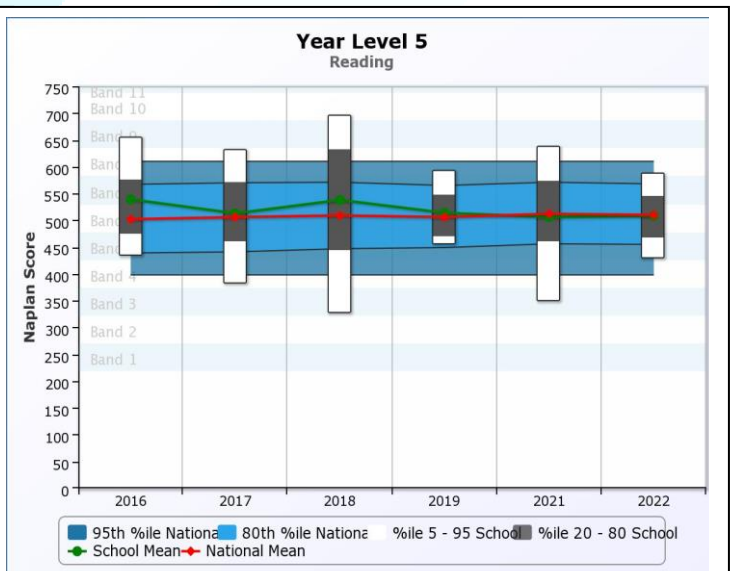
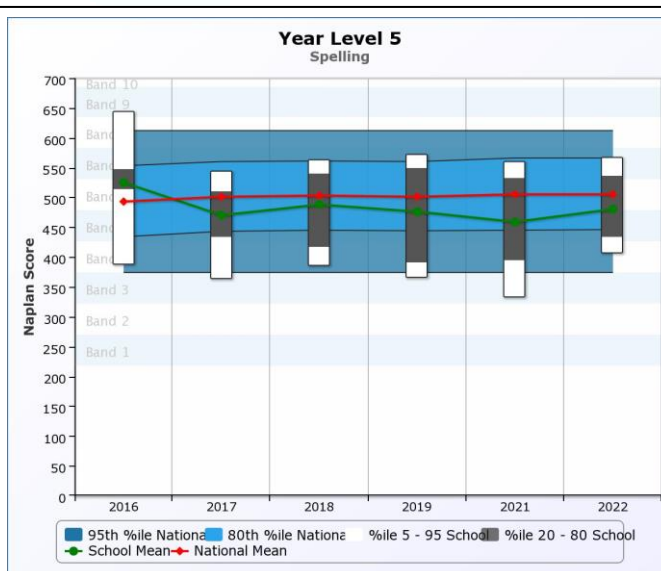


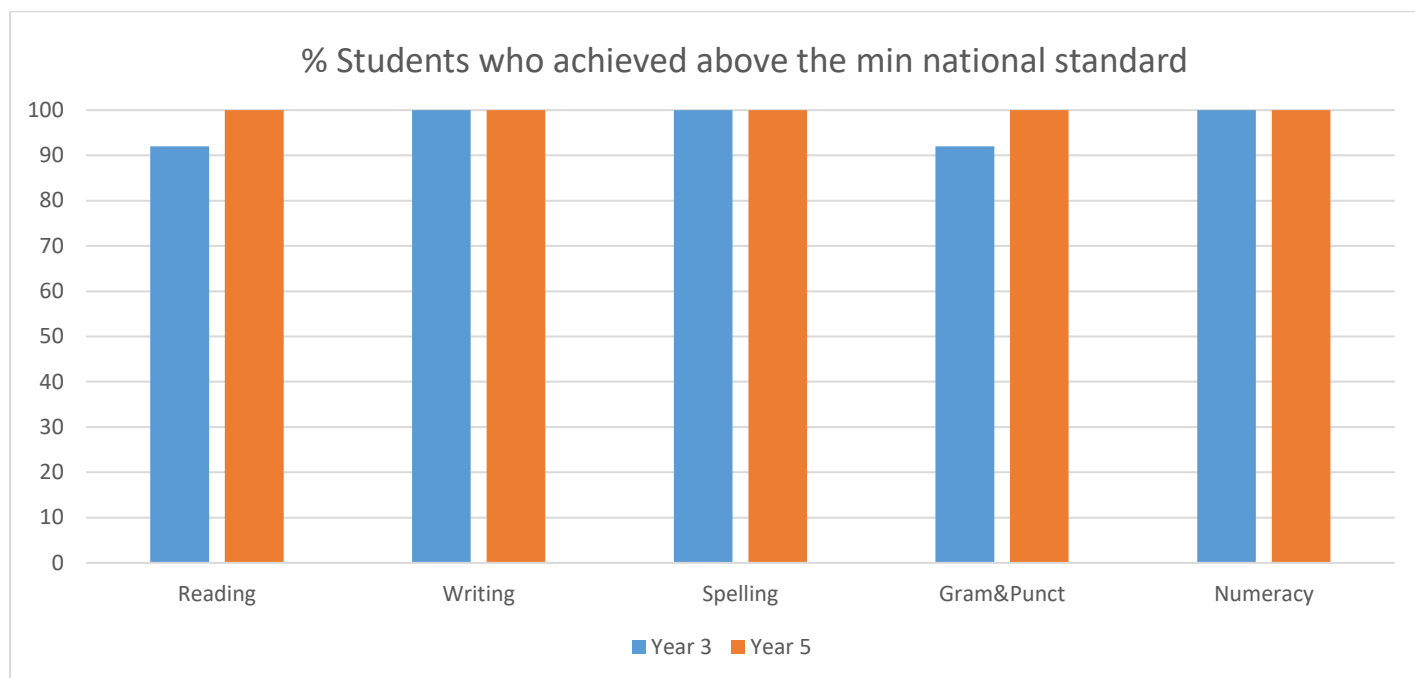
- Writing and Reading – Very strong. Interestingly reading was identified as an area of weakness in our end of 2021 PAT assessments.
- Writing – For the first time since 2016, writing is above national mean.
- Spelling – For the first time since before 2016, spelling is above national mean.



