

Margaret River Montessori School

ANNUAL 20 REPORT 23



Happy Birthday to our School!

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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: 1993 – 2023

Happy 30th Birthday to our School!

I would like to start with an acknowledgement of country:

Margaret River Montessori School acknowledges and pays respect to the Wadandi people, who are the Traditional Custodians and Elders of the land, waterways and forests on which we work and play. We pay respect to their Elders past and present and recognise their continuing culture and their spiritual and educational connection to land, sea, forest, river and community. We also extend that respect to Aboriginal and Torres Strait Islander peoples here today.

1993 to 2023 – 30 years.

In 2023 we said Happy 30th Birthday to the Margaret River Montessori School. What a milestone and what a celebration. Each year we acknowledge the school's developments and achievements. However, it is imperative, in this year's Annual Report, that we recognise how far our school has come. From the foundation cohort in the rented Baptist Church space to a thriving primary site and a new secondary site in progress.

At our very special 30th birthday celebration event, I made note of the hard work and dedication of our school's founders – the founding parents, the founding board members, the founding financial donors, the founding staff and of course the founding students. I want to say again what I said that night, that we are where we are today because we stand on the shoulders of those amazing people. Most schools are started by government departments or churches or large faith-based commissions. But this school was started by people – people who sourced land, who recruited staff, who researched education options, who met with lawyers, who cleared trees, who donated funds to build the first classrooms, people who asked questions and made things happen – people who had a vision and worked tirelessly to pave the path for a legacy of high quality education for the children and young people of our area.

As well as the school's 30th birthday, 2023 was my 10th year as Principal; and it was a year, I am proud to say, that saw probably the greatest and most impactful developments we have seen so far in the history of our school. In 2023 alone we have achieved the following:

- The new building for our Adolescent Program “the Hub” was completed.
- We began the only high school in our town alternative to the MRSHS.
- We achieved the maximum registration period under the WA Department of Education's Non-Government Schools' Registration process.
- We received approval of our school's Registration to teach through to Year 12.
- We acquired the Metricup property to be home to our Adolescent Program from 2025 and that will undoubtedly become an international standard Montessori Erdkinder program.
- We received Advance Determination (pre-approval) from the Minister of Education for our new site
- We progressed our current build project – Administration, classrooms and carpark – to near completion.

I'd like to give special recognition to the School Council and members of our schools' Adolescent Program Sub-committee. I'd like to particularly thank a mixture of our current and recent past Council members who were pivotal in all the decision making and action taking that got our high school off the ground, literally – Liz Henderson, Richard Bradley, Denise Leppard, Mel Pimm, Jan Johnson, Kris Longmore-Dodd, Lee-Anne French, Jo Teasdale, of course Vice Chair Stephen Bebbington and our Chair Viv Tansley. Although they were not on our Council I'd also like to acknowledge Darryl Black for his work and contribution and Steph Longmore-Dodd for her design and consultation work and finally we cannot forget the powerhouse behind all the numbers, our Finance and Administration Manager Helen Miller.

Additionally, recognition of the immense contribution of our outgoing Chairperson Viv Tansley is in order. Viv joined our School Council as Chair in 2020 and immediately brought with him a clear vision and a laser focus on bringing our school together to realise that vision; doing everything he does to the highest standard he can.

Working with Viv for the past four years, I have felt supported and held when things were challenging but never stifled. I have felt trusted with freedom but never abandoned to figure things out on my own. Viv's leadership has enabled my own leadership to grow for the good of the school. Thank you, Viv, for your ongoing encouragement and also for your confidence in me. I have been proud to lead this school alongside you.

Thank you also to our Parents and Friends Committee. In recent years our P&F has consisted of a small number of highly capable and highly dedicated parents who have functioned at a capacity well beyond their means with regard to fundraising but also on a strong vision for building community connectedness for our school. This is a never-ending challenge, but the optimism and tenacity of our P&F group has been inspiring to watch and I am endlessly grateful for their resilience.

Special mention must also be made of Sue Gaunt who retired at the end of 2023. As a founding parent of MRMS, past principal and long term teacher, Sue's legacy of dedication, kindness and humility is embedded in our school's culture and its heart. In founding this school, in having a vision and seeing it through to reality, in committing her 30 year career to that vision ever since its inception, Sue has given our community a gift that can never be lost. This example of the transformative power of connection and contribution to our community is what she has modelled throughout her time and for that we will be forever grateful.

Lastly, I'd like to personally thank all of our current Staff – Our Teachers, our Education Assistants and our Administration Team. I couldn't ask for a more hard-working, dedicated, special group of people to work with the students of this community. A testament to our amazing team is that, by the end of 2023, our enrolment had reached 160 with a waitlist across all ages of 149 students. These are certainly strong numbers for a school aspiring to remain small(ish) and community focused.

So to finish off, it needs to be said that we do not take for granted for one second that where our school is today is only possible due to the hard work and dedication of all those who have come before us. Celebrating 30 years for a school and all that has gone into it is not to be taken lightly. Our staff focus word for 2023 was 'Flourishing' and flourish we did. Making our world a better place and striving for the 'radiant future' that Montessori envisioned, is the legacy that our founders have left for us and it is on this wave that we continue to ride successfully into the future.

Happy 30th Birthday to Margaret River Montessori School.

Lisa Fenton
Principal



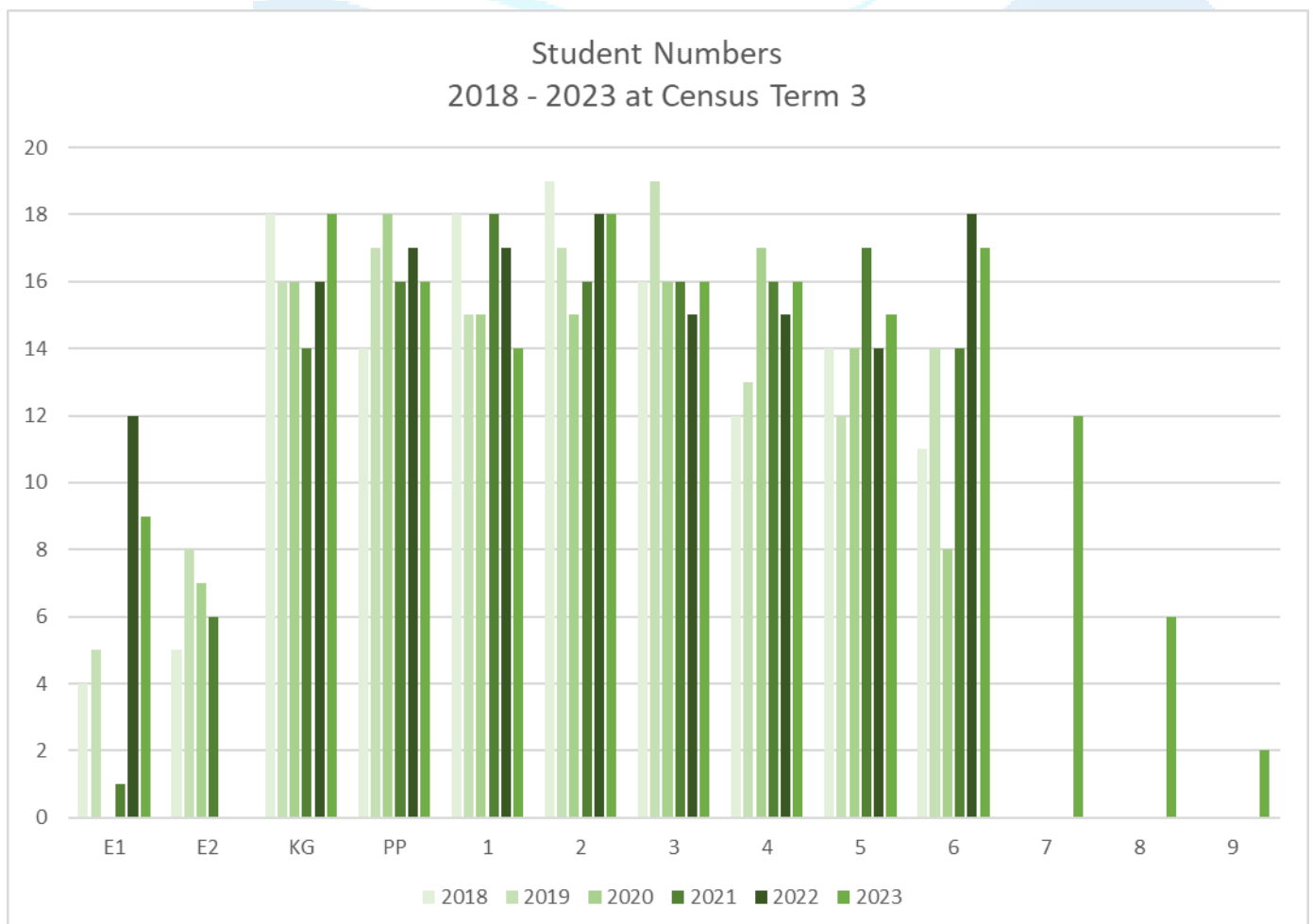
Enrolment and Attendance

Student Enrolment 2023

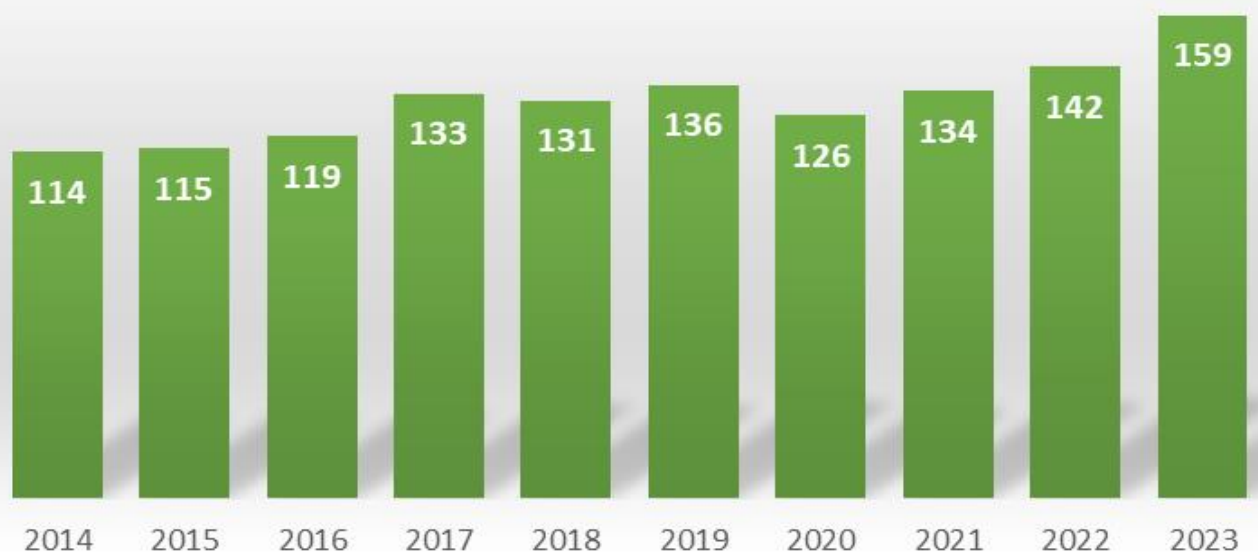
Total Enrolments as at Aug 2023:

Pre-K	9
KG	18
PP	16
1	14
2	18
3	16
4	16
5	15
6	17
7	12
8	6
9	2
Total Students	159

The following graph depicts our enrolment growth since 2018. 2023 clearly shows the consolidation of total numbers in each cohort – Junior Primary, Middle Primary and Upper Primary, plus the increase by adding Year 7, 8, 9 with our very first secondary cohort.



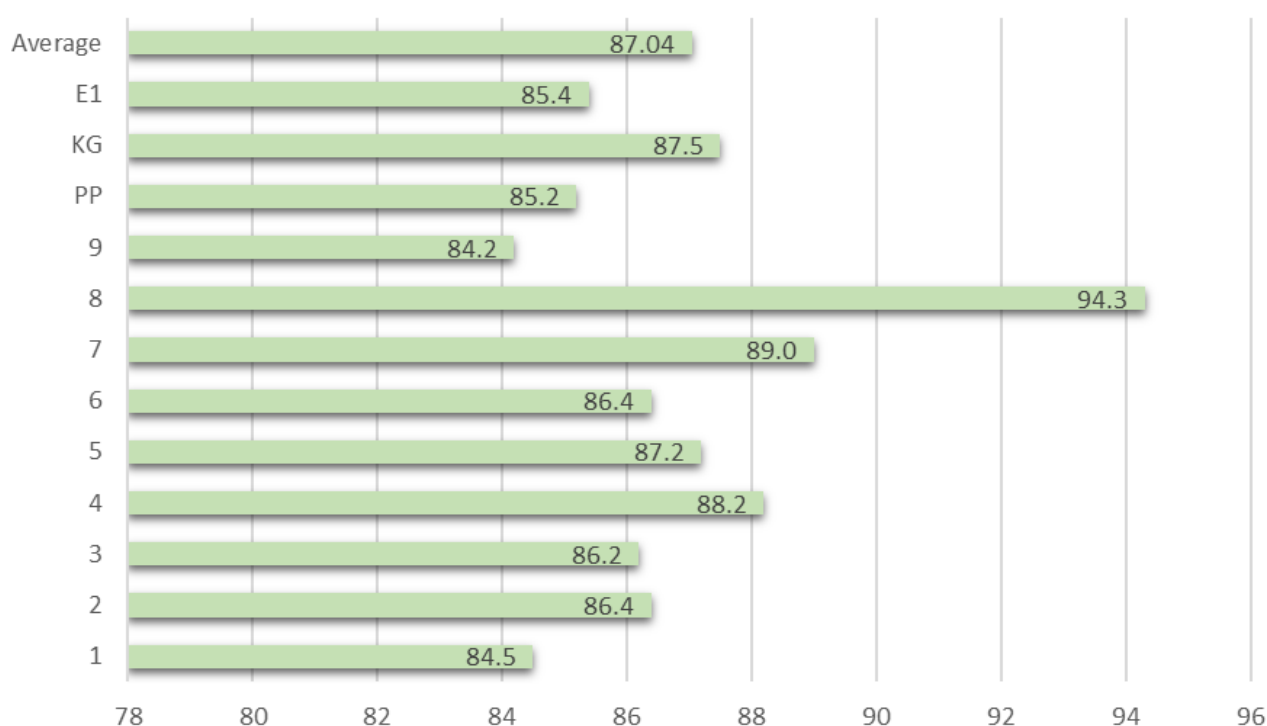
Total Enrolment Over Time



Student Attendance 2023

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. 2023 was obviously a unique set of circumstances as many families had the opportunity to travel back overseas and/or see family for the first time since pre 2020.

MRMS Attendance Summary - 2023 Attendance %



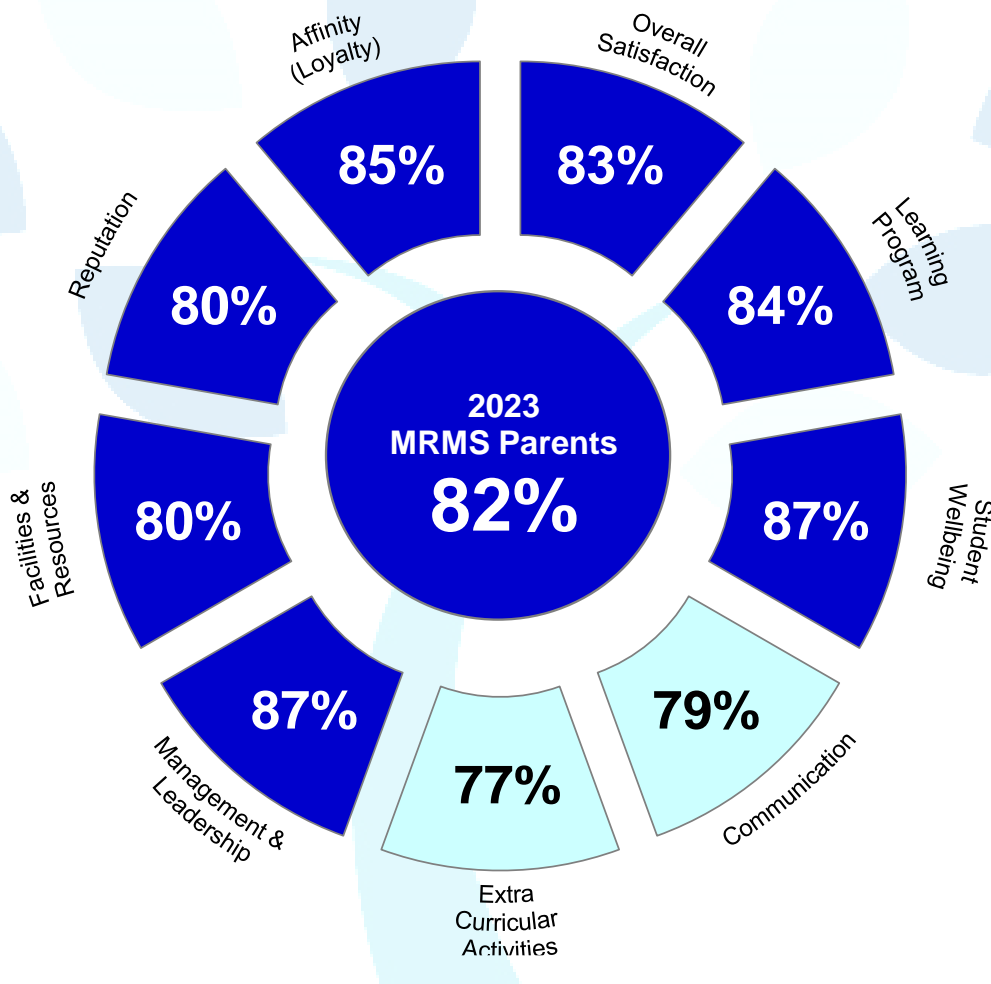
Parent Survey 2023

In 2023 the School Council committed funds to go towards an independent (MMG), confidential 'experience' survey of all school parents (Junior Primary – Adolescent Program) as part of our commitment to continually monitor and improve the quality of education we provide to our students.

This information is most important for the School for our operational and strategic planning, as well as for tracking changes in our performance. For the 2023 review, a total of 72 parents completed the survey. The surveys were extensive and covered in excess of 300 aspects of education at the School

Overview of Key Areas

The 'MMG Wheel' below reflects the average scores for all parents across key areas. Parents noted 'very high' scores for 7 of the 9 areas and 'high' scores for the remaining 2 areas. The overall score is 'very high' (82%).

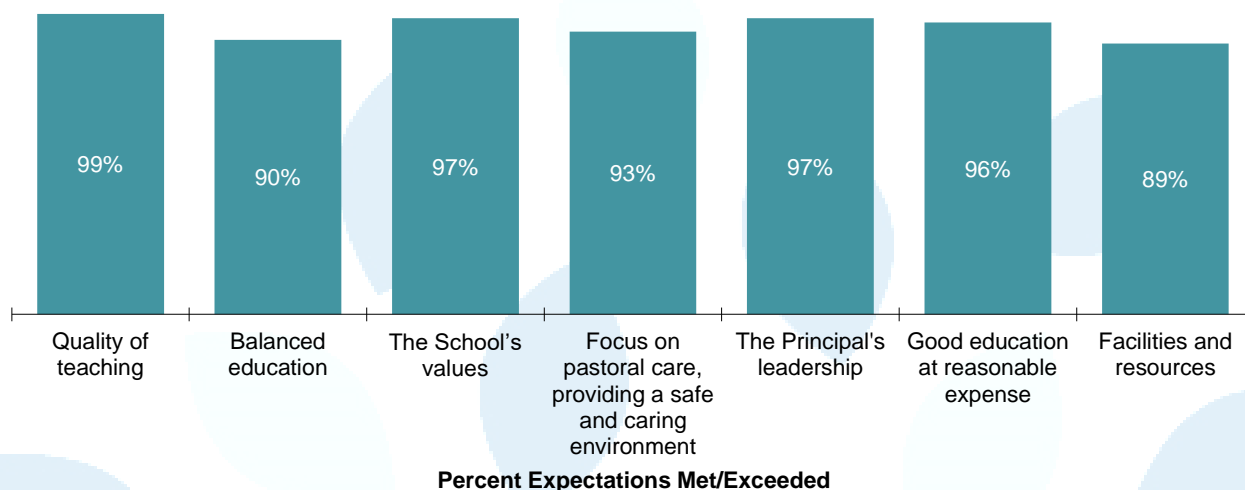


Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

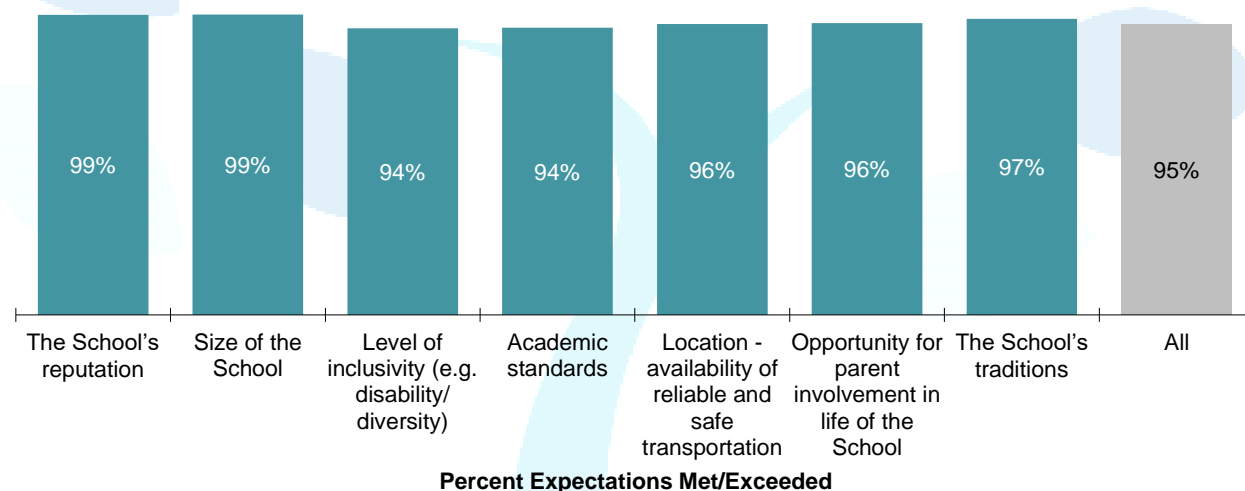
Expectations Met or Exceeded

The following charts detail the percentage of parents who noted their expectations had been met or exceeded across key areas, ranked in order of the importance they placed on these same areas when choosing the School for their children. For example, 99% of parents noted their expectations had been met or exceeded for 'quality of teaching' – the noted most important area.

