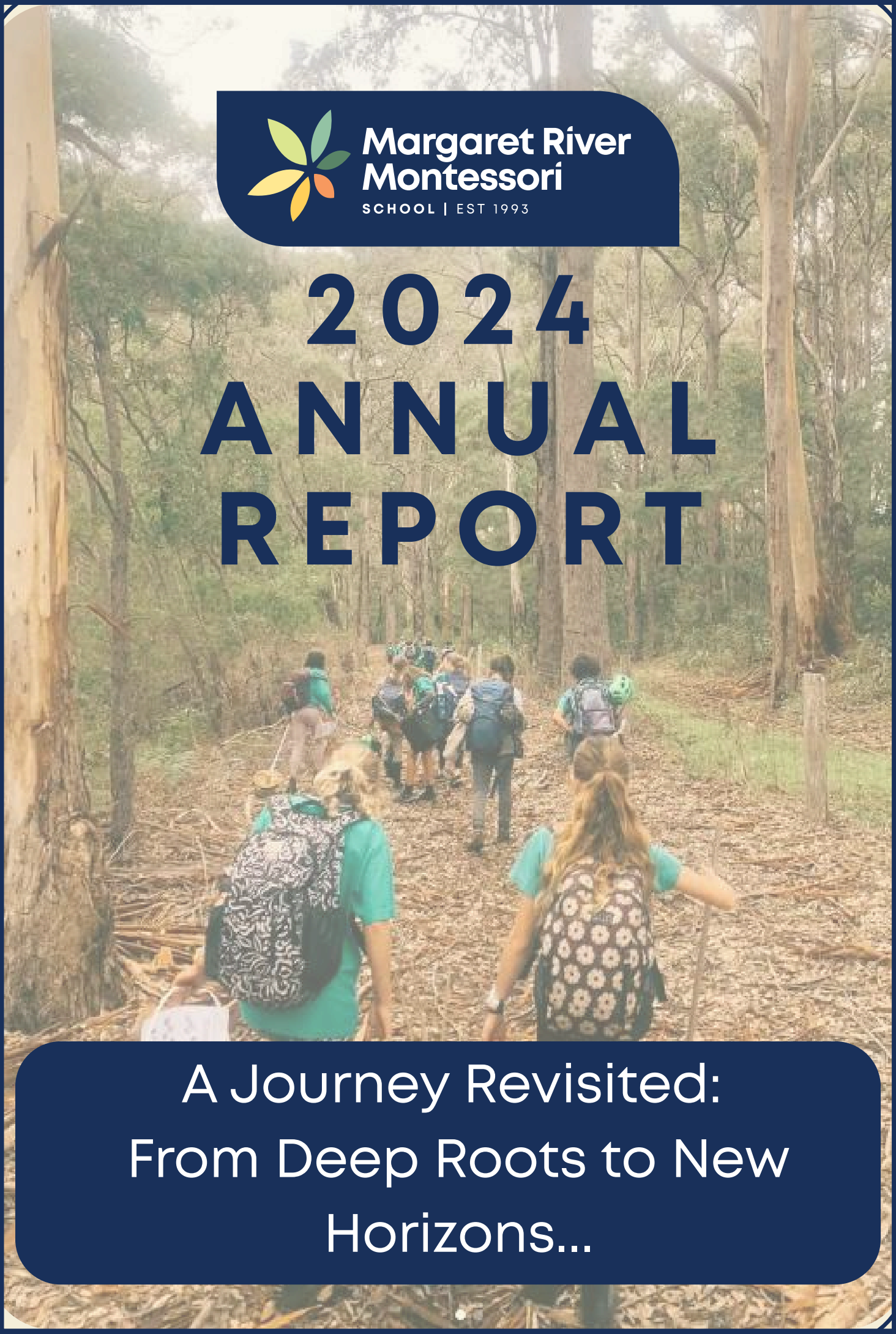

Margaret River Montessori
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2024 ANNUAL REPORT

A Journey Revisited: From Deep Roots to New Horizons...

Cultivating Curiosity

Margaret River Montessori
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Inspiring Independence