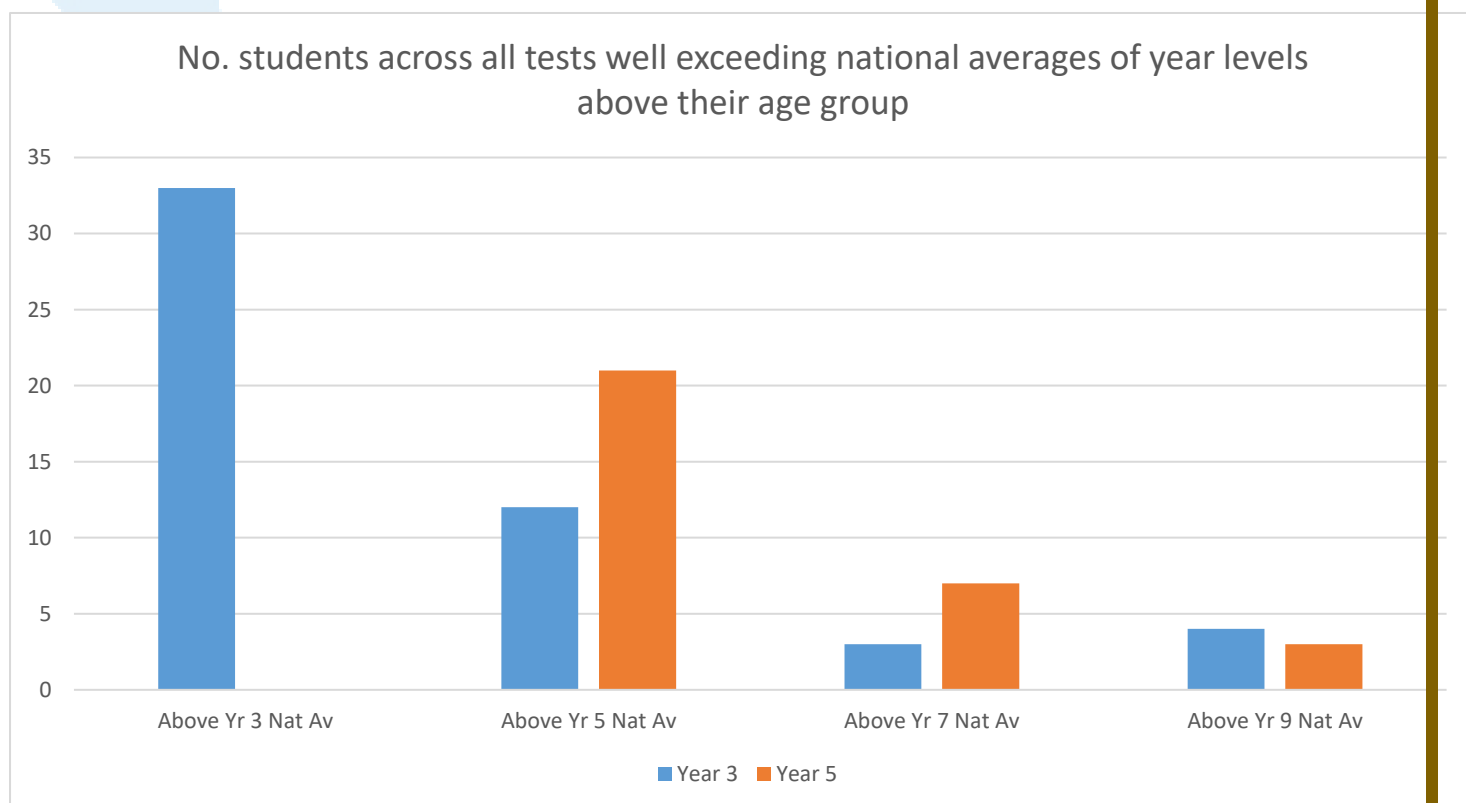


- Reading remains in line with national mean.
- All students were at or above minimum standards
- Writing score is substantially below national, state and similar means. This may be due to the unfamiliar Online NAPLAN testing format (typing proficiency, editing online etc). Further investigation will take place following an analysis of the individual students writing scripts.
- Although not at national mean, Spelling attainment has shown some increase over the last three years. (2019 = 476, 2020 = Covid, 2021 = 459, 2022= 480)





If we look at the table above it is clear that in every cohort in every test, if not 100% of our students, then **most of** our students perform at or above national minimum standards. We also have several Year 3 and 5 students achieving above the Year 5, 7 and 9 benchmarks.



Note: Improvement over time within a cohort cannot be completed for the 2022 report as the 2022 Yr 5s did not complete NAPLAN in 2022 as Yr 3s due to COVID.