2023 MRMS Parents - Expectations Met/Exceeded - First 7 (n=72)



2023 MRMS Parents - Expectations Met/Exceeded - Next 7 (n=72)



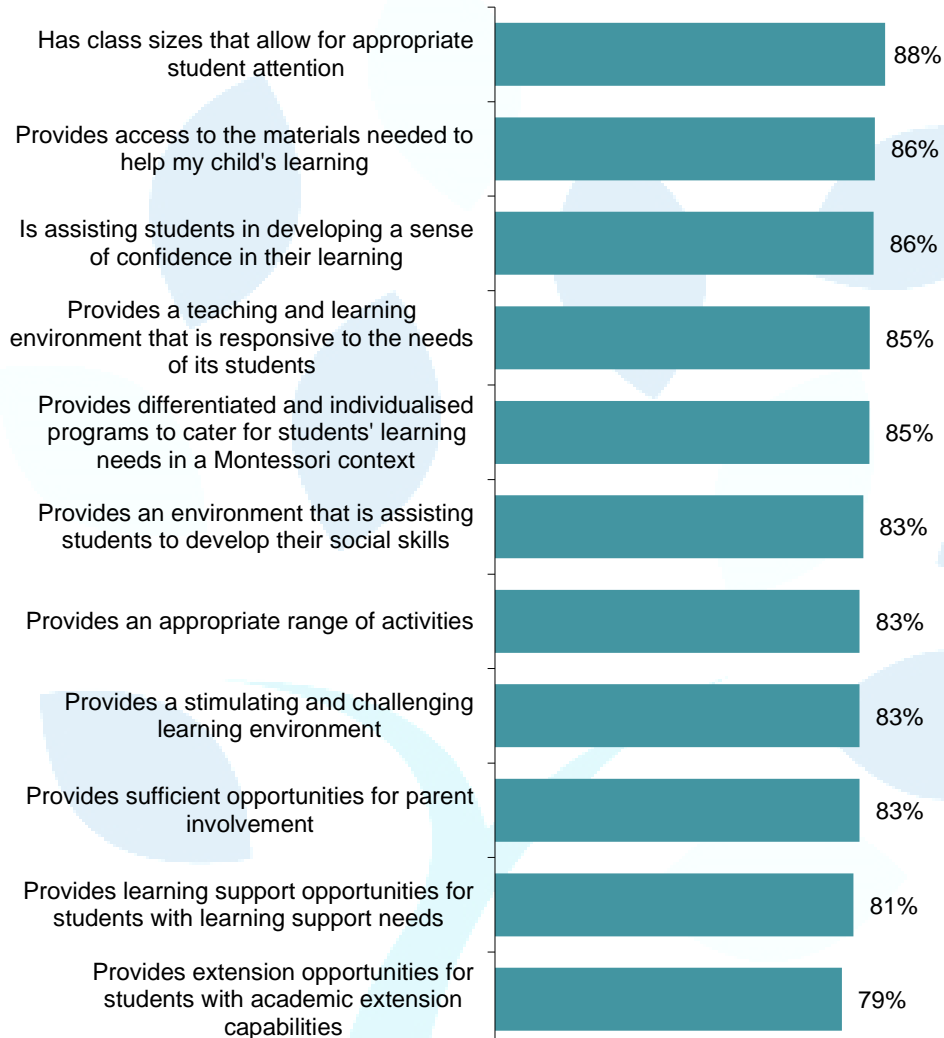
Expectations Met/Exceeded for Top 5 Most Important Areas

1. 99% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 90% of parents noted their expectations were met or exceeded in relation to the balanced education
3. 97% of parents noted their expectations were met or exceeded in relation to the School's values
4. 93% of parents noted their expectations were met or exceeded in relation to the focus on pastoral care, providing a safe and caring environment
5. 97% of parents noted their expectations were met or exceeded in relation to the Principal's leadership

Learning Program

The following chart shows parents' level of agreement with statements relating to the Learning Program at the School.

**2023 MRMS Parents - Agreement with Statements
Relating to the Learning Program (n=72)
The MRMS Learning Program...**



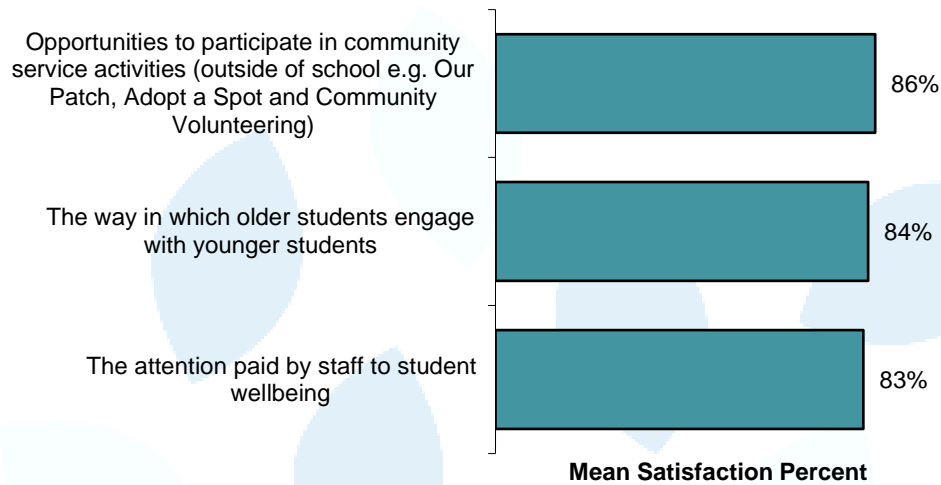
Mean Agreement Percent



Child's Life at the School

The following chart shows parents' level of satisfaction with aspects of their child's life at the School.

2023 MRMS Parents - Satisfaction with Aspects of Child's Life at MRMS (n=72)



Overall, we are very pleased with the results. However, there are areas identified where further attention will be given. These include an ongoing pursuit for academic excellence and aspects of the student wellbeing program.

We wish to thank the 2023 parents sincerely for their feedback and for the extent of information and quality of views expressed. Below is a small sample of some of the 'open ended' comments from parents in relation to what they valued about their experience with the School.

Parent extracts in relation to what they valued about the School.

A positive learning and social experience for my child.

Community feel, holistic approach to education

Community-friends-child flourishing/learning

Connection between my kids and their teachers and the growth and love-of-learning the school instils in them.

Everything. The fact that my child is growing into an amazing human and her school teachers and helpers and friends have all contributed in a very positive way to her development.

Good communication.

I feel they care for my children

I know that I can speak to a teacher any time about my child. And I can see the development in my child which is amazing.

I'm happy that my kids are happy and safe there.

Intimacy of community and relationship with teachers

Its approach to the individual child and its excellent leadership.

Meeting parents with shared values and feeling that my children are spending their days in a nurturing environment.

MRMS is a great little community to be a part of.

My daughter has thrived in this school and feels like a valued member of the school community.

Nurturing relationships for my children. I want happy, healthy and kind children before academically inclined focused children. If they don't feel safe, valued and nurtured they won't learn.

Personal relationships.

Seeing my children develop without the impediments to self-confidence and wonder for the world that many of us experienced in "normal" schools.

So far, it has provided a safe and nurturing environment for my children, stimulating academic opportunities for them and a high calibre of teachers/leadership who seem attuned to their needs.

Strong core values of honesty and integrity.



Six Key Focus Areas:

Overall, the School Council has identified 6 key focus areas from this survey that will inform our Strategic Plan:

1. Parent Ed/Communications:

- Understanding Montessori through parent education and the enrolment process.
- Prioritising pre-emptive communications to ensure all families are kept informed about goings on.
- Marketing through Montessori-ensuring people choose our school for its philosophy and helping families to embrace it once they are here.

2. Academic Standards and Parents Understanding of these:

- Communicating about how we cater for all post school pathways in senior secondary
- Providing greater transparency for parents about their child's academic progress

3. Extension/Extra Curricular:

- Opportunities for extension and/or more extra-curricular learning experiences

4. Bullying or Perception of:

- Parent education on bullying and understanding child behaviours
- Stronger expectation of inclusion and positive behaviour through health education.

5. Vision for the Farm:

- Clear vision for the farm, and communication about this to families
- Consideration of how we can adequately resource/equip the site to meet the needs of the students as well as the needs of the country itself (as a living, adaptable ecosystem).
- Input from Wadandi Elders and knowledgeable local, sustainability-minded farmers will be paramount in achieving this.

6. Community building:

- Building a community feel.
- Welcome garden project at front of school.

The Opening 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 2023 with the opening of our first class. The Foundation Cohort of the MRMS AP consisted of 21 students across Years 7, 8 and 9.

We immediately set about to apply for Registration to teach up to Year 12 and successfully achieved this with the maximum registration period of 5 years.

When the purpose of study is to participate in the community's endeavours to solve its problems and move its culture forward in positive ways, there is a reason for the adolescent to study, a motivation for gaining expertise, and an opportunity for contribution to the collective effort toward a better future. This is the work an older adolescent is poised to do.

In the Margaret River Montessori Adolescent Program students enjoy a curriculum that is broad and holistic in nature, catering to the developmental needs of the whole adolescent, physically, intellectually, emotionally, spiritually and socially.

The academic program is based on the National Montessori Curriculum for ages 12-18 and is supported by the use of an education framework which helps students to plan and connect their work - this is where Big Picture Education comes in. Big Picture is an Education Framework that offers a departure from traditional 'appointment learning' where everyone learns the same things according to a fixed timetable. It allows for personalised, passion-based learning. It nurtures creativity, curiosity and independence.

Big Picture allows for a personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of individual students more comprehensively than exam-based certification systems. Unlike other forms of assessment, no attempt is made to rank or scale students against each other. Their achievements are judged on demonstrations and observations of performance throughout their schooling.

Students complete Year 12 with a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in an interactive online portfolio. The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results, and culminates in the International Big Picture Learning Credential when they graduate.

Additionally, we have been successful in entering into an MOU with the Tertiary Institutions Service Centre (TISC) to enable our Year 12s to undertake the STAT test or university entrance.



Acquisition of the Farm Site for the Future of our AP

During 2023 we were also thrilled to announce we have secured a site to be the second campus of our school and the site for the expansion of our Adolescent Program. 62 Harman's Mill Rd Metricup - 102 acres of pristine farmland situated just 18km from our current site - will offer our students access to a world-class, authentic land and place-based Montessori Erdkinder education.



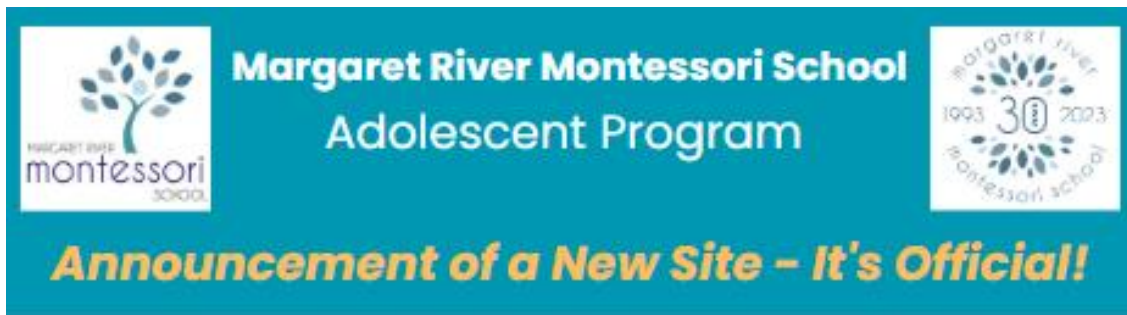
With the incredible natural environment and existing structures, this site provides endless opportunities to set the standard for education in this area and beyond. As well as stunning surroundings this site will enable MRMS to continue to provide the highest of academic standards and cater to a wide variety of options for post-secondary pathways including university and other tertiary opportunities.

The opportunity for membership in a small community of people who work, study, produce, and care for their land together makes opportunities for what Dr Montessori termed “valorisation” - experiencing personal strength and value through one’s contribution, expertise, or stewardship of the community’s needs and interests. A community/farm setting makes “valorising” experiences possible in diverse ways. It provides the important element of participation in economic endeavours, which Dr Montessori proposed were essential to an introduction to adult activity in the modern world.

The power of such an environment to engage adolescents and shape them toward adult-level cultural understanding and practical experience has proven extraordinary in other Montessori settings.

The defining components of the successful land-based model for younger adolescents have been the integrated work that arises from the needs and issues of the farm and the local community. Purposeful work in the context of a community’s needs is what compels the adolescent to study, to gain expertise, and then to make a contribution toward decision-making and problem-solving.

We are so proud of this achievement but still have a way to go with Registration with the Department of Education for the use of the site and Development Approval with the City of Busselton all still pending.



Dear Friends of MRMS

August 2023

I write to you with an historic announcement. On behalf of the School Council of Margaret River Montessori School, I am thrilled to announce we have now secured a site to be the second campus of our school and the site for the expansion of our Adolescent Program.

This opportunity will offer our students access to a world-class, authentic land and place-based Montessori Erdkinder education.

***Welcome to 62 Harman's Mill Rd Metricup
– 102 acres of pristine farmland situated just 18km from our current site.***



MRMS 30th Birthday Celebrations



This event could not have been more special. We all enjoyed a well-attended daytime community event – food trucks, family cooked meals, photo displays and slideshows, student/alumni and staff bands, choirs, folk dancing, open classrooms, and more – and then a sold out VERY FUN night time soiree event at the River.







 **SAT 28 OCT | 12-3PM**
RSVP FOR DAY EVENT
montessori@margmont.wa.edu.au
 (ADULTS + CHILDREN)

Margaret River
 Montessori,
 4 Clarke
 Road

OPEN CLASSROOMS | FOOD
 1993 **30** YEARS 2023
 ACTIVITIES | PERFORMERS

Celebrate with us!

FREE ENTRY / ALL AGES EVENT

 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



MARGARET RIVER MONTESSORI SCHOOL PRESENTS

Our 30th Birthday Celebration

LIVE BANDS

Chief Monkey
 with Tony Lane
Tilly Kay
Friday Night Pick Up

\$40 (18+) TIX @ QR CODE BELOW
INCL. entertainment & substantial food

SAT 28th OCT 6-10PM
The River Hotel





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 (08) 9757 2564 • montessori@margmont.wa.edu.au

Individual Children. Individualised Learning



SAT 28 OCT | 12-3PM
FREE ENTRY | ALL AGES
RSVP FOR DAY EVENT

montessori@margmont.wa.edu.au
[ADULTS + CHILDREN]

Margaret River
Montessori,
4 Clarke
Road

OPEN CLASSROOMS, FOOD, ACTIVITIES, PERFORMERS

DAY 1993 **30 YEARS** 2023 NIGHT

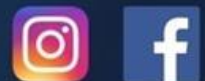
18+ YEARS, ALUMNI, STAFF, STUDENTS, PARENTS

The
River Hotel,
Wallcliffe Road,
Margaret River

SAT 28 OCT | 6-10PM
\$40 PER PERSON
INCL. FOOD & LIVE MUSIC

EVENING EVENT TIX THRU HUMANITIX
Link via QR code below

*Celebrate
with us!*



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



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
Victoria Harden
Sandi Macdonald
Emma Dennis/Asti Jorgensen
Demi Wright
Catherine Sharwood

Education Staff:

Junior Primary
Middle Primary
Upper Primary
Adolescent Program
Language Specialist
Music Specialist
Art Specialist
Phys Ed/Health Specialists
Education Assistants (Primary Classes)

Education Assistant (Adolescent Program)
Education Assistants Special Needs

Jan Johnson, Sue Gaunt, Lace Le Lievre, Amanda Mas
Lee-Anne French, Jana Wittorff
Rosie Campbell, Oliver Chanin, Tori Franks
Katherine Shearer, Joel Hodgson, Georgia Gregory
Alicia McIntosh—French Language Teacher
Tony Lane, Joel Hodgson
Rona Mirtle
Lisa Hart, Joel Hodgson, Lace Le Lievre
Corinna Iddon, Sue Peters, Lisa Hart, Trish Murray, Sandi
Macdonald, Gayna Luck, Jesse Pateman, Rae Pethica,
Lindsey Cowen, Erica Teasdale
Erica Teasdale
Hayley Valesini, Beki Howieson, Julia Knappe

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, Diploma Montessori Primary Education 6-12, AMI Diploma Montessori Studies 12-18, Master of Teaching.



New Language

In 2023 we were proud to welcome Alicia McIntosh to our staff and our school community as our new French Teacher. Alicia has worked internationally including as a French Immersion Teacher, Lead Teacher and Managing Education Consultant. She obtained a BA Sc in Canada and completed her Teaching post grad in NSW. After such a stable (20 year) language program with Karen Haslau and Japanese, it was important that we recruited an outstanding language teacher for a language that would enable us to head into another era of high quality and consistent language instruction for our students.



JUNE 16 2023

TIX \$20 INCLUDING BOOKING FE

MARGARET RIVER MONTESSORI SCHOOL

FASHION FOLLY

STARTS AT 6PM SHARP
FOOD & DRINKS AVAILABLE

WWW.EVENTBRITE.COM/AU/E/MONTESSORI-FASHION-FOLLY-2023-TICKETS-585744027547
M/RIVER MONTESSORI SCHOOL HALL, 4-6 CLARKE ST, M/RIVER

www.margmont.wa.edu.au • www.facebook.com/margaretrivermontessori
4-6 Clarke Road, Margaret River, Western Australia 6285

MARGARET RIVER MONTESSORI SCHOOL

Arts Showcase

MUSIC, ROCK & ACOUSTIC BAND,
CHOIR & VISUAL ART EXHIBITION.

FOLLOWED BY
Upper Primary Mini Markets

JUNE 23

MUSIC SHOWCASE 1-2PM
MINI MARKETS 2-3PM
VISUAL ART EXHIBITION 1-3PM

Margaret River Montessori School
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MRMS Parents/Carers are invited to...

MRMS MAP

(Montessori Adolescent Program)

Information Event

Light refreshments provided
Childcare provided by MAP students by donation

Tuesday August 8th 3:30pm

Join us in the adolescent space
to learn more about our program and
Maria Montessori's pedagogy for young adults

RSVP is essential (incl. childcare)
montessori@margmont.wa.edu.au

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4-6 Clarke Road, Margaret River, Western Australia 6285
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Individual Children. Individualised Learning

MRMS

WINTER CARNIVAL

Located at the Margaret River Montessori School

Snack Shack / Face Painting / Games /
Events / Prizes and more!

4th of August, 3:15 - 4:45
(Rain Date: 11th August)

Friends and Family Welcome
Parent Supervision Required
Ages 3 - 12
Free Admission
Tickets: \$1
Food and Games Range From 1 - 2 Tickets

Parents/Carers/Friends/Relatives...
Please join us for the

**End of Term 3
Djilba Wetlands
Celebration**


Friday 15th September 2023
11am MRMS Hall
All JP/MP/UP students performing
Special Wetlands Presentations by our Year 6s and some
AP students

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Individual Children. Individualised Learning





 margaretrivermontessorischool

 margaretrivermontessorischool Margaret River Montessori School Build Project 2023 🔧

Have you heard the news...? It's true, our Administration, classroom and carpark upgrade is (finally) underway! This project has been on the go/on hold/on the go since 2019 so we are very excited to see it come to fruition after so much anticipation.