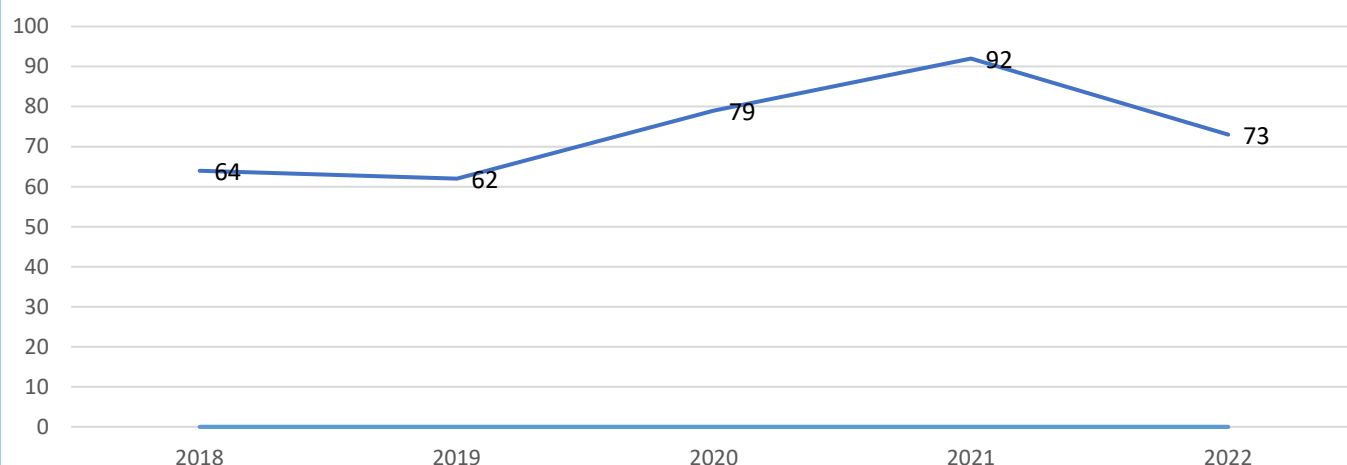
PAT 2022 Data Analysis

The 2022 PAT data was extremely positive showing both strong numbers of students achieving at or above age-related expectations and strong growth over time in all subject areas.

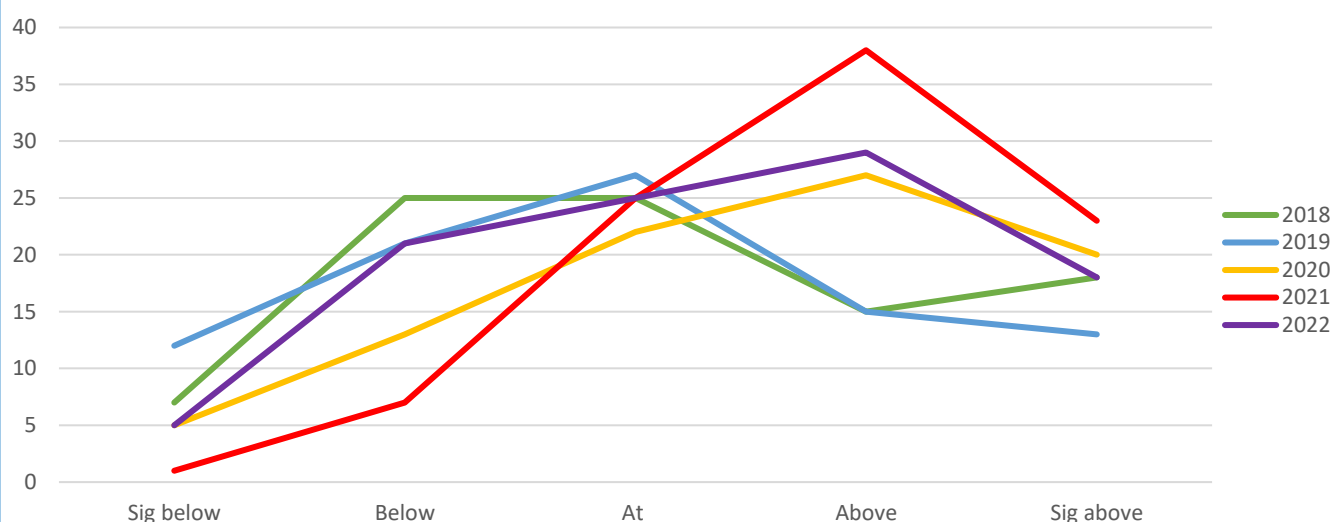
Maths

Year	% Significantly below	Percentage below	Percentage within	Percentage above	% Significantly above	Total % at or above
2018 (90)	7 (8%)	25 (28%)	25 (28%)	15 (16%)	18 (20%)	64%
2019 (88)	12 (14%)	21 (24%)	27 (31%)	15 (17%)	13 (14%)	62%
2020 (87)	5 (6%)	13 (15%)	22 (25%)	27 (31%)	20 (23%)	79%
2021 (94)	1 (1%)	7 (7%)	25 (27%)	38 (40%)	23 (25%)	92%
2022 (98)	5 (5%)	21 (22%)	25 (26%)	29 (30%)	18 (18%)	73%

**Maths (% at or above ARE)
2018-2022**



Maths Attainment 2018 - 2022

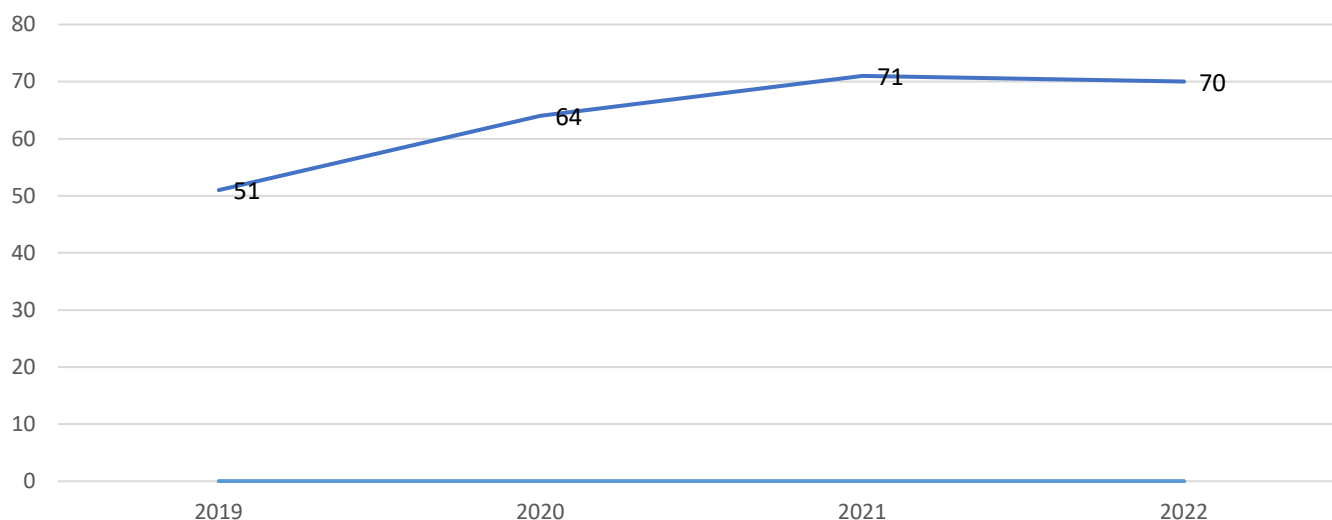


- Improvement from 2018 and 2019
- In line with 2020
- Attainment levels for 2022 is lower than our peak in 2021.
- Overall – data is tracking well in Maths. Traditionally a strong subject (in terms of attainment in MRMS).

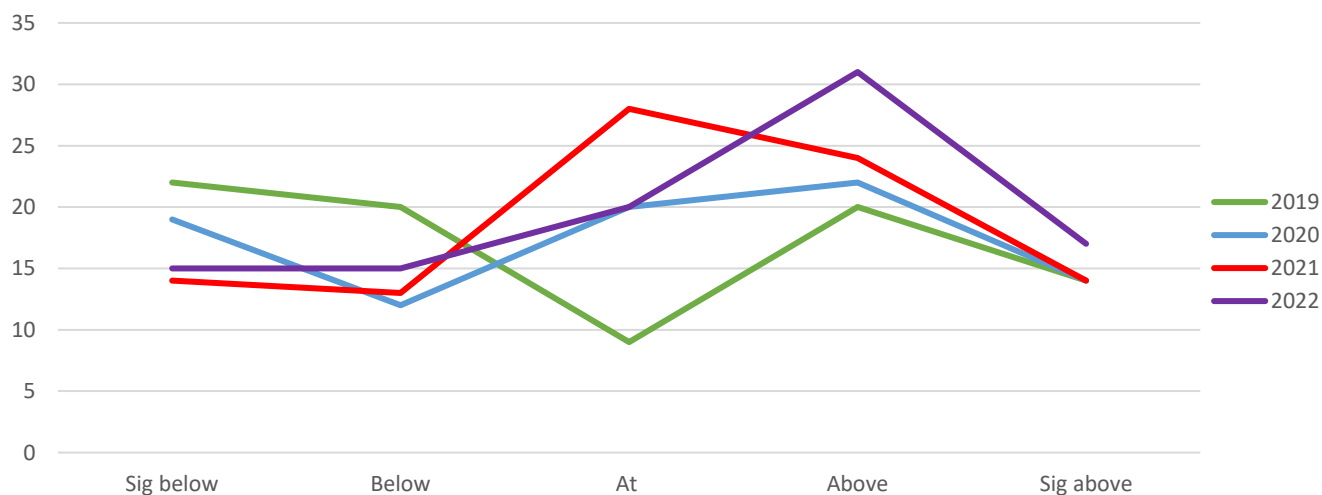
Reading

Year	% Significantly below	Percentage below	Percentage within	Percentage above	% Significantly above	Total % at or above
2019 (85)	22 (26%)	20 (23%)	9 (11%)	20 (23%)	14 (17%)	51%
2020 (87)	19 (22%)	12 (14%)	20 (23%)	22 (25%)	14 (16%)	64%
2021 (91)	14 (15%)	13 (14%)	28 (30%)	24 (26%)	14 (15%)	71%
2022 (98)	15 (15%)	15 (15%)	20 (21%)	31 (32%)	17 (17%)	70%

Reading (% at or above ARE) 2019-2022



Reading Attainment 2019-2022

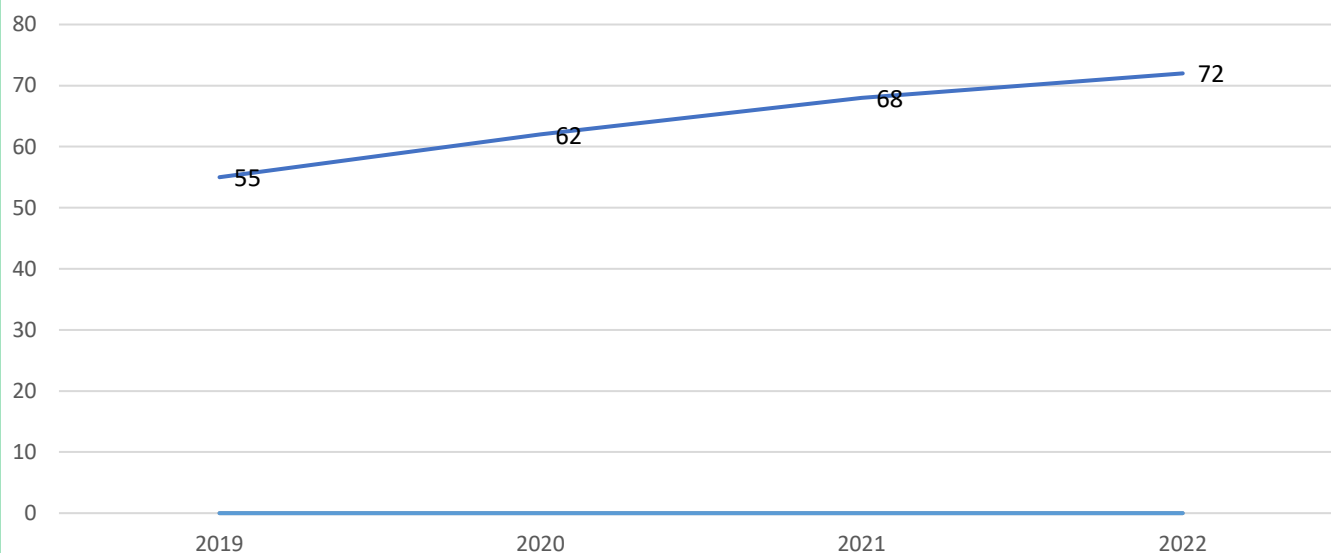


- Improvements from 2019 and 2020
- 2022 is in line with 2021 data.
- 2022 demonstrates a higher number of students working above and significantly above.