We will be seeing a welcoming entrance and gathering areas for our parent community, updated and inviting administration space, 18 new additional car bays, a new carline for pick up and drop off, multi purpose classrooms for large groups or smaller activities, more space for our Junior Primary Extended Day program & Playgroup and more!

In the coming months there will be some disruptions to our parking and we encourage our flexible and accomodating visitors to consider alternative ways to get to and from school and alternative places to park – bus, walking, riding, parking at the Shire and walking through, etc.

We can't wait to see it all unfold as the year progresses 🌈

2w

 huxley_equestrian_accessories Our Beautiful School is amazing ❤️

❤️ 💬 📌

 Liked by demijwright and 11 others

APRIL 13

 Add a comment...

Post

Student Progress and Academic Achievement 2023

As a School we have adopted WA Dept Education On Entry Literacy and Numeracy Assessments (PP and Year 1, start of year) and Australian Council for Educational Research's Progressive Achievement Tests (PAT, Year 1-9, end of year). We also undertake NAPLAN assessment for Years 3, 5, and 9 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.

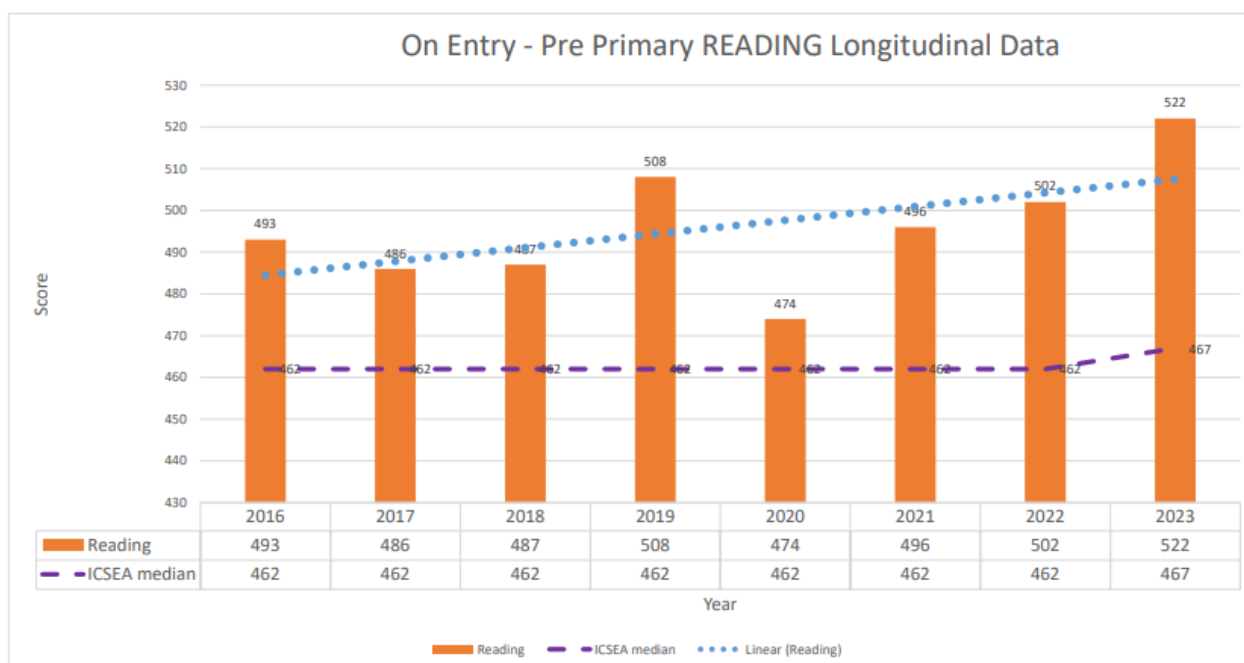
Like all assessments, they only form part of the picture. This data does not get used in isolation for reporting, it is there to help inform teaching and help continue to improve the standard of education for our students. When a student is significantly below average across a few assessments, if they 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 2023

Apart from 2 exceptions, in all subjects in all years the average attainment scores show a year on year improvement. The two exceptions are:

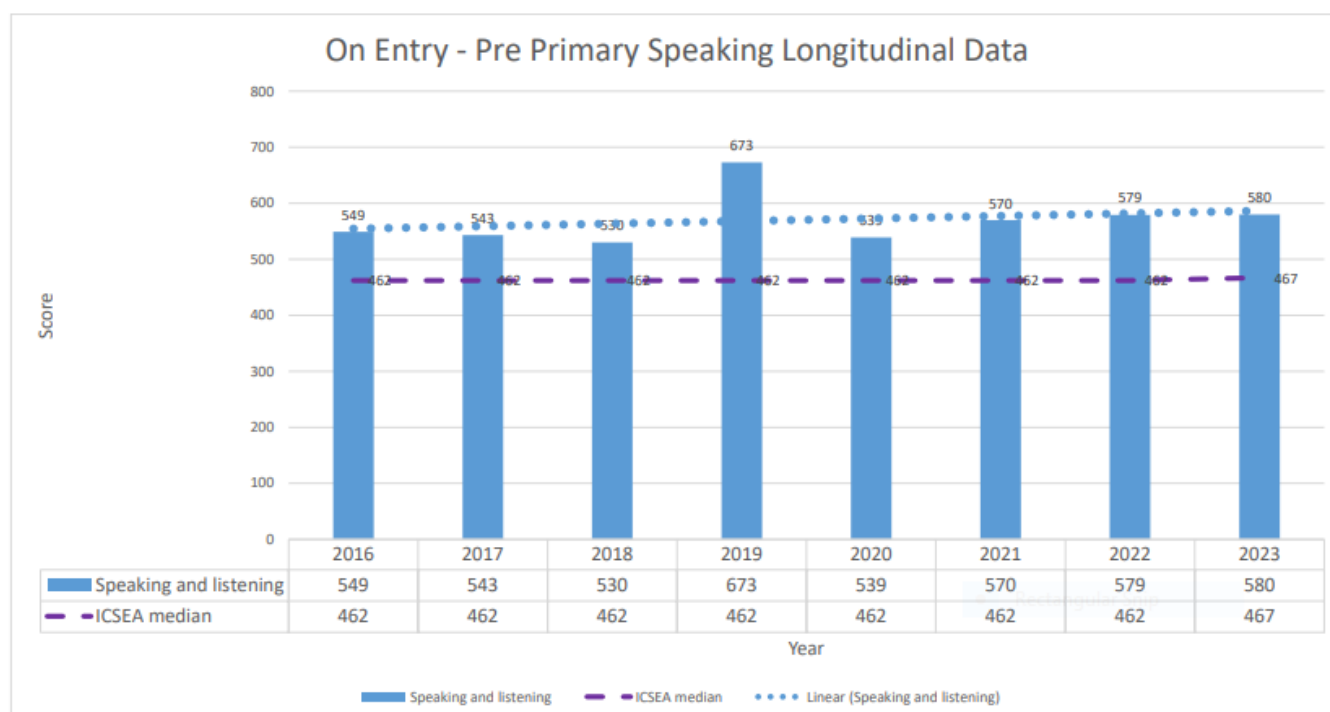
- 1) Year 1 Maths – Despite scoring our second highest result 534. This downward trend is most likely due to an abnormally high result in our first year with this new scoring system (2020 – 563)
- 2) Pre-primary Writing (despite our highest score to date of 295) Breaking the 5 year downward trend.

2022	Reading MRMS Mean Attainment Score	Speaking + Listen MRMS Mean Attainment Score	Writing MRMS Mean Attainment Score	Maths MRMS Mean Attainment Score
PP	522 (467)	580 (467)	295 (210)	471 (449)
Year 1	536 (532)	632 (532)	478 (507)	534 (529)



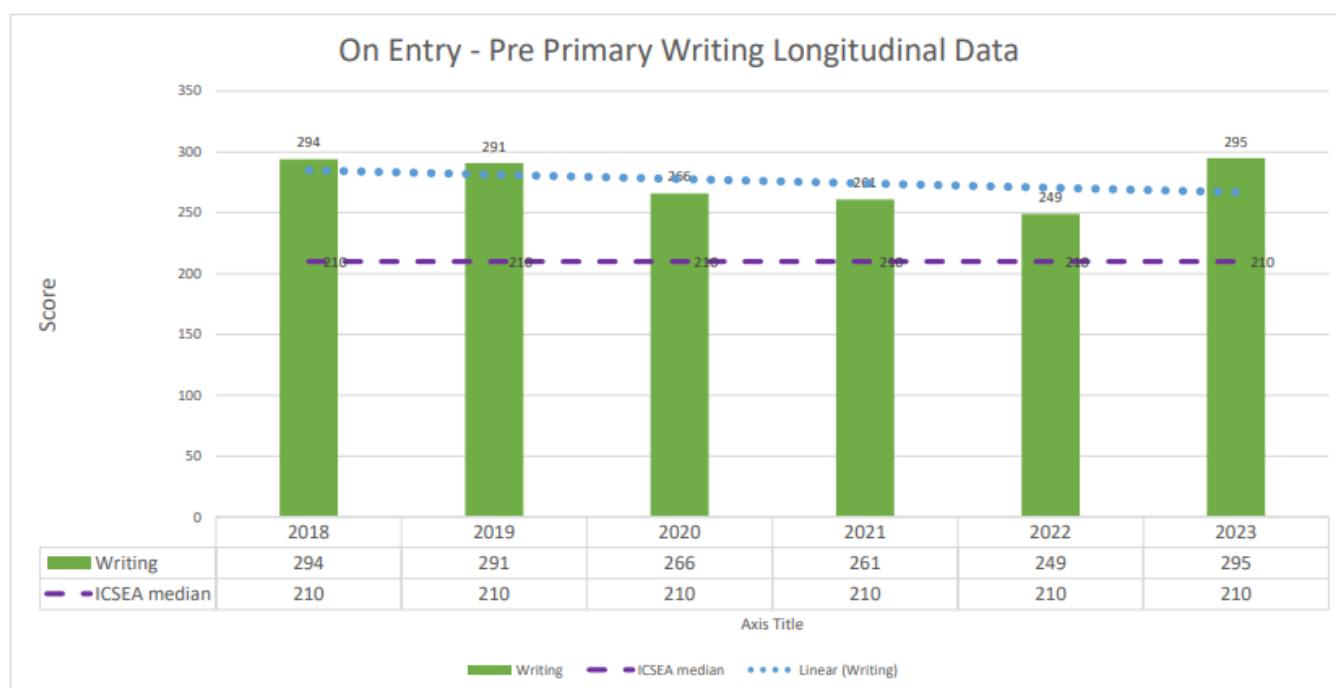
The data suggests:

- Tread = Cohort's attainment is improving year on year
- We have seen four consecutive years of increased attainment levels 2020, 2021, 2022 and 2023
- Every year since 2016 (earliest data we have) our students have performed above expected score of 462 (467 in 2023) according to our ICSEA.
- 2020 was our weakest cohort- average attainment score of 474 (current year 3 children)
- 2019 was our strongest cohort – average attainment score of 508 (current year 4 children)
- 2023 was our highest average attainment score – 522



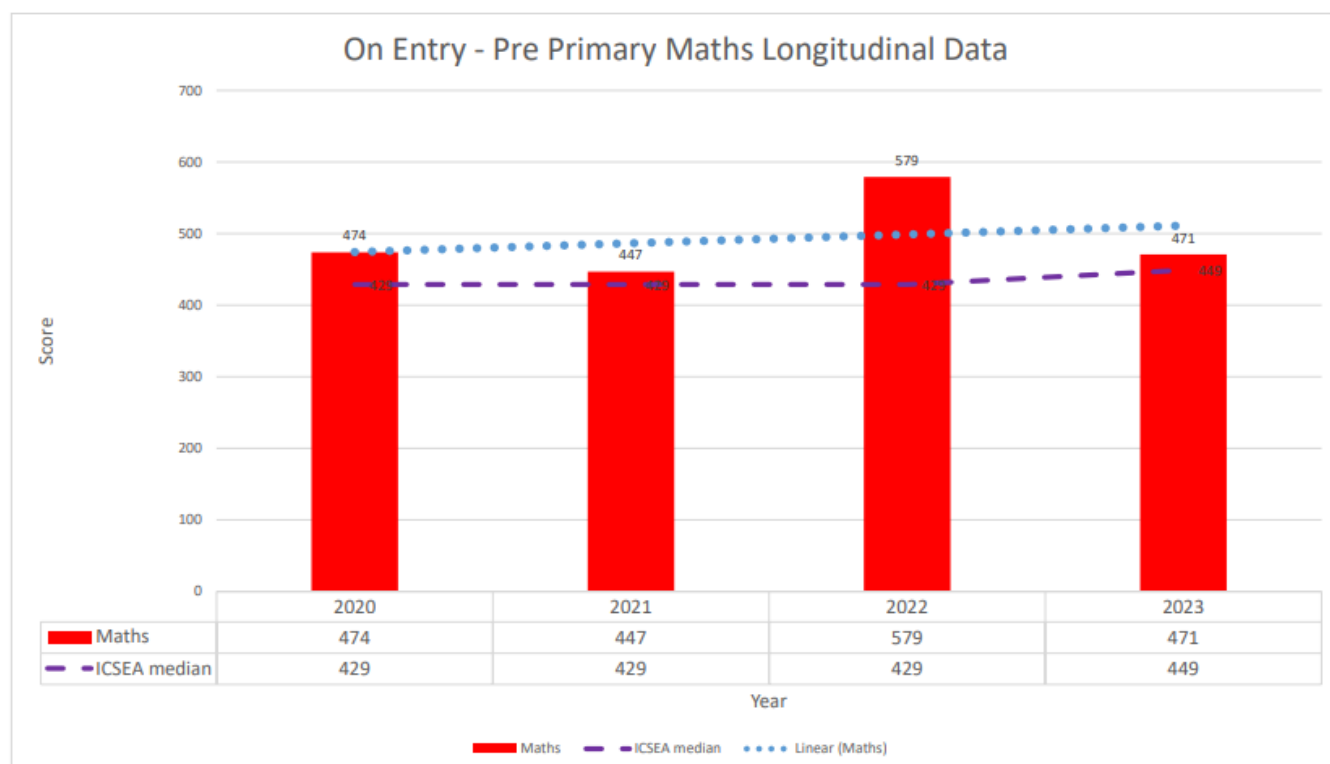
The data suggests:

- Tread = Cohort's attainment is improving year on year
- We have seen four consecutive years of increased attainment levels 2020, 2021, 2022 and 2023
- Every year since 2016 (earliest data we have) our students have performed above expected score of 462 according to our ICSEA.
- 2018 was our weakest cohort- average attainment score of 530 (current year 5 children)
- 2019 was our strongest cohort – average attainment score of 673 (current year 4 children)
- 2023 was our second highest average attainment score – 580



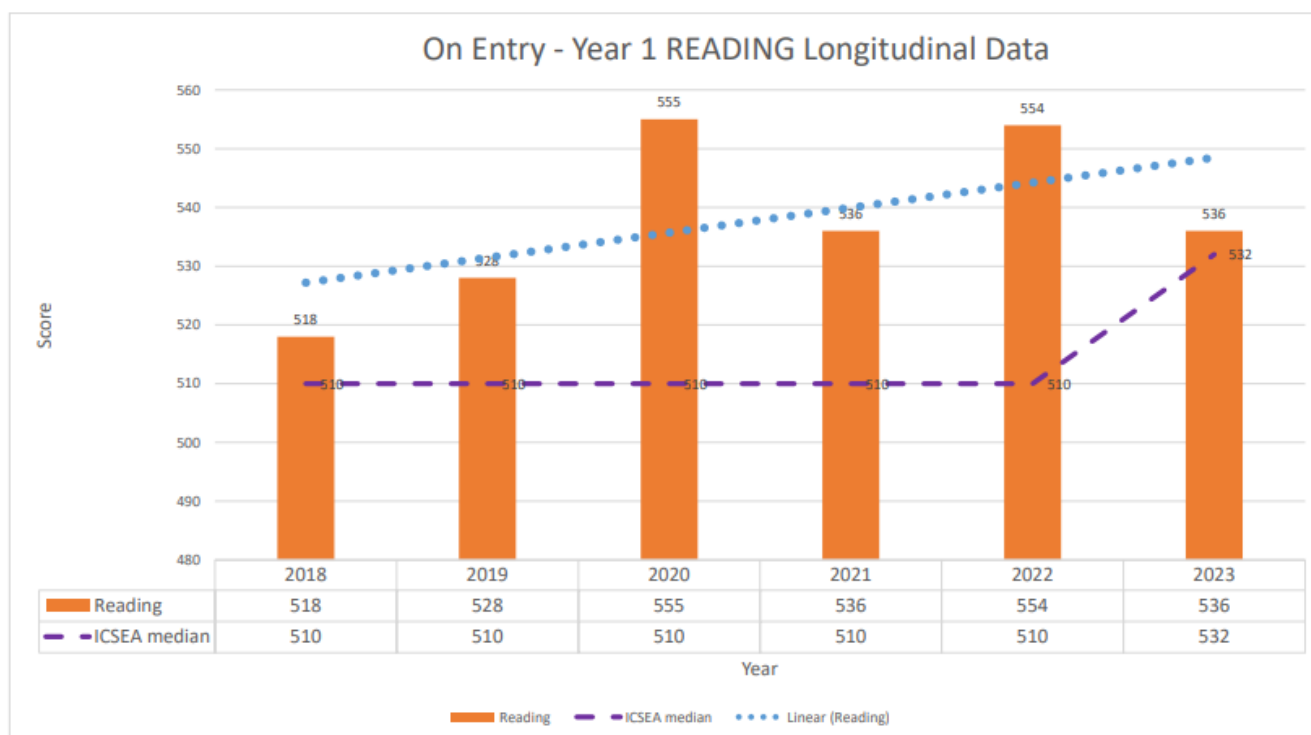
The data suggests:

- Tread = Cohort's attainment is decreasing year on year (however a high result in 2023 may see the graph level over the coming years).
- After five years of consecutive decrease 2018 – 2022, the results in 2023 are the highest yet.
- Every year since 2018 (earliest data we have) our students have performed above expected score of 210 according to our ICSEA.
- 2022 was our weakest cohort- average attainment score of 249
- 2023 was our strongest cohort – average attainment score of 295 (current PP)



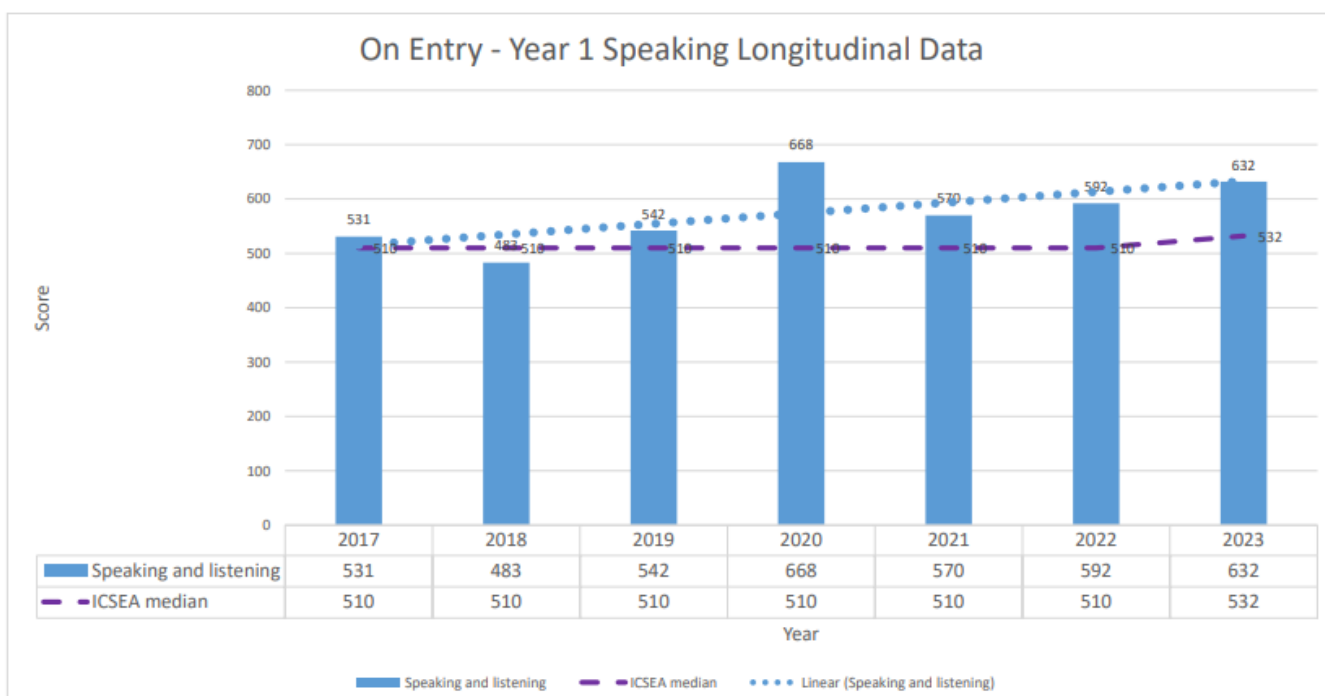
The data suggests:

- 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 (449 in 2023) 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



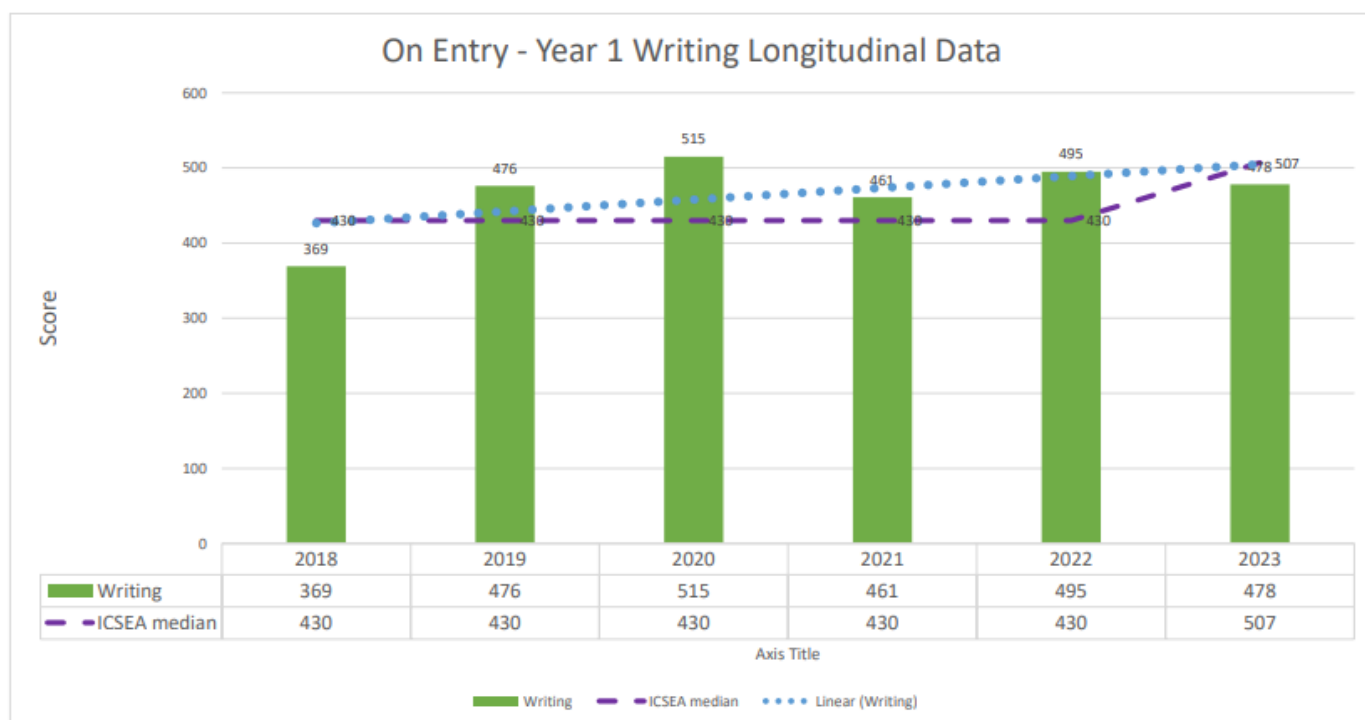
The data suggests:

- 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 (532 in 2023) according to our ICSEA.
- 2018 was our weakest cohort- average attainment score of 518 (current year 6 children)
- 2020 was our strongest cohort – average attainment score of 555 (current year 4 children)
- 2022 was our second highest average attainment score – 554



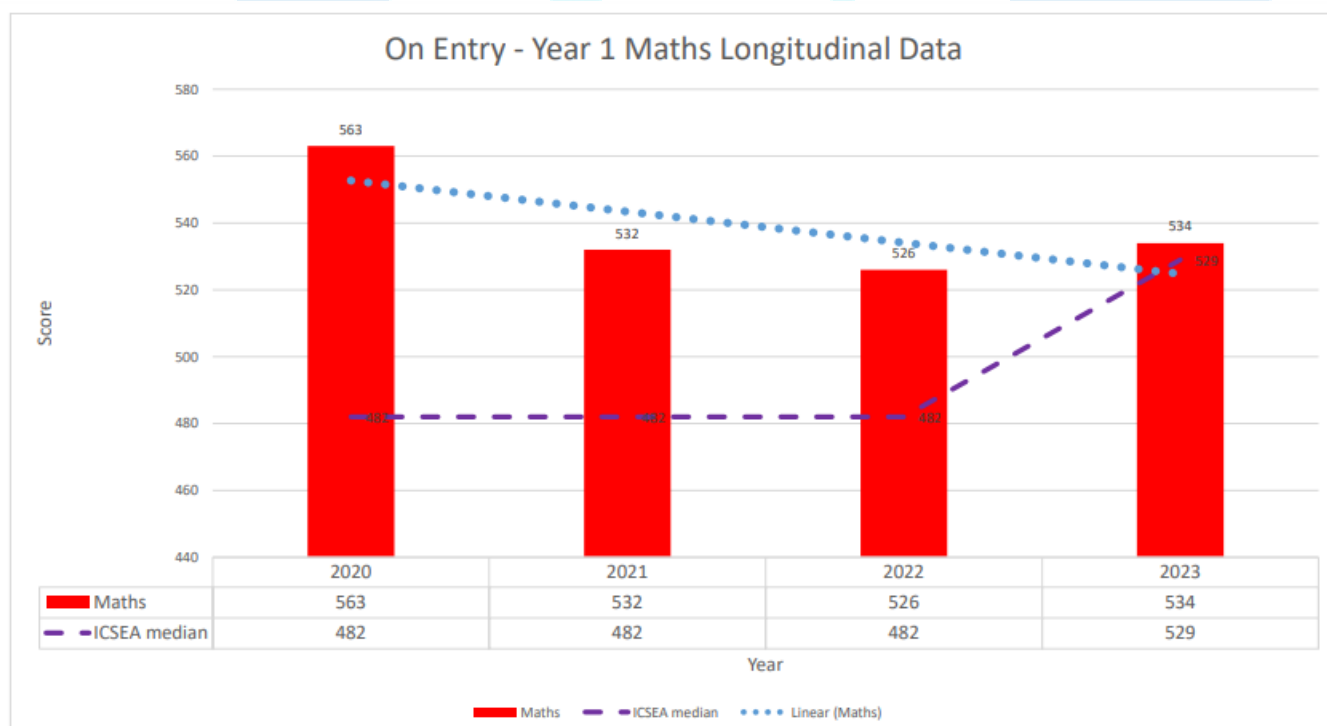
The data suggests:

- Tread = Cohort's attainment is improving year on year
- Since 2017 (earliest data we have) our students have performed above expected score of 510 (532 in 2023) according to our ICSEA every year apart from in 2018.
- 2018 was our weakest cohort- average attainment score of 483 (current year 6 children)
- 2020 was our strongest cohort – average attainment score of 668 (current year 4 children)
- 2023 was our second highest average attainment score – 632



The data suggests:

- Tread = Cohort's attainment is improving year on year
- Our revised ICSEA score is 1090 (up from 991 in 2022) means that although 2023 recorded a relatively high result of 478, it was the first time since 2018 this sits below expected attainment.
- 2018 was our weakest cohort- average attainment score of 369 (current year 5 children)
- 2020 was our strongest cohort – average attainment score of 515 (current year 3 children)
- 2022 was our second highest average attainment score – 495



The data suggests:

- Tread = Cohort's attainment is decreasing: A score of 534 is an improvement from 2021 and 2022, and is still slightly above expectation for a school with our ICSEA, due to the exceptionally high result in 2020 the graph suggest attainment is decreasing.
- Every year since 2020 (earliest data we have) our students have performed above expected score of 482 (529 in 2023) according to our ICSEA.
- 2022 was our weakest cohort- average attainment score of 526
- 2020 was our strongest cohort – average attainment score of 563 (current year 4 children)

NAPLAN 2023

NAPLAN is another way that we analyse student progress and attainment. 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.

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'.

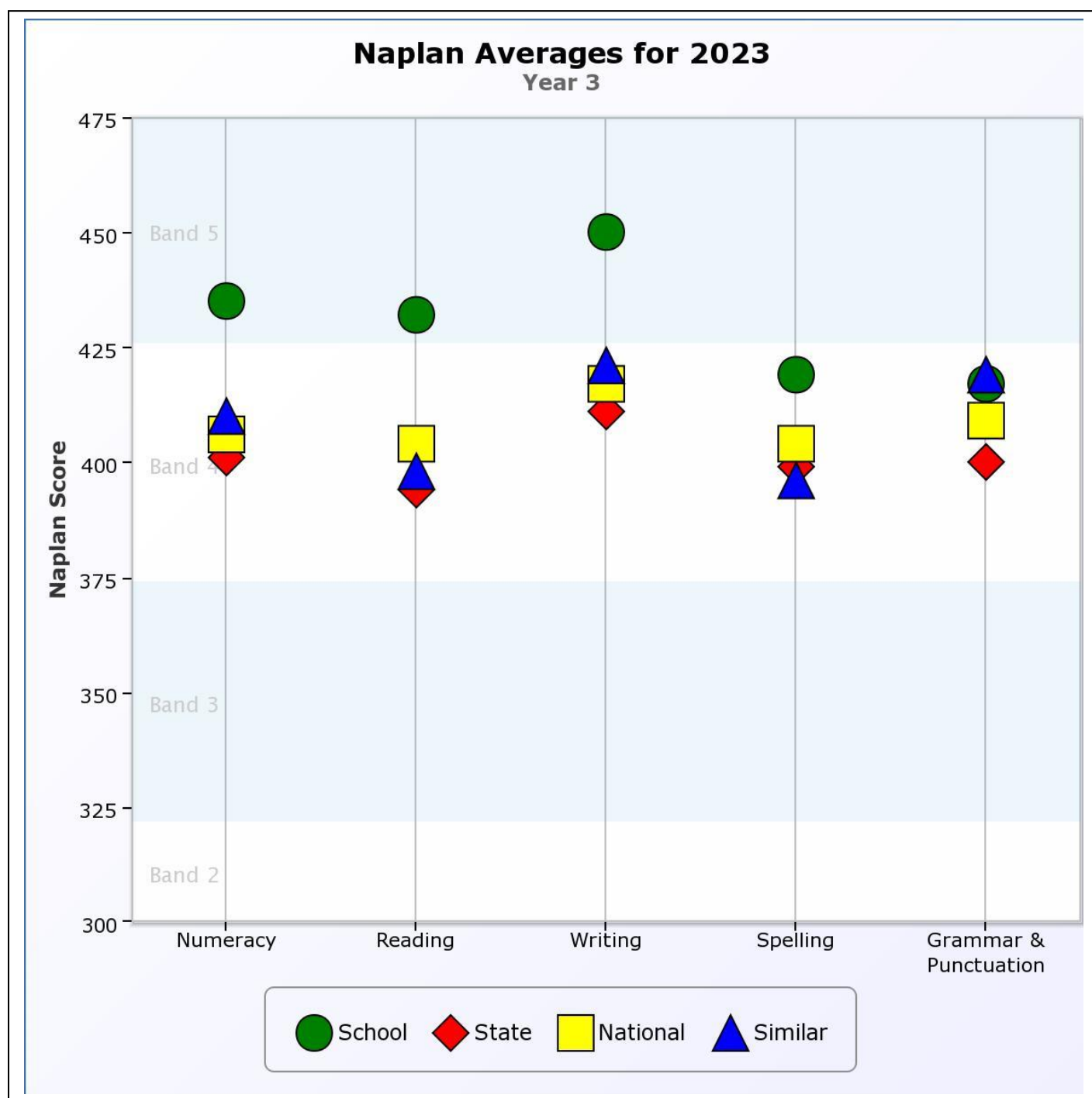
It is important to note: Our Year 5s have had limited exposure to the online writing format. Development of typing ability remains a priority as well as understanding an editing process specific to this program. Unlike *Word* and other *Microsoft* products, the NAPLAN testing environment doesn't have a spell, grammar or punctuation check. This lack of test exposure should be taken into account when viewing the Year 5, 7 and 9 writing test results.

Student Numbers and Stats 2023

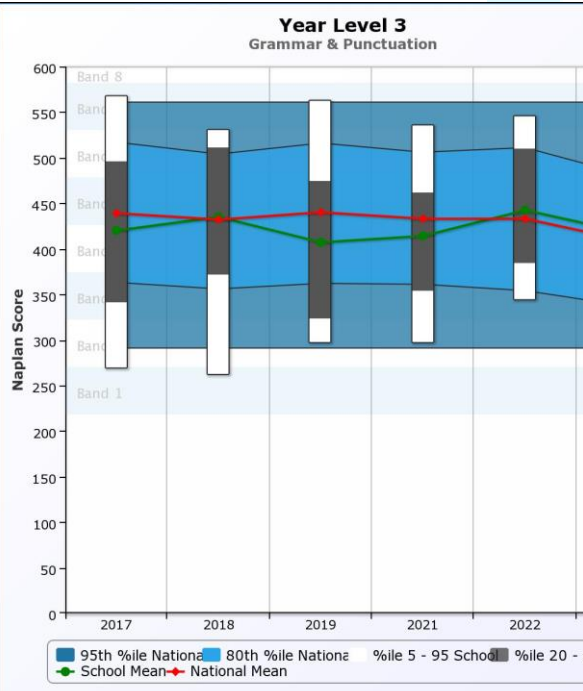
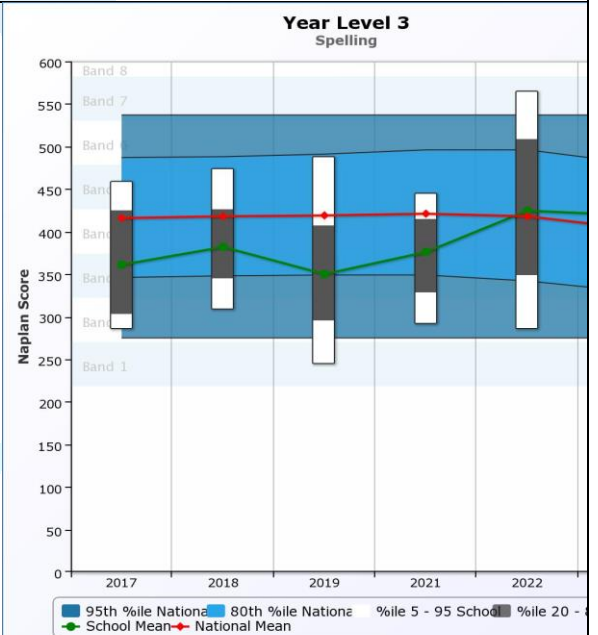
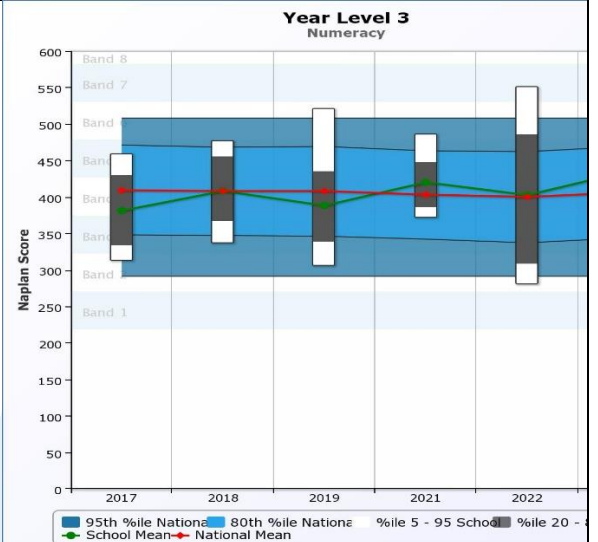
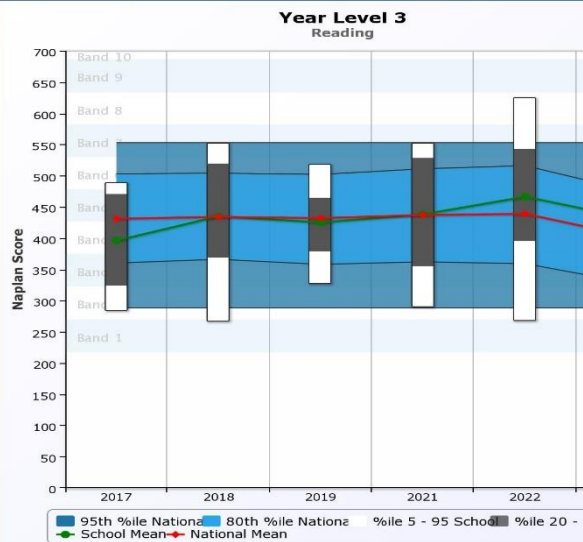
Group	No. students total	No. students who completed the tests	No. diagnosed disabilities or learning difficulties	No. imputed disabilities or learning difficulties	No. students to whom we provide literacy / numeracy / emotional support	No. students on individualised documented plans
Year 3	17	15 + 2 withdrawals (1 subject withdrawal – Writing)	3	2	5	6 (40% of tested cohort)
Year 5	15	15 (3 subject withdrawal - 2 x Writing and 1x reading)	3	2	7	7 (47% of tested cohort)
Year 7	13	7 + 6 withdrawals	4	1	5	5 (71% of tested cohort)
Year 9	2	1 +1 withdrawal	0	0	0	0 (0% of tested cohort)

Averages Comparison

These 4 images show MRMS year level averages compared to State and National averages and similar schools.

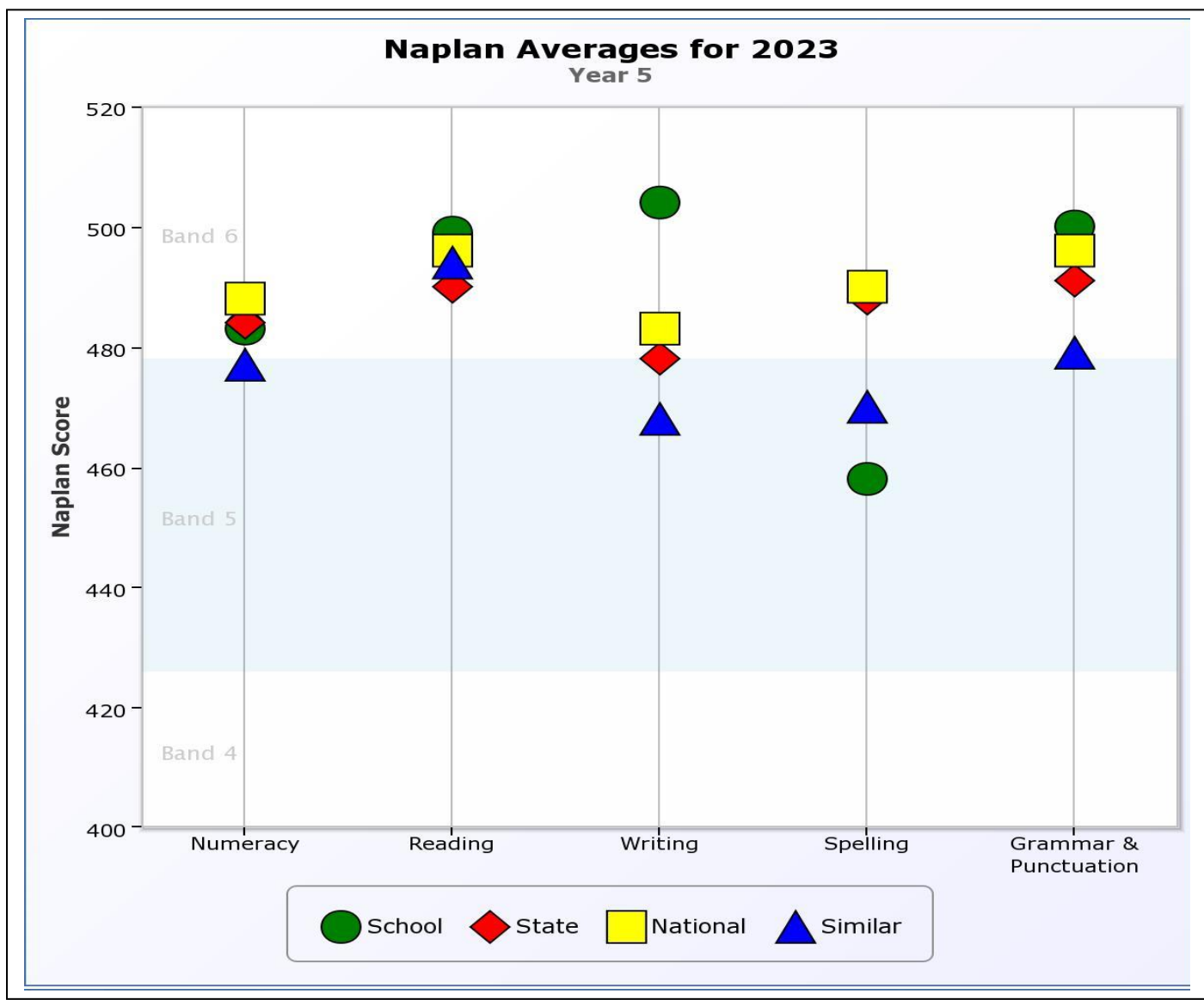


- Numeracy, Writing, Reading and Spelling all significantly above National means.
- Grammar above National mean.
- Writing – For the second year running above National mean.
- Spelling – For the second year running spelling is above National mean.
- Reading – for second year running above National mean.