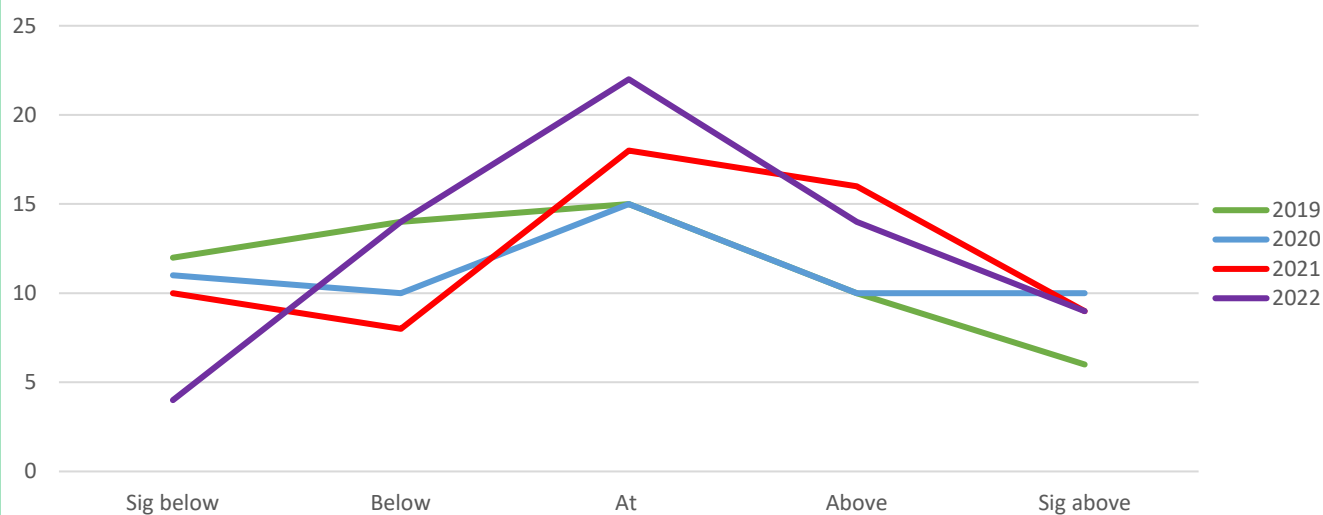
Spelling

Year	% Significantly below	Percentage below	Percentage within	Percentage above	% Significantly above	Total % at or above
2019 (57)	12 (21%)	14 (24%)	15 (26%)	10 (18%)	6 (11%)	55%
2020 (56)	11 (20%)	10 (18%)	15 (26%)	10 (18%)	10 (18%)	62%
2021 (55)	10 (18%)	8 (14%)	18 (32%)	16 (20%)	9 (16%)	68%
2022 (63)	4 (6%)	14 (22%)	22 (35%)	14 (22%)	9 (15%)	72%

Spelling (% at or above ARE) 2019-2022



Spelling Attainment 2019 - 2022

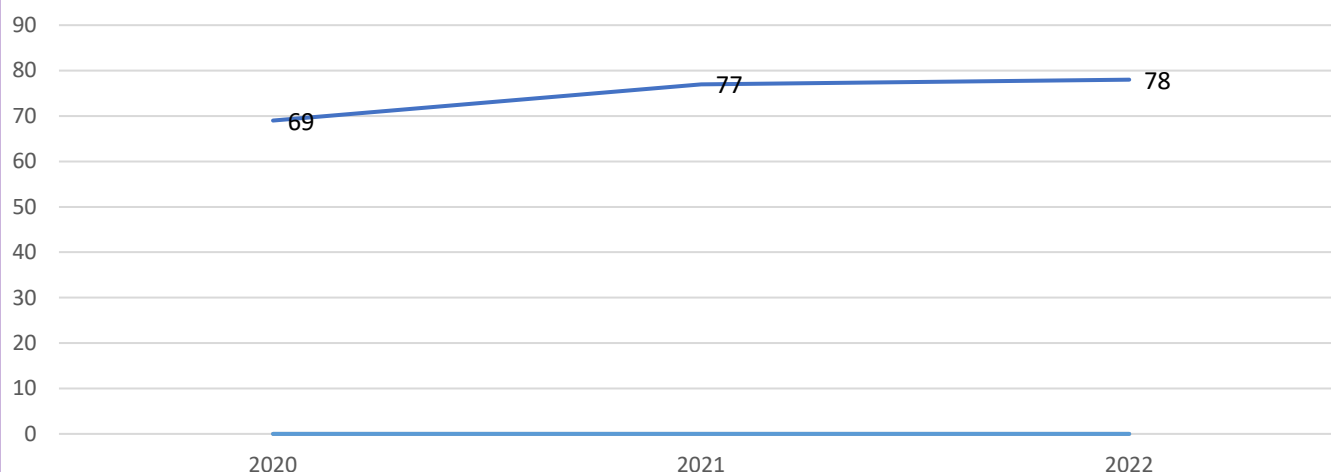


- Year on Year improvement
- 2022 demonstrates a dramatic reduction in children achieving at a significantly below level