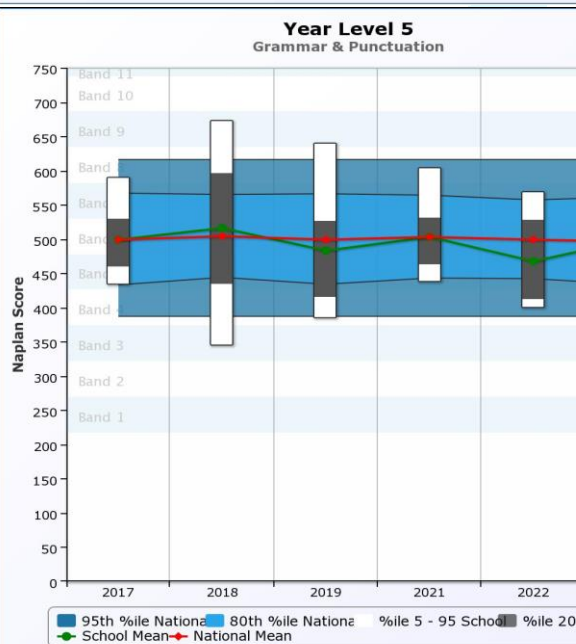
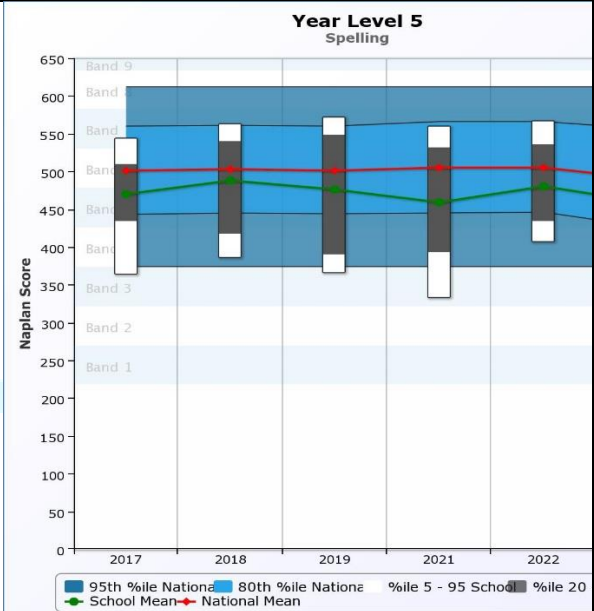
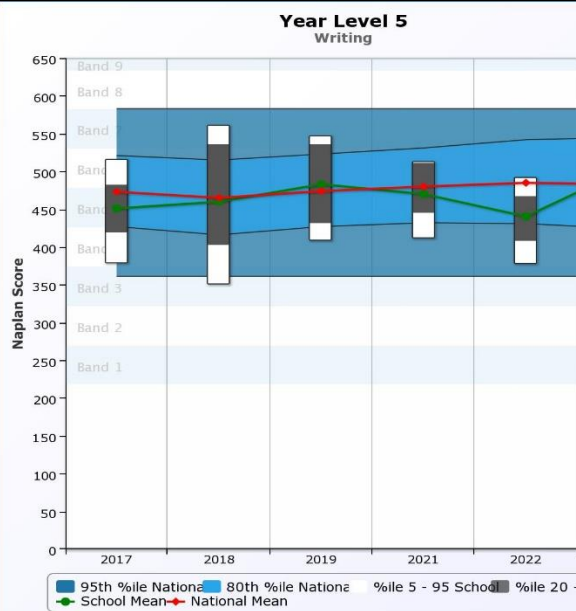
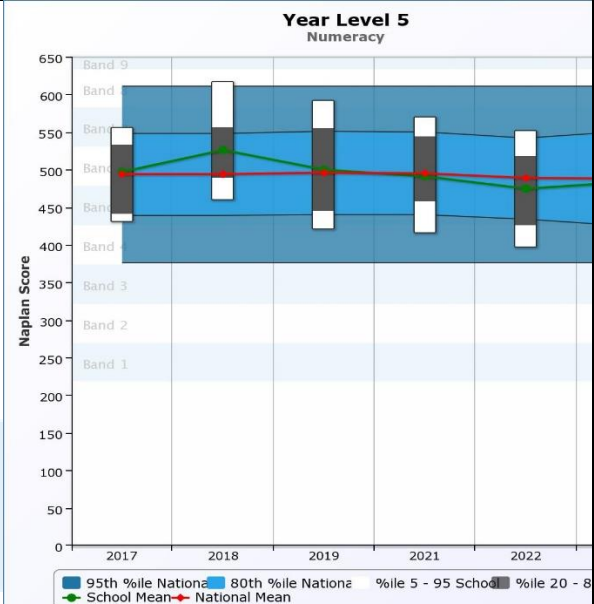
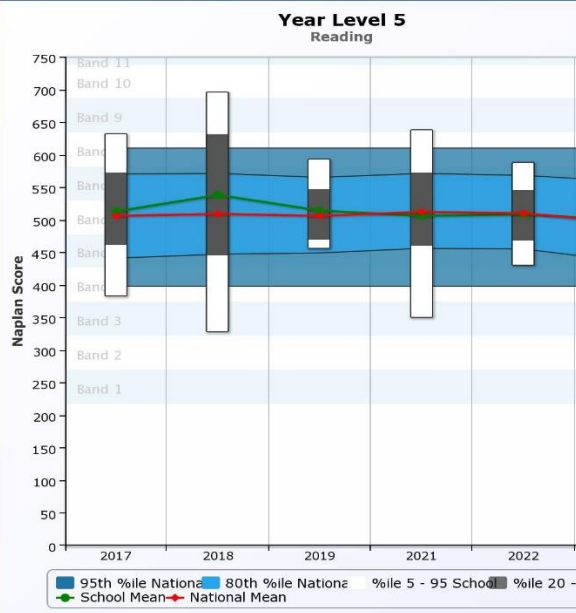


School Over Time Graphs (Year 3)

- Back to back years of growth above National Means.
- In general, the trend is skewed positively in terms of accelerated progress.
- Although a slight drop in Grammar and Punctuation score occurred – there was also a national drop at a similar level.
- Most striking is the increase in Spelling achievements since 2017 (the year we implemented sounds-write as a whole school approach).



- Reading, Numeracy and Grammar Punctuation approximately in line with National mean.
- Writing was very strong.
- Spelling significantly below National mean. – However, cohort progress (see page 10) has shown a slightly accelerated rate of growth. In year 3 (2021) this cohort also had a low spelling level.

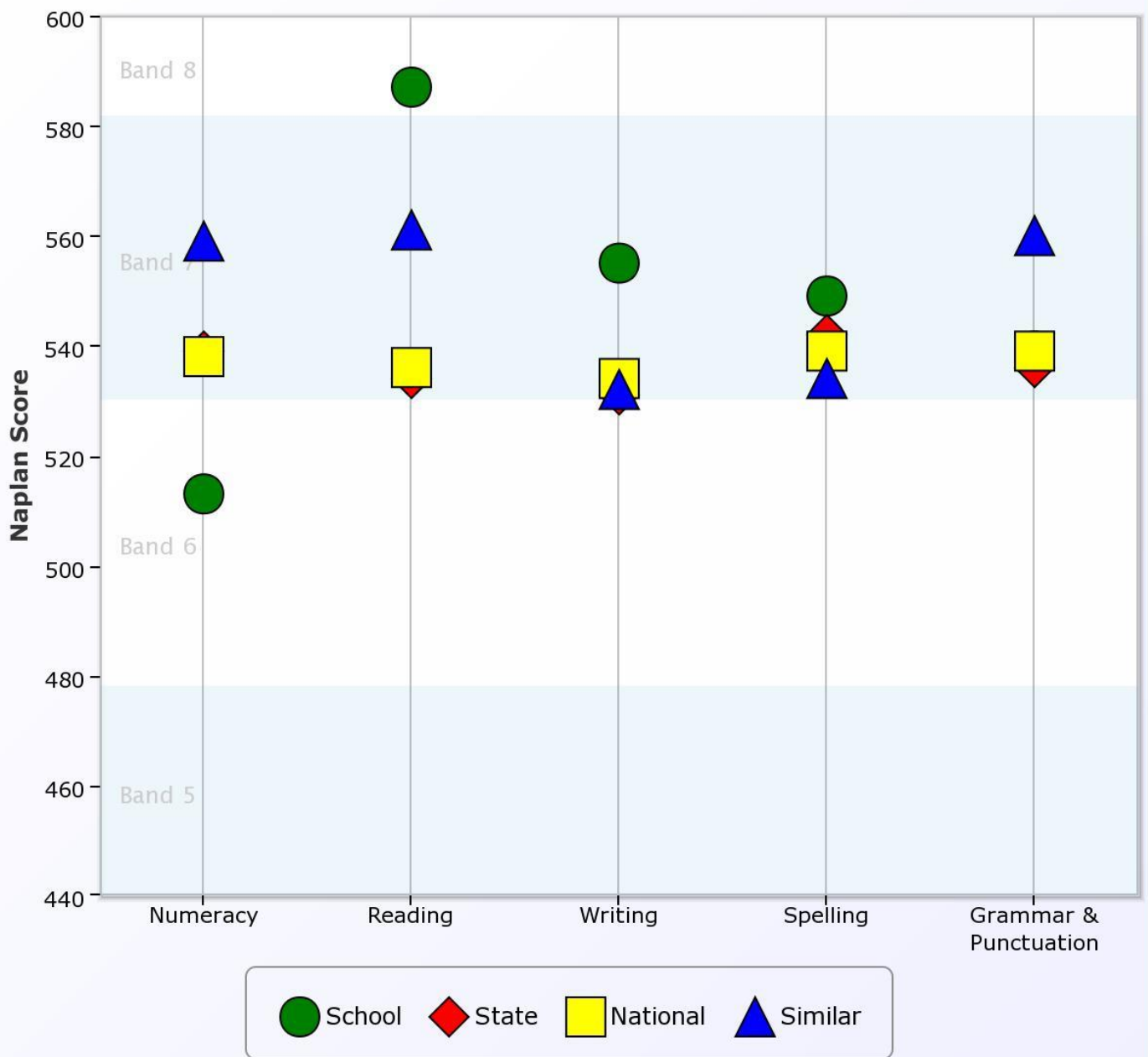


School Over Time Graphs (Year 5)

- Growth remains approximately in line with national mean across reading, numeracy and grammar/punctuation.
- After some apparent drops in writing attainment, highest result was recorded in 2023.
- Although working below National mean in Spelling the gap has not widened.

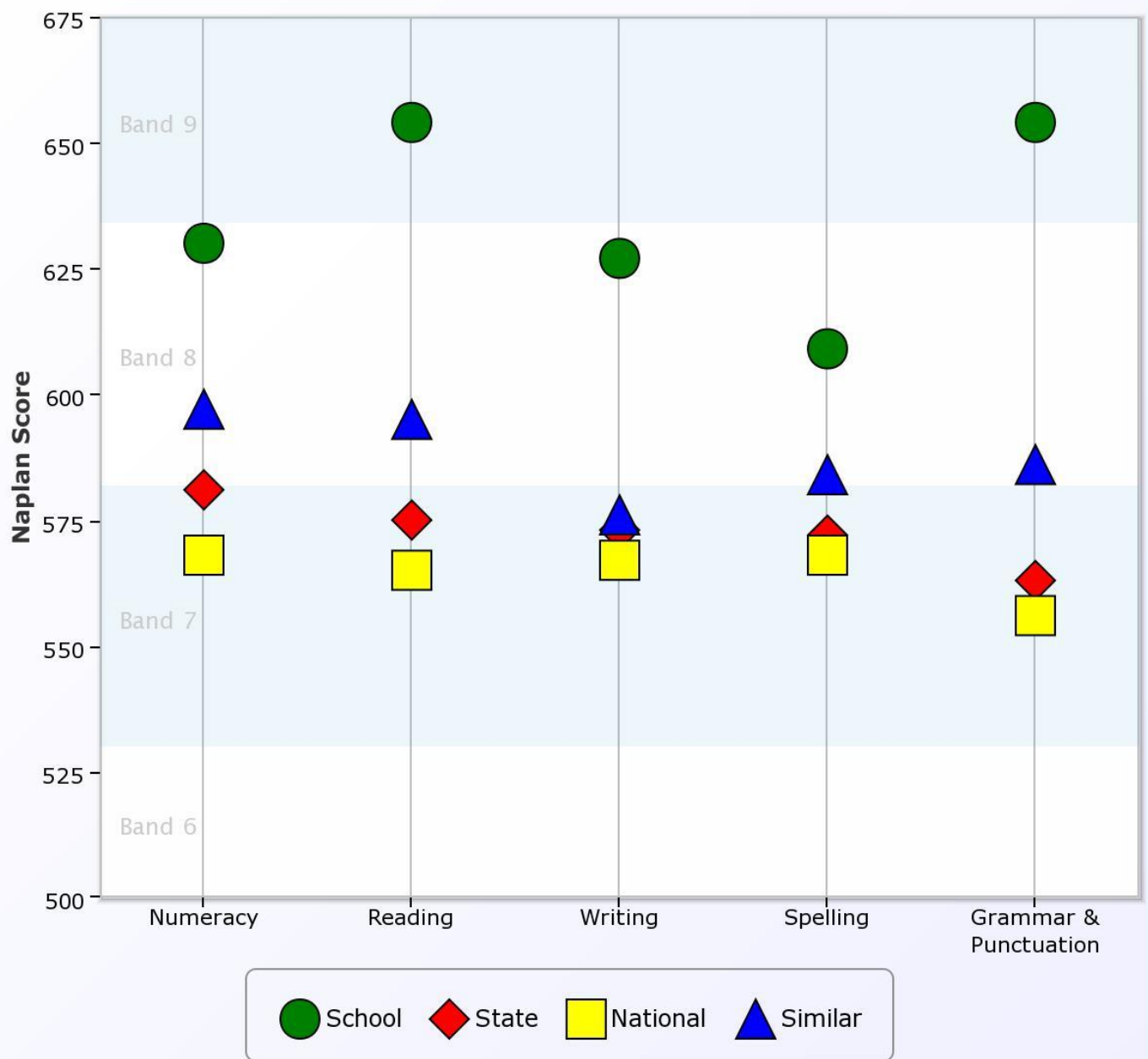
Naplan Averages for 2023

Year 7



- Grammar and Punctuation is exactly inline with national average and so our green circle indicator is 'hidden' behind the yellow square of National.
- Numeracy was significantly below National mean.

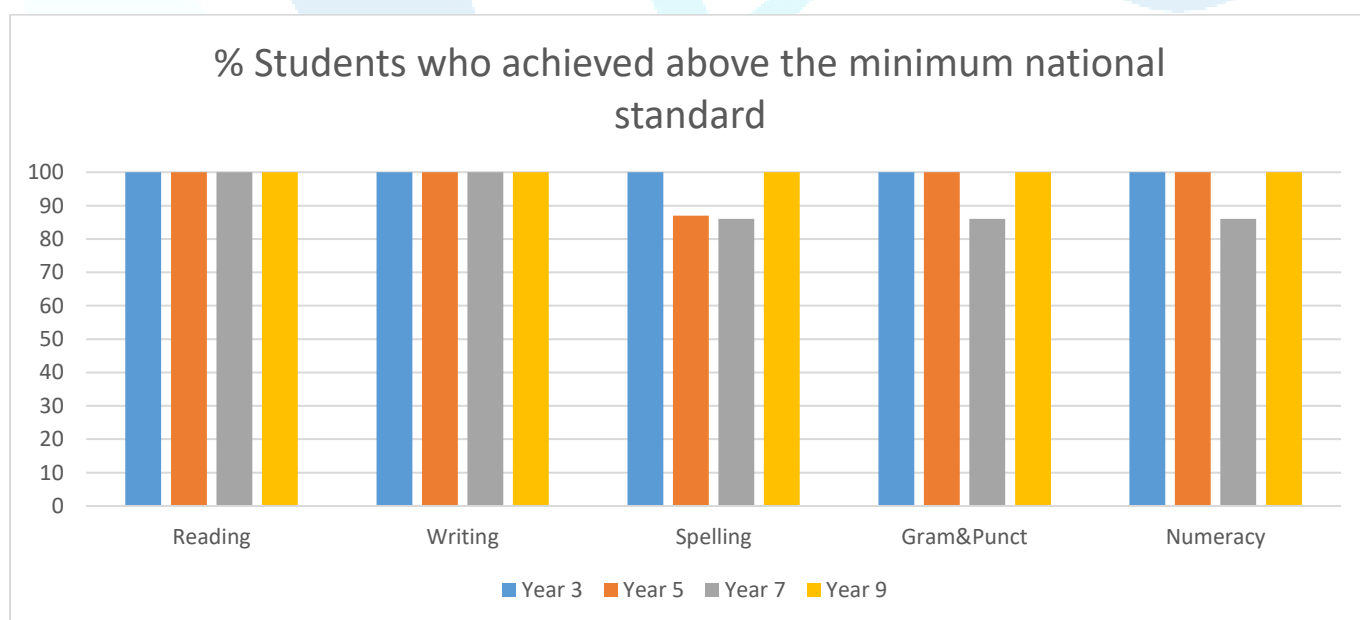
Naplan Averages for 2023 Year 9



- As only one student in Year 9 completed NAPLAN, it may not give a true indication of school averages. However, this student performed above or significantly above National mean in all subjects.

% Students Above or At National Minimum Standards

Group	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3 = 15 + 2 withdrawals (1 subject withdrawal – Writing)	100%	100%	100%	100%	100%
Year 5 = 15 (3 subject withdrawal -2 x Writing and 1x reading)	100%	100%	87% (two students not at NMS)	100%	100%
Year 7 = 7 + 6 withdrawals	100%	100%	86% (one student not NMS)	86% (one student not NMS)	86% (one student not NMS)
Year 9 = 1 +1 withdrawal	100%	100%	100%	100%	100%



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

Number of Students Well Exceeding National Averages

R-Reading W-Writing S-Spelling GP-Grammar and Punctuation N-Numeracy

	Number of students in tested cohort	No. Students we support for learning difficulties or challenges	No. Students exceeding Year 3 National Average (which is already well above the National Benchmark)					No. Students Above Year 5 National Average (which is already well above the National Benchmark)					No. Students Above Year 7 National Average (which is already well above the National Benchmark)					No. Students Above Year 9 National Average (which is already well above the National Benchmark)				
			R	W	S	GP	N	R	W	S	GP	N	R	W	S	GP	N	R	W	S	GP	N
Year 3	15 (1 subject withdrawal - Writing)	6	10	10	9	9	10	3	3	2	0	2	1	0	1	0	1	1	0	1	0	1
Year 5	15 (3 subject withdrawal - 2 x Writing and 1x reading)	7						7	7	3	8	6	4	4	1	6	1	2	2	0	4	1
Year 7	7	5											5	2	4	5	3	4	2	3	5	2
Year 9	1	0																1	1	1	1	1

Cohort Progress

The following graphs show the progress made for that cohort.

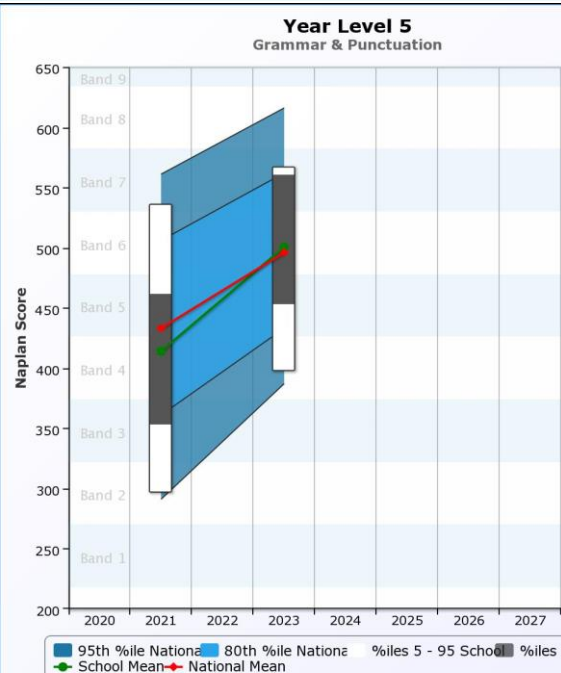
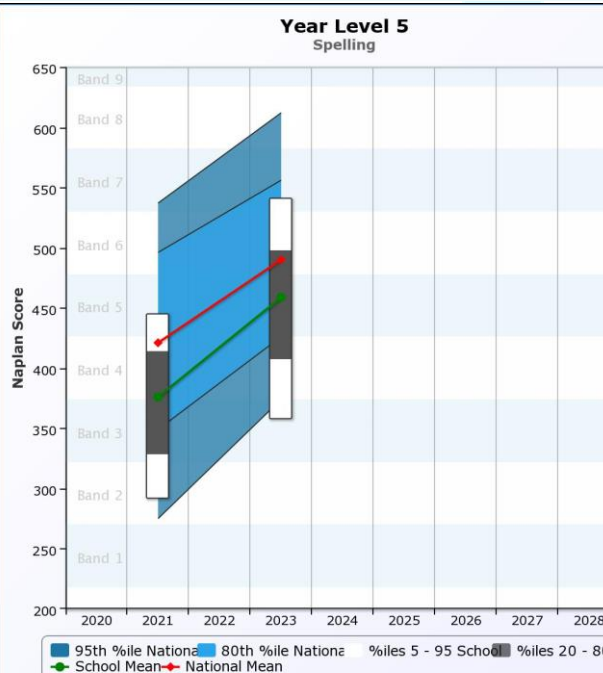
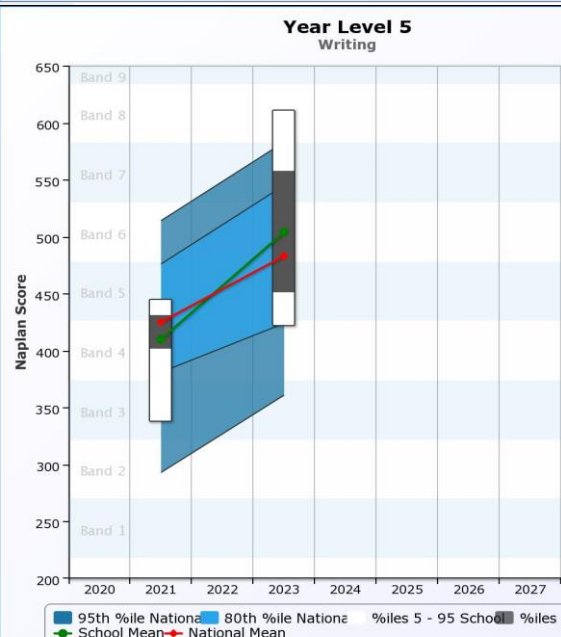
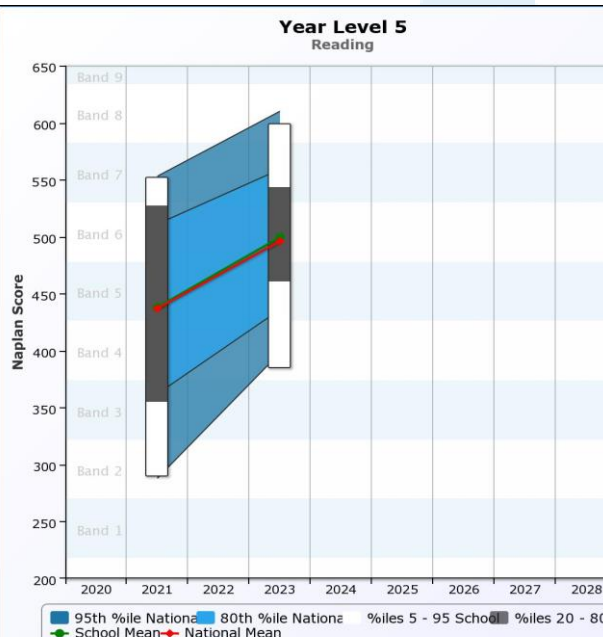
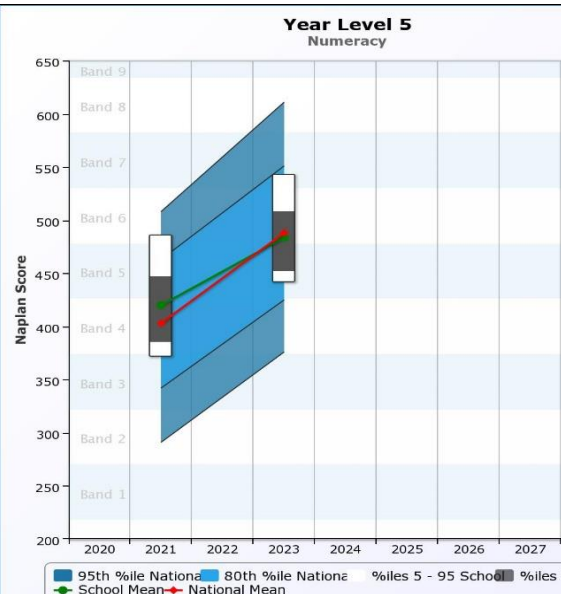
It compares our Year 5 (2023) data to when these students were in Year 3 (2021). Even though we have had some children join and leave our school, it works out a mean average for each of those years.

Year 7 = looks at 2023 (When this cohort was Year 7), 2021 (Year 5) and 2019 (Year 3)

Year 9 = looks at 2023 (When this cohort was Year 9), 2021 (Year 7), 2019 (Year 5) and 2017 (Year 3). As we didn't have a year 7 cohort in 2021, there is no school mean recorded. Progress is plotted from Year 5 (2019) through to Year 9 (2023).

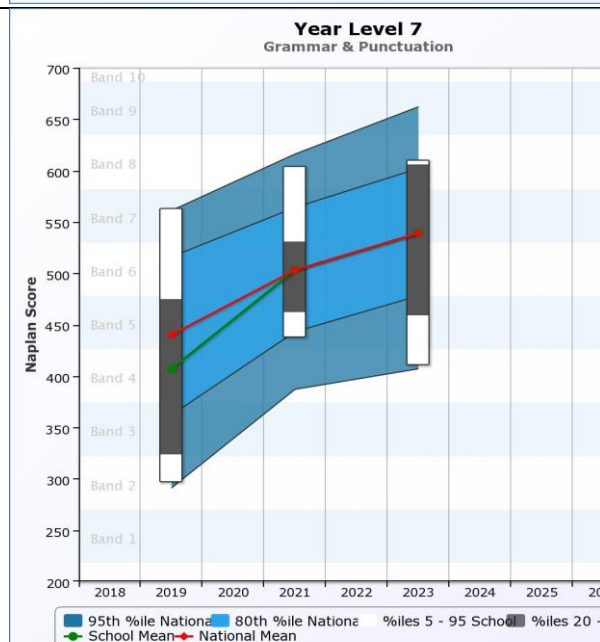
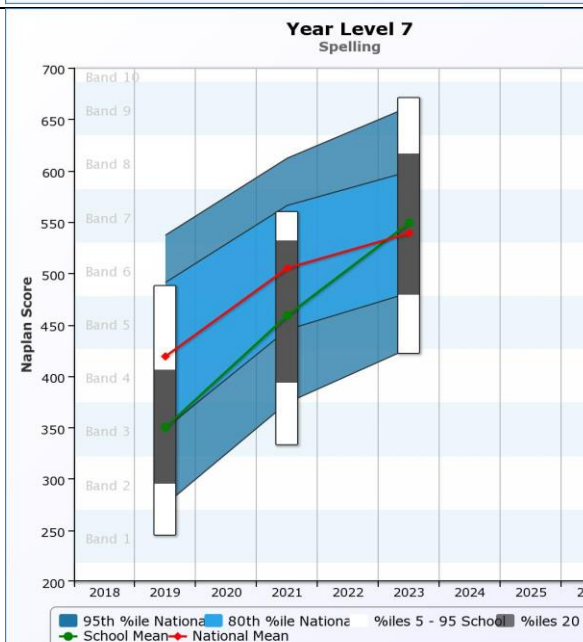
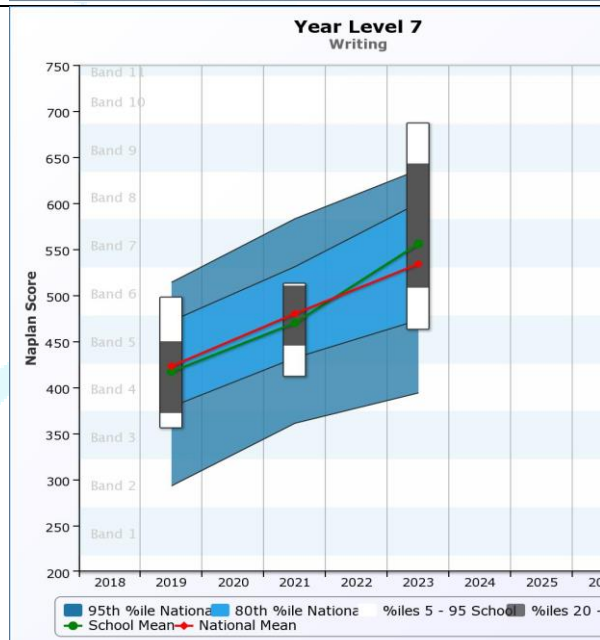
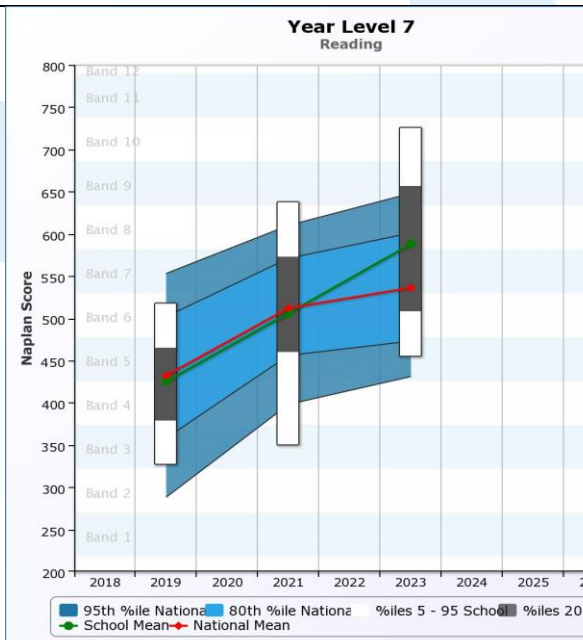
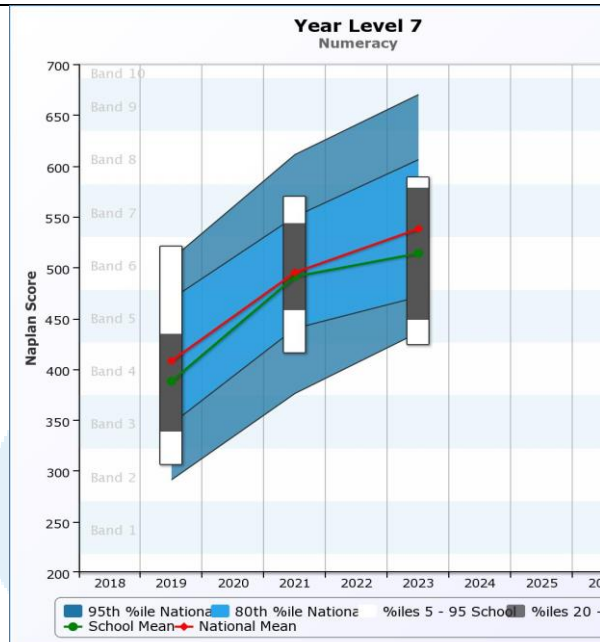
Cohort progress – Year 5

- Some gains in Spelling and Reading
- Although spelling attainment for year 5 cohort was lower than desired, progress is just above the national mean.
- Writing shows significantly above national mean, demonstrating accelerated progress in this area.
- Numeracy shows a below national mean progress.



Cohort progress – Year 7

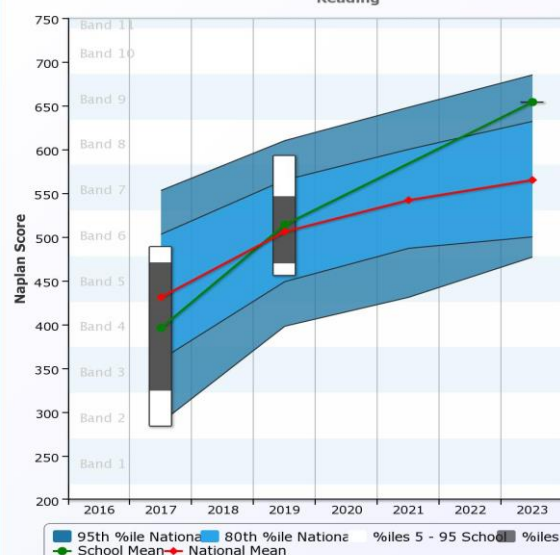
- Above national mean progress in Spelling, Writing and Reading.
- In line with national mean progress for Grammar and Punctuation
- Below national mean progress in numeracy



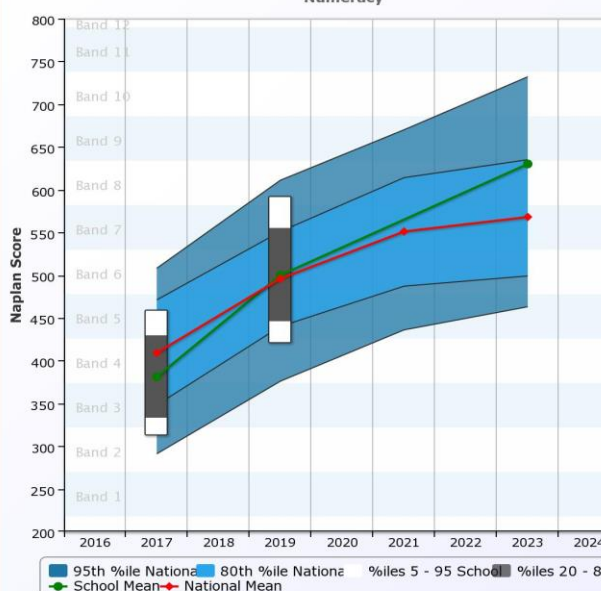
Cohort progress – Year 9

- Significantly above national mean in all subject areas

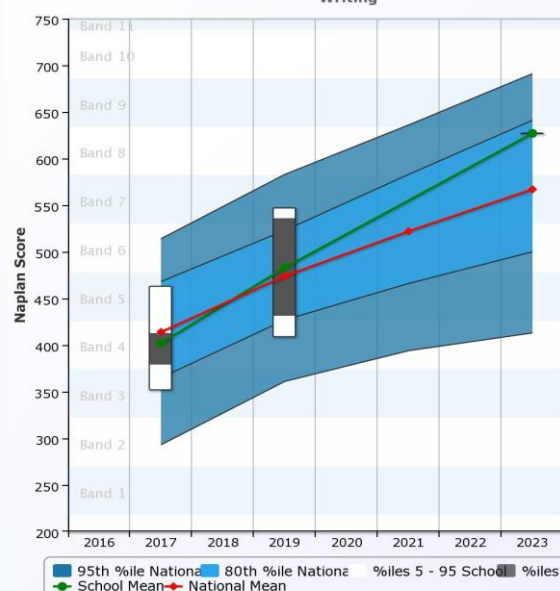
Year Level 9 Reading



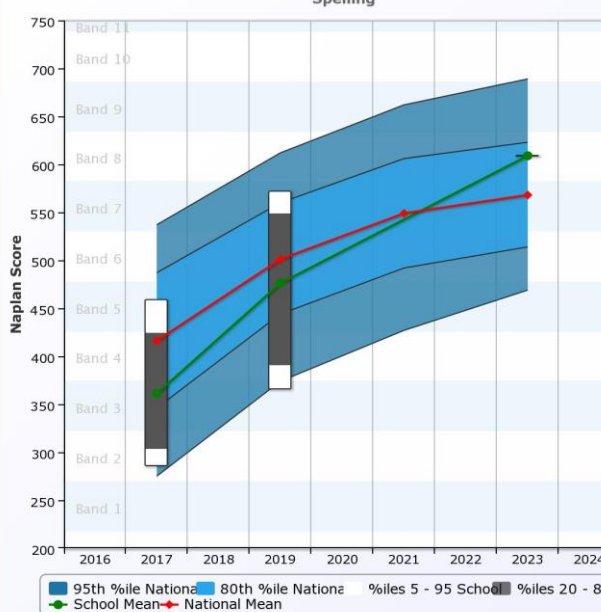
Year Level 9 Numeracy



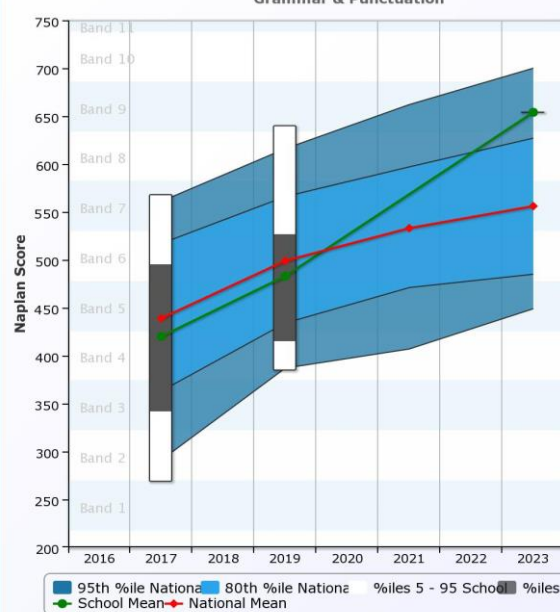
Year Level 9 Writing



Year Level 9 Spelling



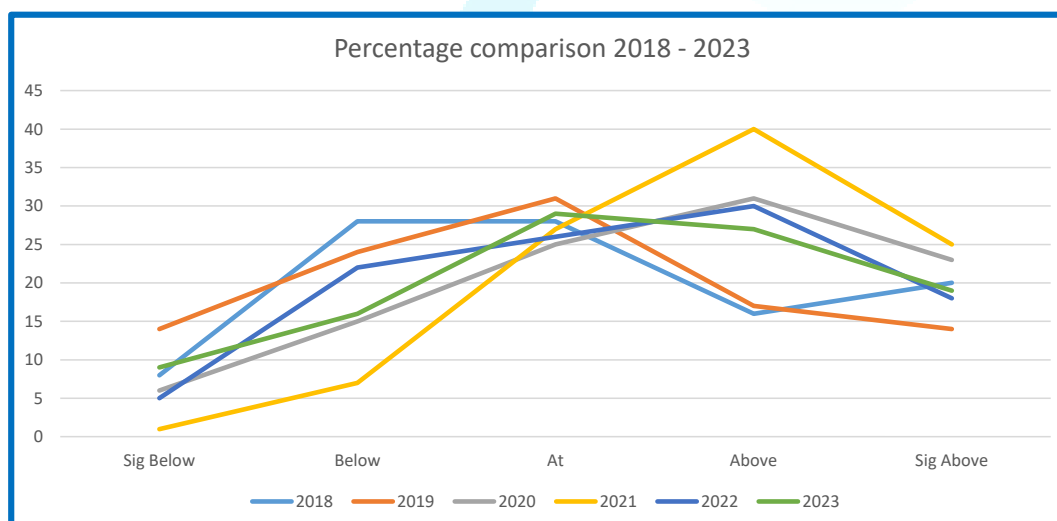
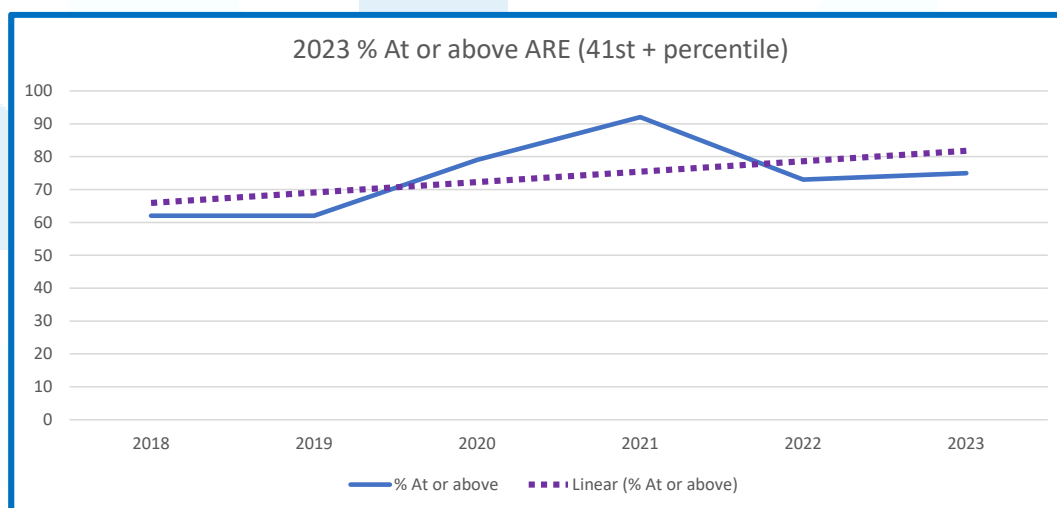
Year Level 9 Grammar & Punctuation