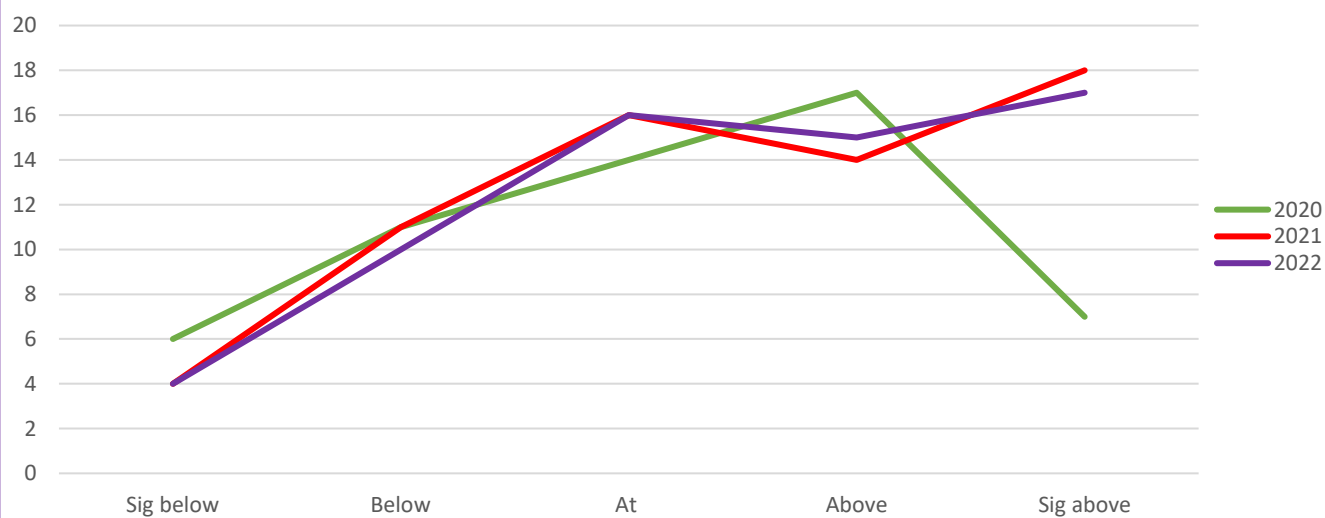
Grammar and Punctuation

Year	% Significantly below	Percentage below	Percentage within	Percentage above	% Significantly above	Total % at or above
2020 (55)	6 (11%)	11 (20%)	14 (25%)	17 (31%)	7 (13%)	69%
2021 (63)	4 (6%)	11 (17%)	16 (25%)	14 (22%)	18 (30%)	77%
2022 (62)	4 (6%)	10 (16%)	16 (25%)	15 (24%)	17 (29%)	78%

Grammar (% at or above ARE) 2020-2022

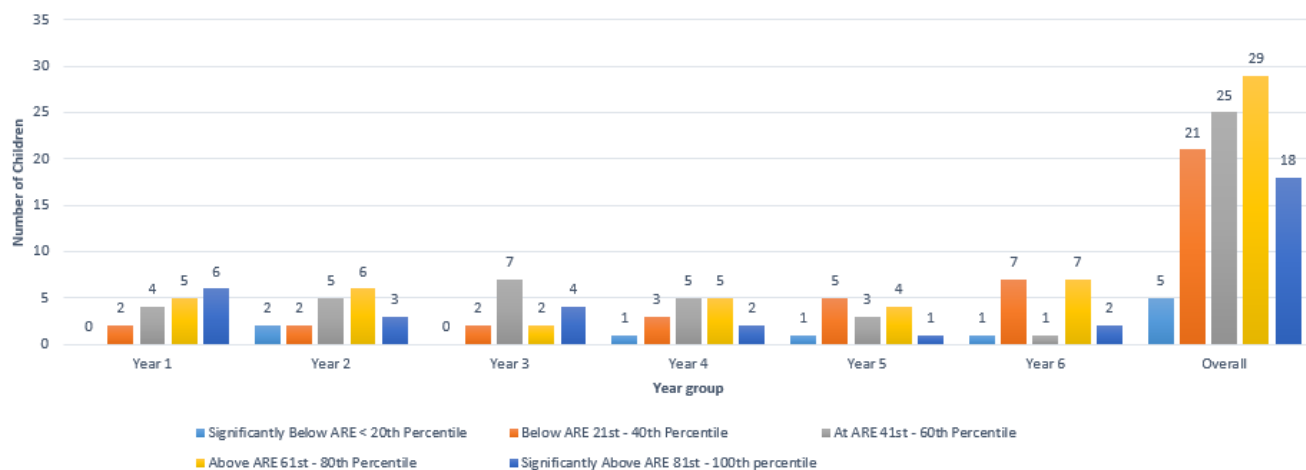


Grammar and Punctuation Attainment 2020-2022



- Year on year improvement since 2020
- Traditionally an area which is a strength in MRMS

PAT MATHS 2022 ATTAINMENT



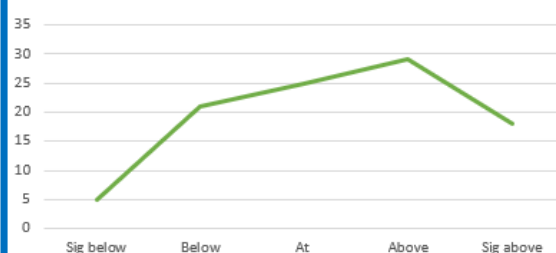
PROGRESS

YEAR	Expected Progress	Average Progress	Difference
1			
2	8.8	6.8	-2.0
3	7.1	9.4	+2.3
4	4.7	4.6	-0.1
5	4.4	1.8	-2.6
6	3.4	6.3	+2.9
Overall	5.7	5.8	+0.1

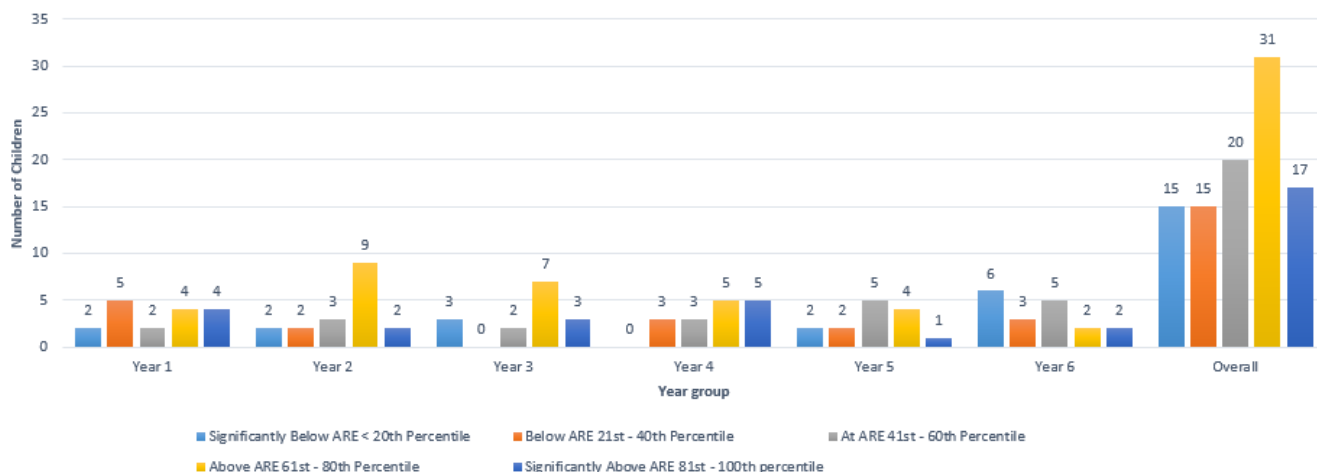
TRENDS –

- Year 1 2022 shows a higher proportion who are above ARE (11 students = 65%)
- Overall Attainment Bell curve is positively skewed.
- Progress in the year 3 and 6 cohorts was good. Progress in Year 2 and Year 5 was lower than expected. However, both cohorts started the year ABOVE average ARE for attainment meaning progress may not be inline with national average progress.

Maths Attainment 2022



PAT READING 2022 ATTAINMENT



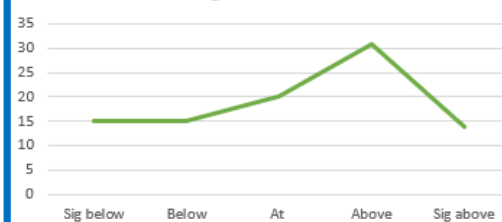
PROGRESS

YEAR	Expected Progress	Average Progress	Difference
1			
2	16.9	23.9	+7
3	11.9	14.7	+2.8
4	7.9	15.2	+7.3
5	4.9	2.1	-2.8
6	3	2.7	-0.3
Overall	8.9	11.7	+2.8

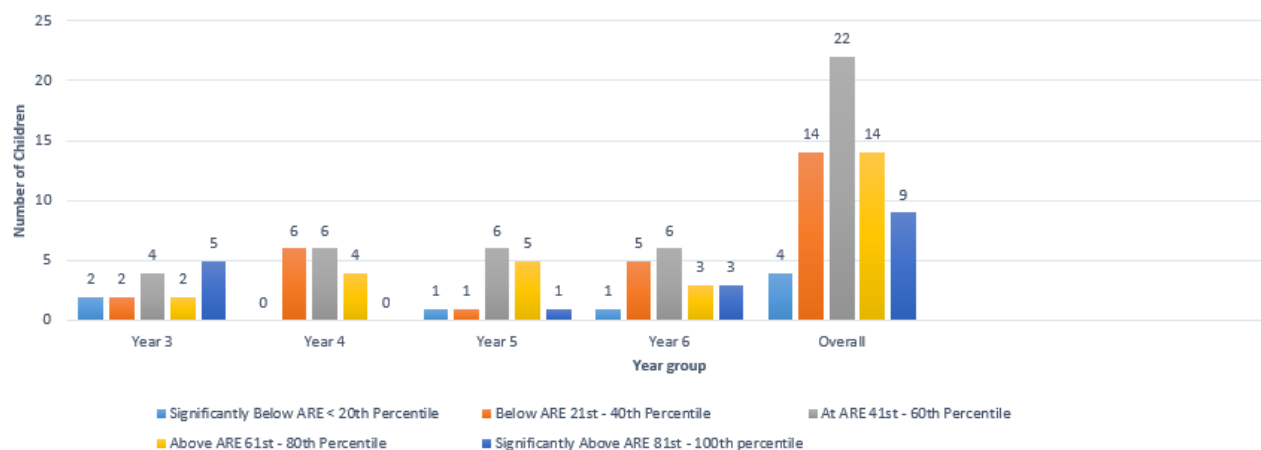
TRENDS –

- We have a larger group of significantly below readers. Overall, this makes up 15% (The same as 2021 of 15% but this is down from 22% in 2020).
- Overall Attainment Bell curve is positively skewed
- With the exception of Year 5, progress during 2022 was inline with or above expectation.

Reading Attainment 2022



PAT SPELLING 2022 ATTAINMENT



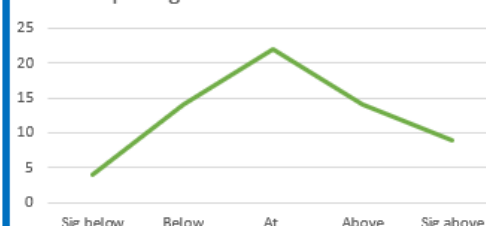
PROGRESS2

YEAR	Expected Progress	Average Progress	Difference
1			
2			
3			
4	15	13.3	- 1.7
5	12	14.3	+ 2.3
6	8	7.7	- 0.3
Overall	11.7	11.8	+ 0.1