PAT 2023 Data Analysis

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%)	38 (40%)	20 (23%)	70%
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%
2023 (106)	10 (9%)*	17 (16%)	31 (29%)	28 (27%)	20 (19%)	75%
*Of this we have 1 student (AP) who is working below 7 th percentile which suggests not meeting national minimum expectations (NME)						

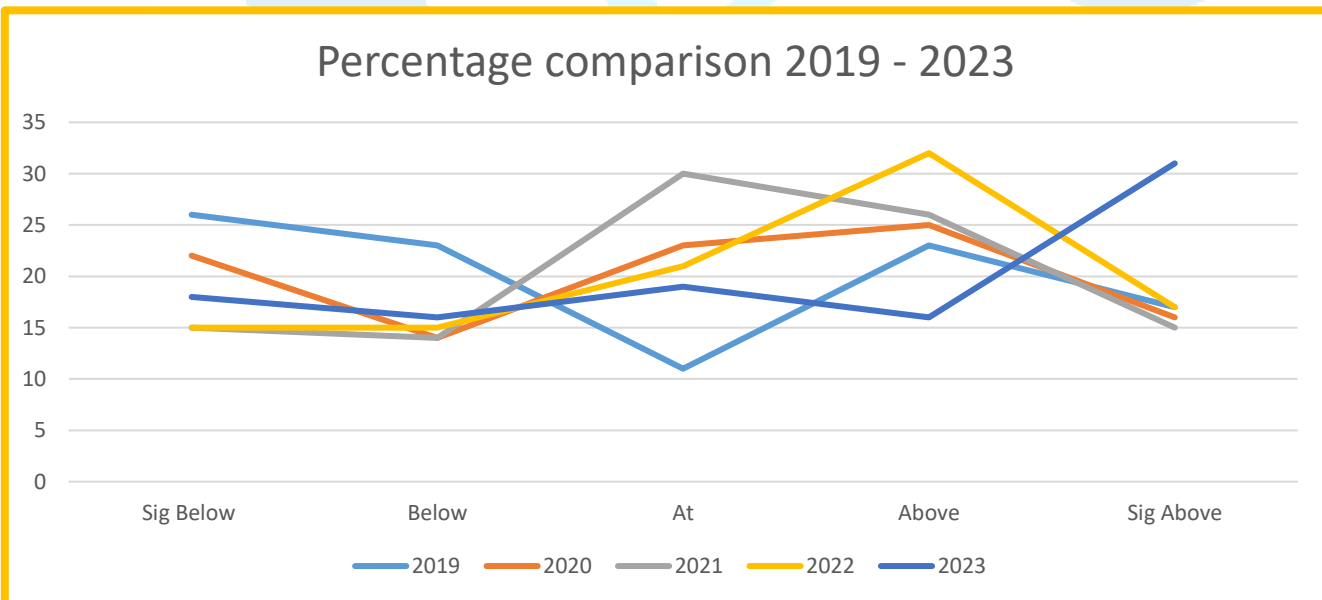
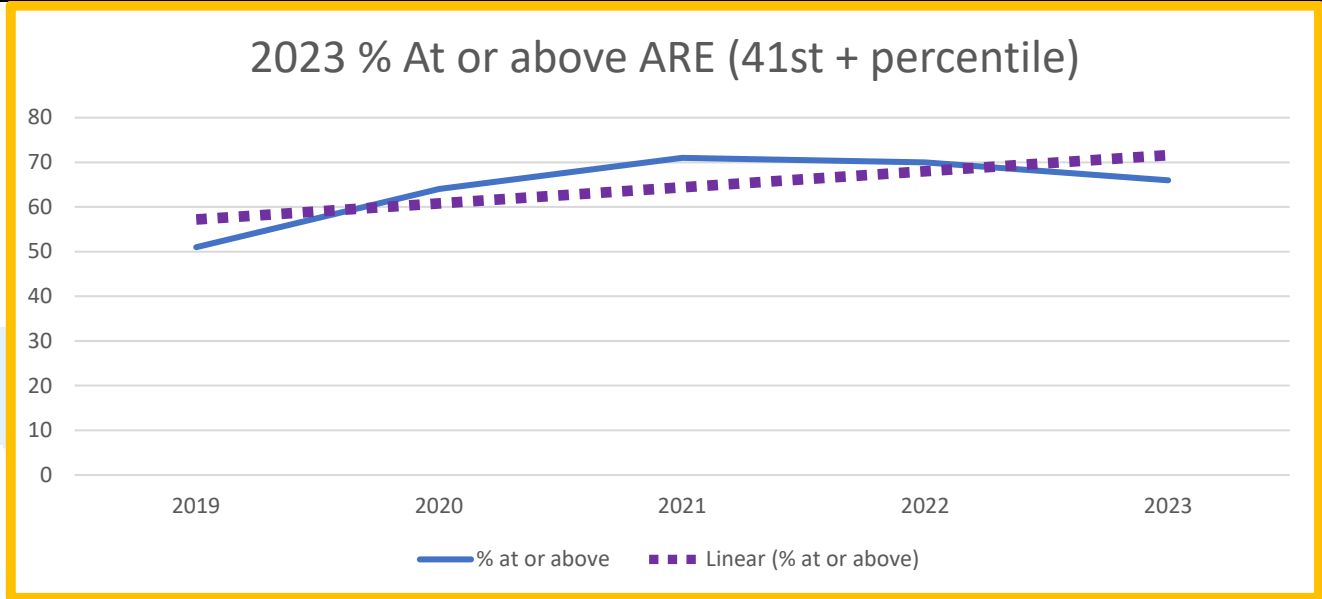


- A higher proportion landing in the significantly below (10%)
- A more A-Typical curve to the graph shown.
- Attainment levels for 2023 is lower than our peak in 2021.
- Overall – data is tracking well in Maths. Traditionally a strong subject (in terms of attainment in MRMS).
- Year on year progress is still in an upward trajectory

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%
2023 (104)	19 (18%)*	17 (16%)	20 (19%)	16 (16%)	32 (31%)	66%

*of this we have 4 students (1UP and 3MP) working below the 7th percentile which suggests not meeting NME.

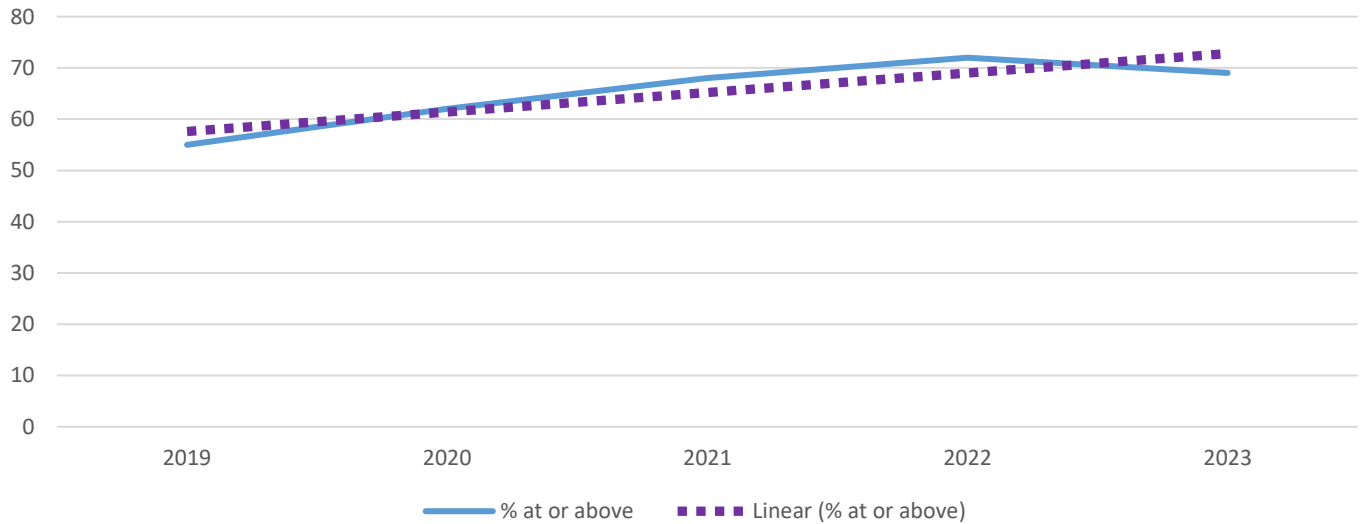


- 2023 a very high proportion of students reading significantly above ARE (31%)
- Potential gap forming between high achievers and low achievers.
- Year on year progress is still in an upward trajectory

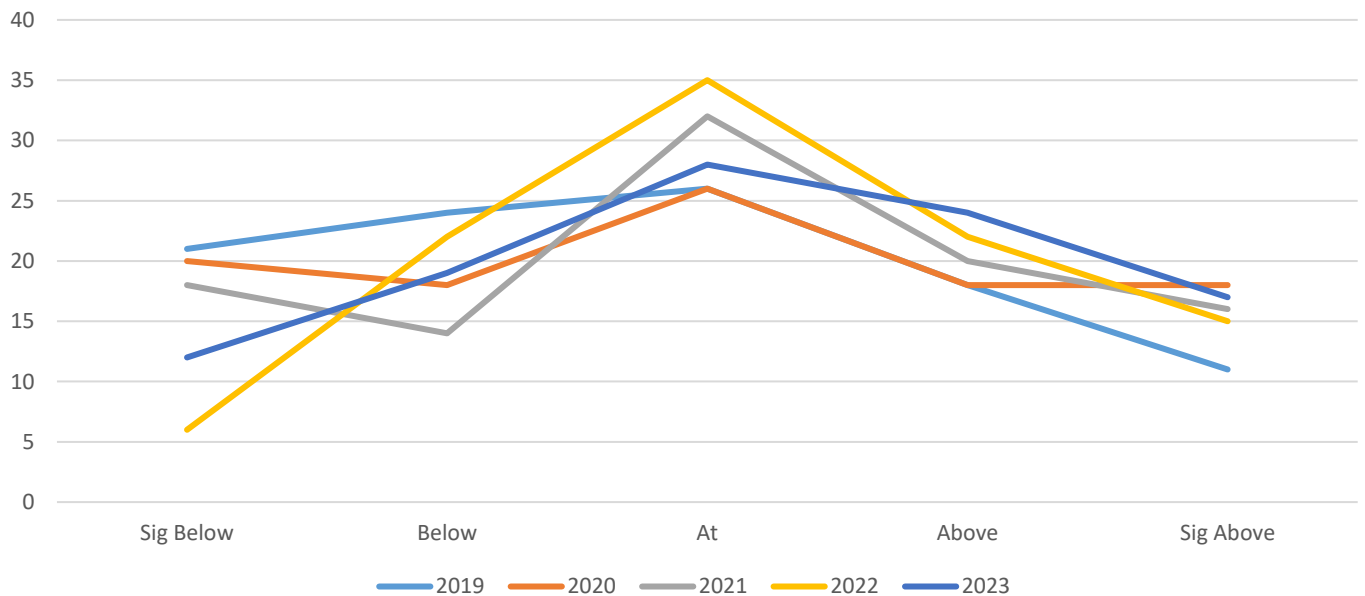
Spelling

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%
2023 (72)	9 (12%)	14 (19%)	20 (28%)	17 (24%)	12 (17%)	69%
All students met NME						

2023 % At or above ARE (41st + percentile)



Percentage comparison 2019 - 2023

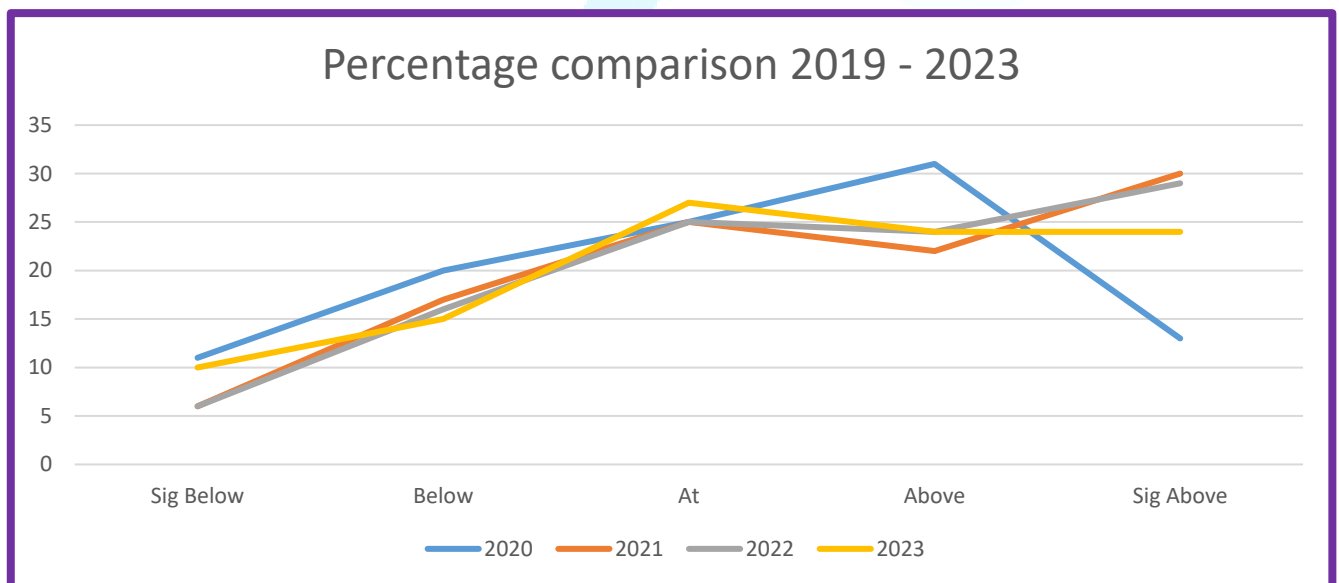
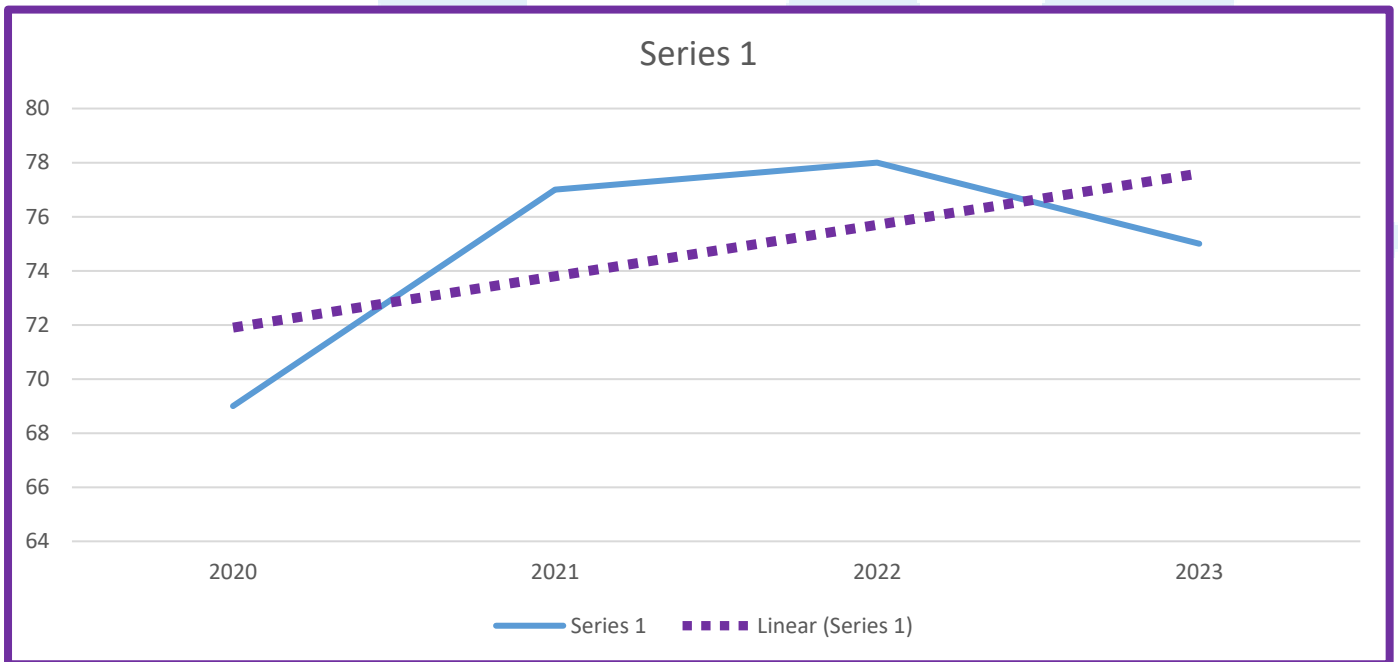


- Year on Year improvement remains in upwards trajectory
- A relatively expected curve
- All students met NME (above 7th percentile)

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%
2023 (70)	7 (10%)*	10 (15%)	19 (27%)	17 (24%)	17 (24%)	75%

*of this we have 4 students (1AP and 3UP) working below the 7th percentile which suggests not meeting NME

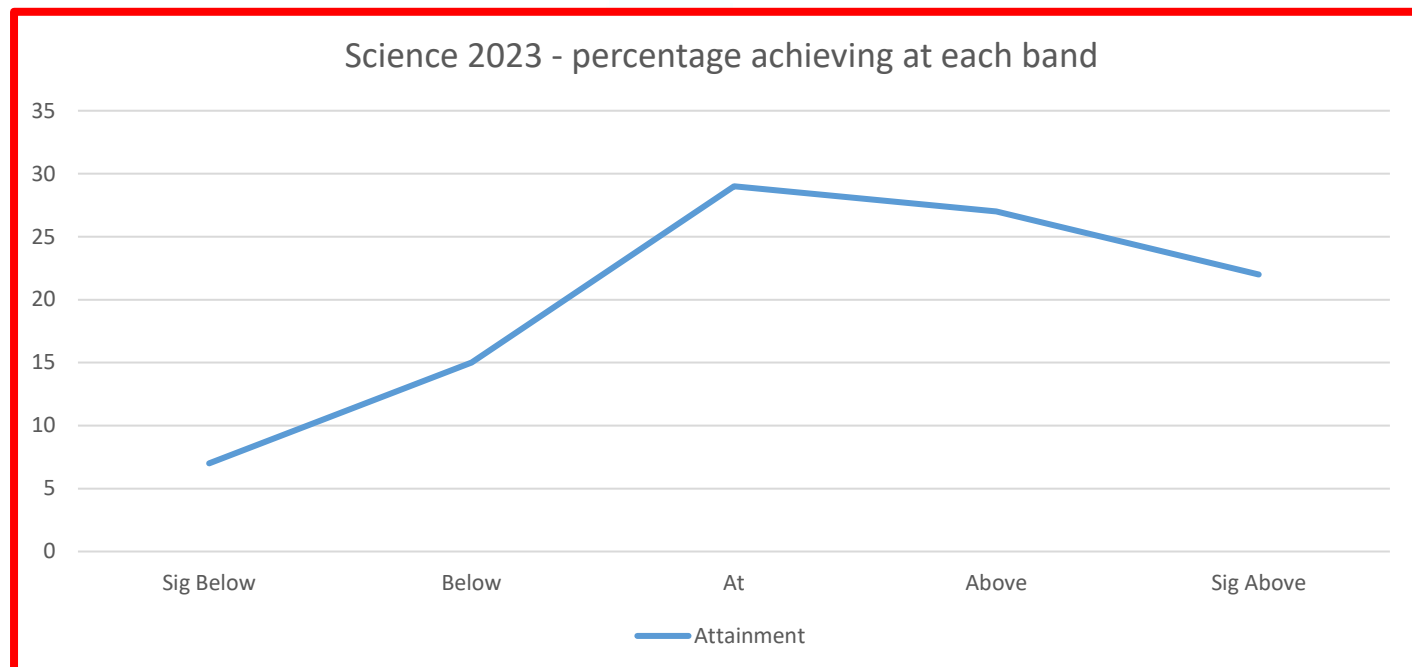


- Year on year improvement shows continue upward trajectory
- A positively skewed bell.
- Important to track % working below in 2024.