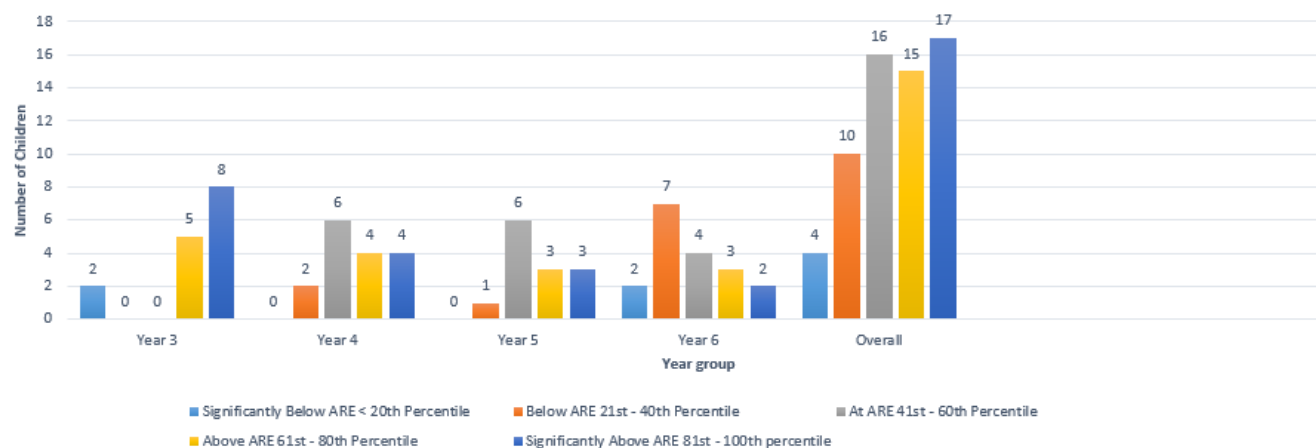
TRENDS –

- Students in the 'significantly below' bracket make up just 6% overall. (This is down from 16% in 2021 and 20% in 2020)
- General Attainment Bell curve is skewed as expected with a clear majority of student at or above ARE.
- Overall progress is in line with expectation. This shows that we are closing the gap across all year groups (apart from year 4 who have made insufficient progress). There is no progress data for Year 1-3 as the students take the test for the first time in Year 3. It is unavailable to Year 1 and 2s.

Spelling Attainment 2022 Y3-Y6



PAT PUNCTUATION AND GRAMMAR 2022 ATTAINMENT

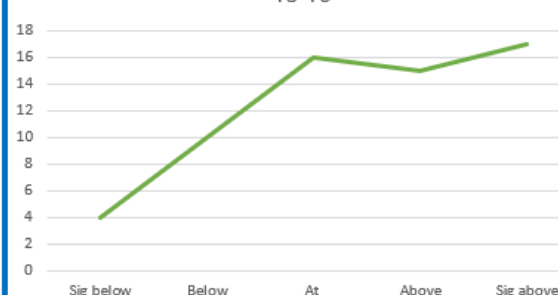


YEAR	Expected Progress	Average Progress	Difference
1			
2			
3			
4	8	3.5	-4.5
5	5	4.9	- 0.1
6	3	2.1	- 0.9
Overall	5.3	3.5	-1.8

TRENDS –

- In 2021 P&G was a strength. However, progress in 2022 is lower than expected
- General Attainment Bell curve is positively skewed.
- Year 3 cohort produced outstanding results.
- Average progress in Year 4 was poor. Just 3 students made expected progress.

Grammar and Punctuation Attainment 2022 Y3-Y6





School Finances 2022

Margaret River Montessori School

School Finances 2022

Full-time equivalent enrolments (114 PP to Y6 as at T3 Census) relating to recurrent income and capital expenditure:
Full-time equivalent enrolments (17.13 KG & 10.11 PKG)

Net Recurrent Income 2022

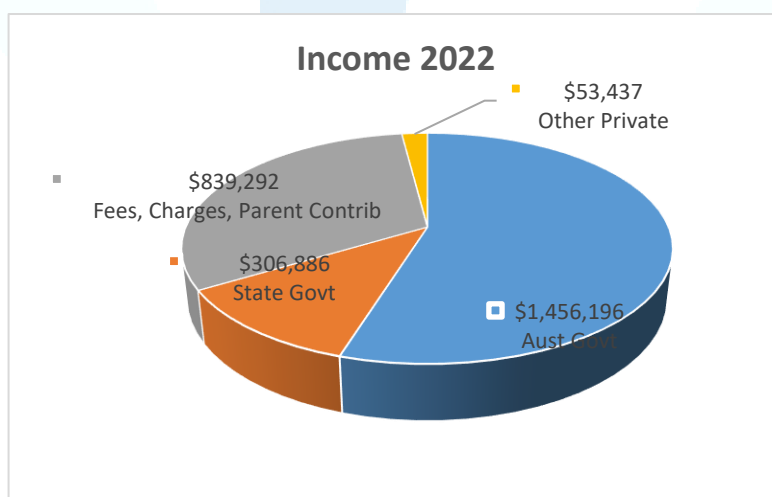
Australian Government recurrent funding
State/Territory Government recurrent funding
Fees, charges and parent contributions
Other private sources

Total	Per Student
\$1,456,196	\$12,773.65
\$306,886	\$2,340.32
\$839,292	\$6,466.04
\$53,437	\$411.69

Total Gross Income

(excluding income from government capital grants)

\$2,655,811	\$21,991.70
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Deductions

Income allocated to current capital projects/expenses
Income allocated to future capital projects/expenses
Income allocated to capital debt servicing (incl principal repayments and interest on loans)

\$450,342	\$3,725.53
\$1,355,600	\$11,214.43
\$31,388	\$259.66

Subtotal

\$1,837,330.00	\$15,199.62
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Total Net Recurrent Income

\$818,481	\$6,792
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Capital Expenditure 2022

Income allocated to current capital projects
(Buildings, Equipment & Materials)

Total
\$450,342

Total Capital Expenditure

\$450,342



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