Science

2023 was the first year of this assessment. Year 3 – Year 9.

There is no longitudinal (progress) data.

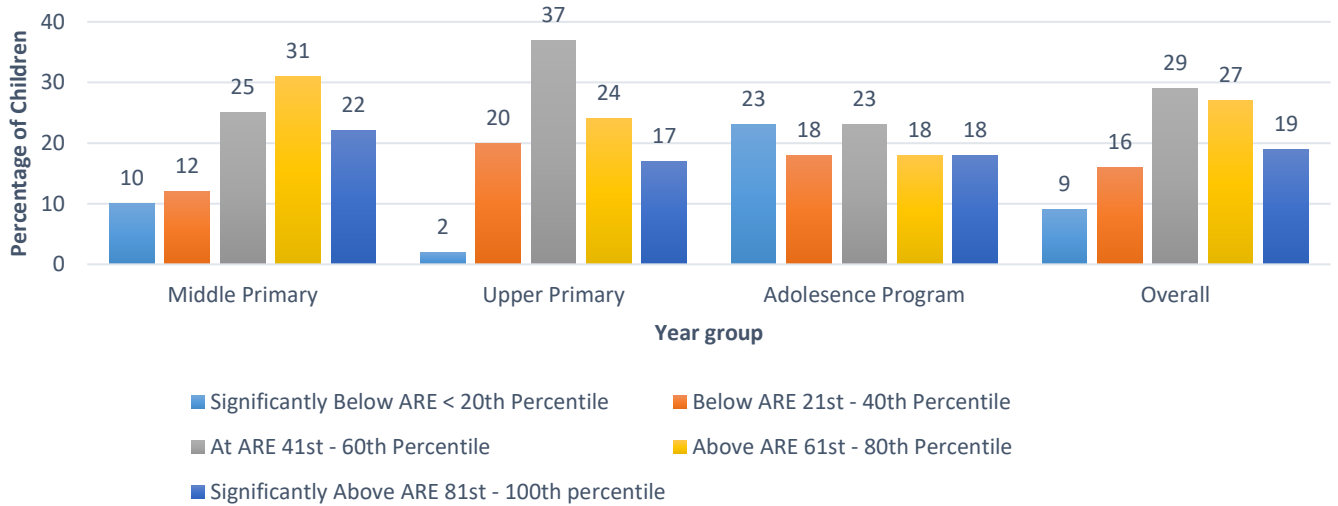


- A positive trend to attainment
- 22% working significantly above
- 78% working at or above ARE
- All students met NME

Synopsis of data overall:

- All subjects show a year on year upwards trajectory in terms of attainment
- Progress over 2023 has been slightly lower than expected in all subjects.
- Progress in Grammar and punctuation shows the least pace
- Year 5 (current year 6 students) show the lowest gains in terms of progress and lower attainment.
- While attainment in AP appears lower, their progress over the year has been relatively good.

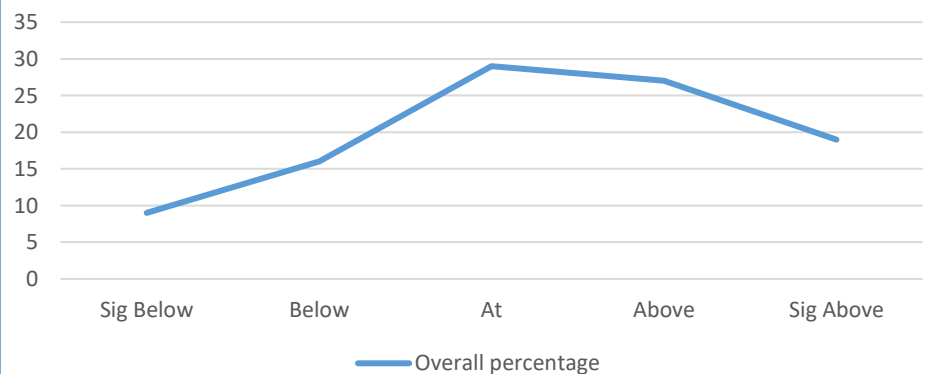
PAT MATHS 2023 ATTAINMENT



PROGRESS

YEAR	Expected Progress	Average Progress	Difference
1			
2	8.7	4	-4.7
3	7.1	8.6	+1.5
4	5.7	7.5	+1.8
5	4.4	1.9	-2.5
6	3.4	3.4	0
7	2.7	0.2	-2.5
8	2	3.7	+1.7
9	1.8	3.7	+1.9
10	1.7	N/A	N/A
Overall	4.5	4.1	-0.4

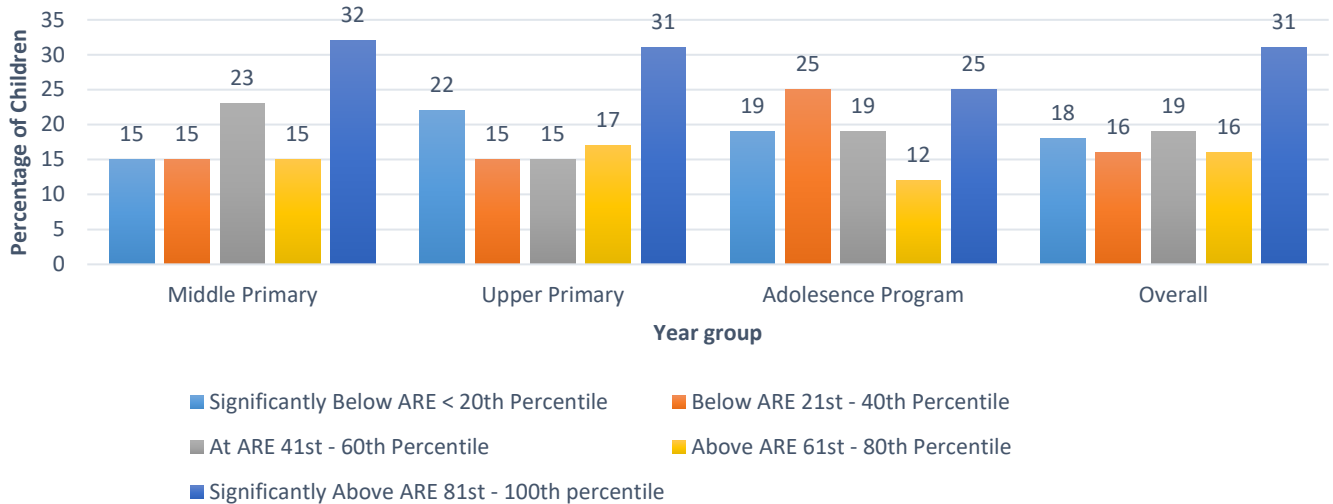
2023 Maths Overall (Y1-Y9) percentage



TRENDS:

- Attainment curve is slightly positively skewed – Progress shows a slight drop from desired amount.
- Year 2s (now Year 3) students have shown the least progress, with Year 5s and Year 7s also not meeting expectation in terms of progress.

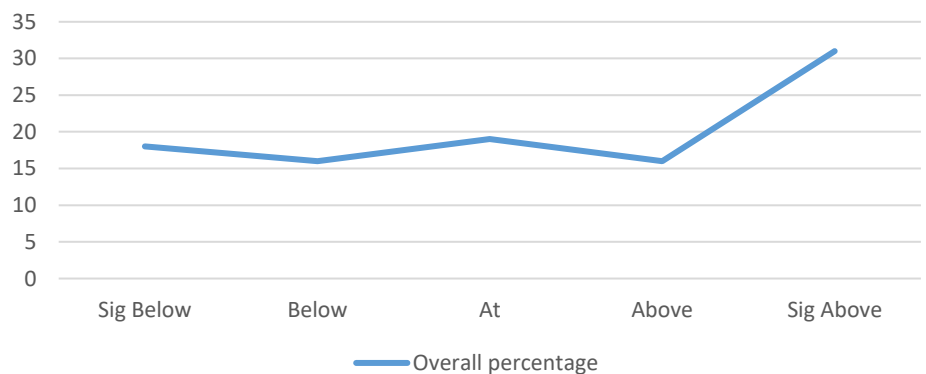
PAT READING 2023 ATTAINMENT



PROGRESS

YEAR	Expected Progress	Average Progress	Difference
1			
2	16.9	18.5	+1.6
3	11.9	9.2	- 2.7
4	9.9	12.8	+2.9
5	4.9	-6	-10.9
6	3	3.1	0.1
7	1.9	3.7	+1.8
8	1.9	4.4	+2.5
9	2.9	4.9	+2
10		N/A	N/A
Overall	6.7	6.3	-0.4

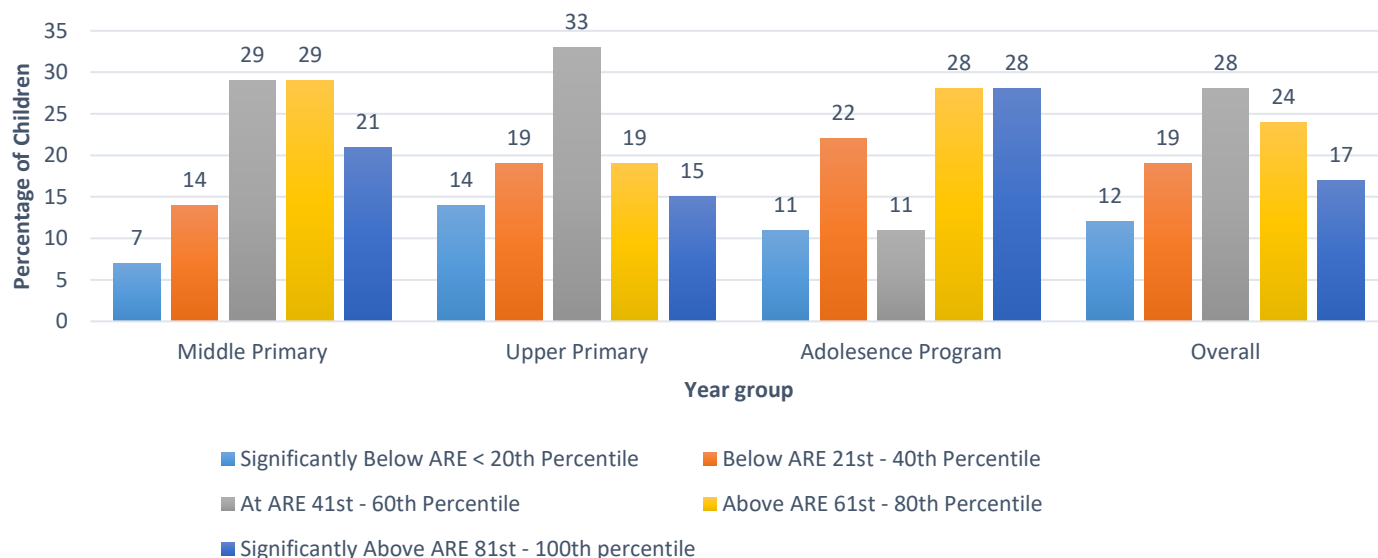
2023 Reading Overall (Y1-Y9) percentage



TRENDS:

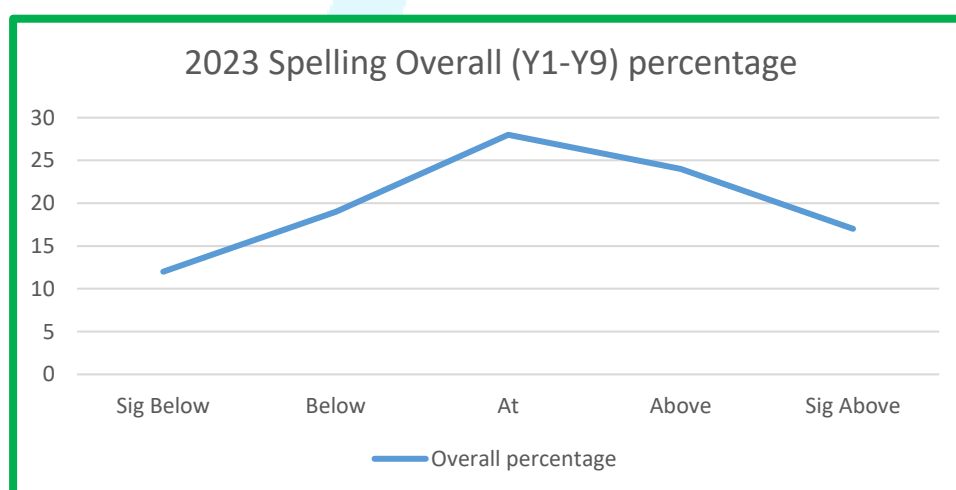
- We have a larger group of significantly below readers. Overall, this makes up 18% (of which 4 are not meeting NME). This is an increase from 2021 and 2022.
- Progress is mostly positive apart from year 5 (now Year 6 students). This significantly impacts the average and so overall should be treated as an outlier.

PAT SPELLING 2023 ATTAINMENT



PROGRESS

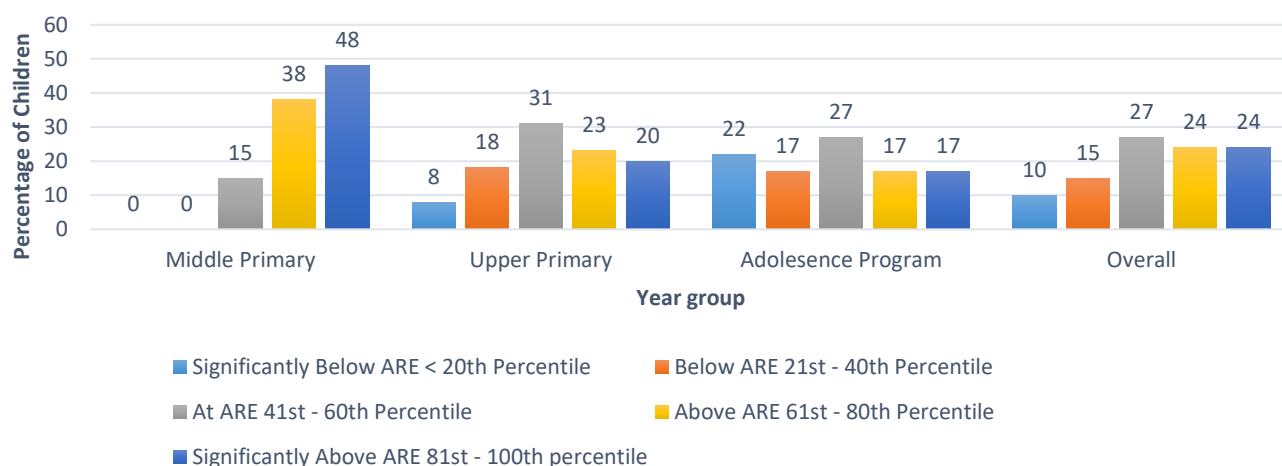
YEAR	Expected Progress	Average Progress	Difference
1, 2 and 3			
4	15	15	0
5	12	6.5	-5.5
6	8	6.1	-1.9
7	7	8	+1
8	10	10.9	+0.9
9	0	-5.5	-5.5
10	0	N/A	N/A
Overall	8.7	6.8	-1.9



TRENDS:

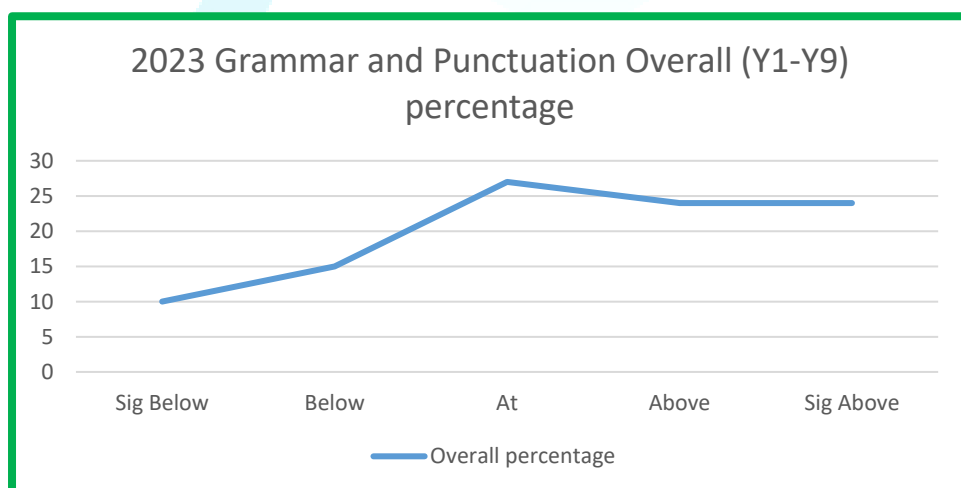
- Overall progress is a little below expectation. The year 9 cohort is just one child. This along with the Year 5 (current year 6 students) have had the greatest impact on overall impact.
- Attainment remains approximately in line.

PAT GRAMMAR AND PUNCTUATION 2023 ATTAINMENT



Progress

YEAR	Expected Progress	Average Progress	Difference
1, 2 and 3			
4	9	2	0
5	5	0.5	-5.5
6	3	5.9	-1.9
7	2	1.1	+1
8	7	-1.1	+0.9
9	5	-1	-5.5
10		N/A	N/A
Overall	5.2	1.2	- 4



TRENDS:

- While still a strength in terms of attainment, progress over 2023 was not at expected levels.
- General Attainment Bell curve is positively skewed.
- Year 3 cohort demonstrated excellent results.
- Year 5 (current year 6) scored lower than expected. Similar to all other subject areas.

School Finances 2023

Margaret River Montessori School

School Finances 2023

Full-time equivalent enrolments (20 Yr7 to Yr9 as at T3 Census) relating to recurrent income and capital expenditure:

Full-time equivalent enrolments (112 PP to Yr6 as at T3 Census) relating to recurrent income and capital expenditure:

Full-time equivalent enrolments (18.56 KG & 11.25 PKG as at T3)

Net Recurrent Income 2023

Australian Government recurrent funding

State/Territory Government recurrent funding

Fees, charges and parent contributions

Other private sources

Total

\$2,002,249

Per Student

\$15,168.55

\$385,609

\$2,561.17

\$1,034,466

\$6,393.09

\$73,903

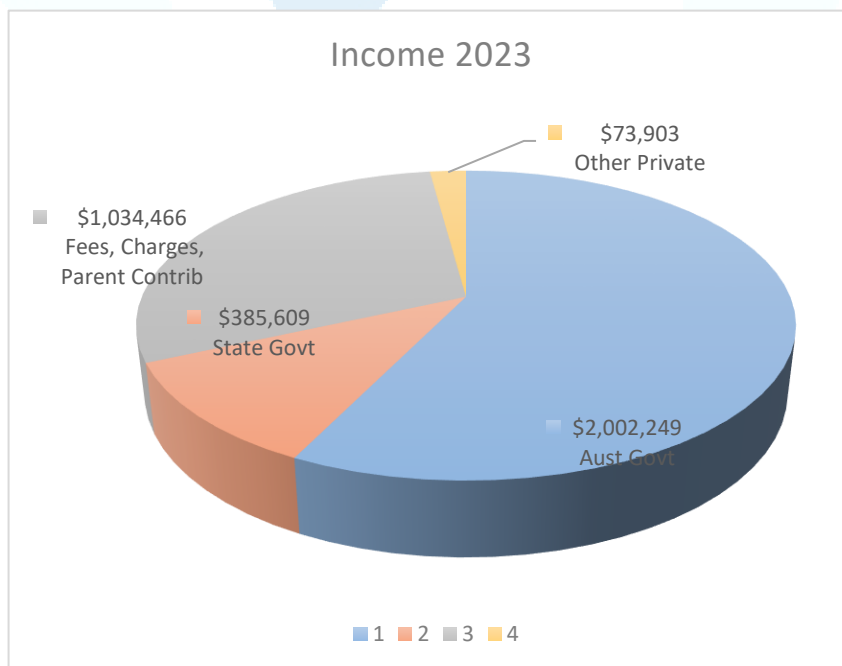
\$456.73

Total Gross Income

(excluding income from government capital grants)

\$3,496,227

\$24,579.54



Deductions from Gross Income

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

Income allocated to future capital projects/expenses

Income allocated to capital debt servicing (incl principal repayments and interest on loans)

Total

\$1,586,517

Per Student

\$9,804.81

\$1,185,600

\$7,327.11

\$37,666

\$232.78

Subtotal

\$2,809,783.14

\$17,364.71

Total Net Recurrent Income

\$686,444

\$7,215

Net Recurrent Expenditure 2023

Staffing (Wages & Superannuation)	\$2,257,474
Overheads	\$581,453
Teaching/Classroom budgets/ Excursions & Incursions	\$86,880
Building, Grounds & Maintenance	\$110,093
	<hr/>
	\$3,035,900