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Margaret River Montessori
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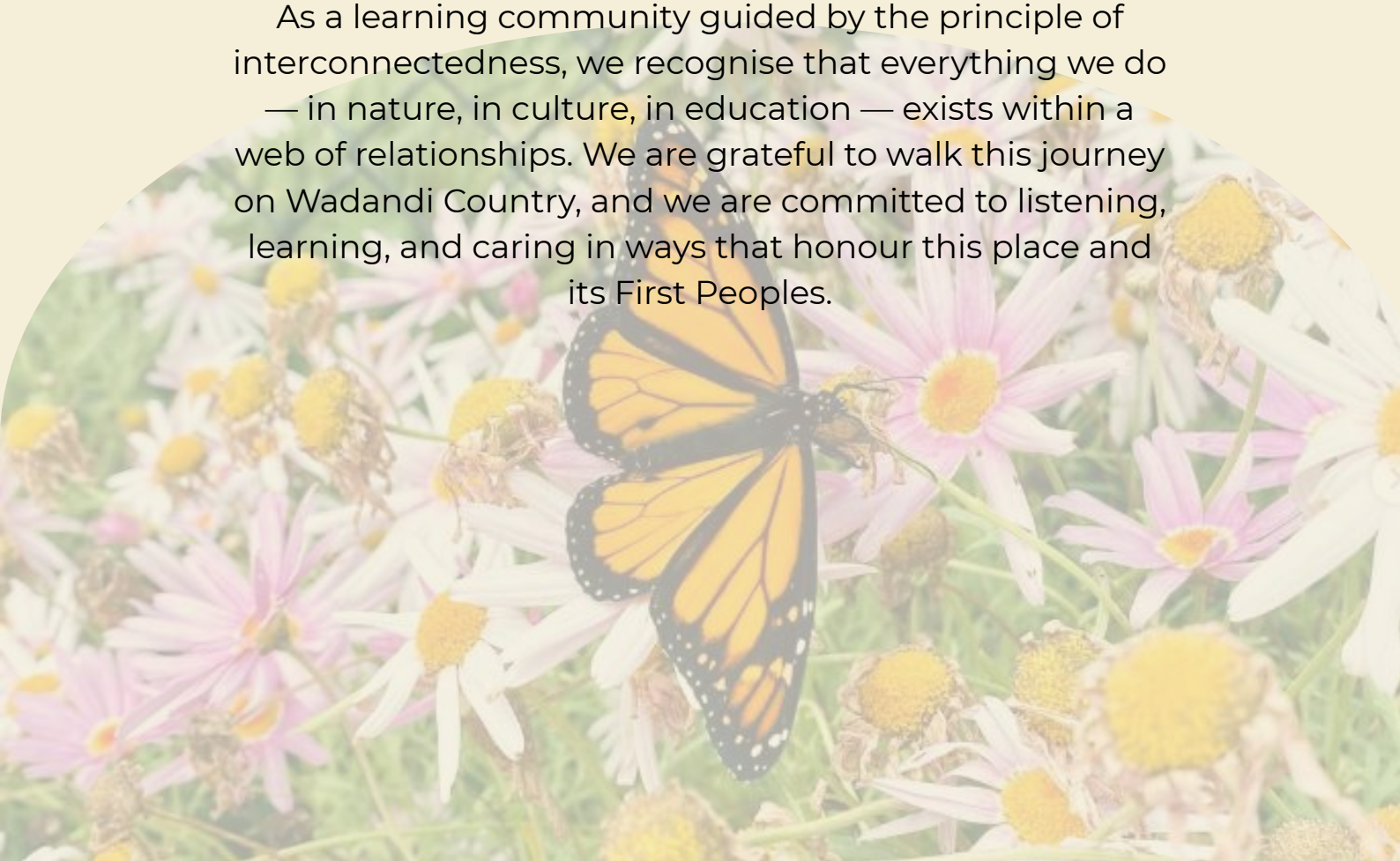
Acknowledgement of Country

At Margaret River Montessori School, we begin by acknowledging that we learn, work, and play on Wadandi Boodja — the land of the Wadandi people — across both our campuses in Margaret River and Metricup.

We honour their deep, continuous connection to this land, its waters, its skies, and all living beings.
We pay our respects to Wadandi Elders past and present, and recognise the wisdom and strength of emerging leaders.

As a learning community guided by the principle of interconnectedness, we recognise that everything we do — in nature, in culture, in education — exists within a web of relationships. We are grateful to walk this journey on Wadandi Country, and we are committed to listening, learning, and caring in ways that honour this place and its First Peoples.



Margaret River Montessori
SCHOOL | EST 1993

PURPOSE, VALUES, MISSION,VISION

Common Language

Join us in living out the common language of our school — our purpose, values, vision, and mission. These aren't just words on a page; they guide the way we teach, learn, interact, and grow together. When we all speak this shared language — at home, at school, and in the community — we create a consistent message for the children and young people in our school about what truly matters. Let's work together to bring these words to life every day, in every interaction, so that everyone sees and feels the values we stand for in action.

PURPOSE We support the education of children and young people through a culture of interconnectedness, emphasising our role in creating a better world within which human kind can flourish.

VALUES Respect, Kindness, Peace, Unity, Love, Creativity, Reflection, Hope, Courage, Optimism

MISSION We offer a Montessori education that nurtures respect, instils integrity and promotes leadership in our ever-changing world.

VISION We provide rich personalised learning experiences to inspire the next generation, freeing their potential for lifelong learning and contribution.

Chair's Report 2024

It's my pleasure and privilege to deliver this year's Chair's Report on behalf of the Governing Body of the Margaret River Montessori School.

Acknowledgements
I want to begin by acknowledging the incredible people who make this school what it is.

Firstly, to our Principal, Lisa. Lisa's leadership spans across two campuses, and with that comes a significant and growing workload. She has consistently shown openness, professionalism, and an unwavering commitment to engaging with feedback, always with grace and a willingness to listen. Her impact spans all spheres of school life: community, financial management, staff and student wellbeing, governance, and learning outcomes. We are incredibly fortunate to have her at the helm.

To our teachers: you are the heart of this school. Your passion and dedication to Montessori education is what makes Margaret River Montessori so special. Your work shapes the daily lives of our students, and we cannot thank you enough.
To our support staff, and in particular, Helen Miller, thank you for your tireless work in managing the financial and operational foundations of our school. Helen's work often happens behind the scenes, but it is absolutely vital.

To our parents and wider community: your support, feedback, and engagement are deeply appreciated. It is your commitment that helps sustain the culture and vibrancy of our school.

To the Governing Body: thank you for your dedication, time, and wisdom. This has been a year of big decisions and bigger workloads, and the way everyone has stepped up is a testament to your commitment to the school.

I usually don't single people out, but this year, I must acknowledge a few individuals who have gone above and beyond.

Denise, thank you. You gave so much of your time to the sub-committee responsible for opening our new campus for Term 1. You were instrumental in getting the Metricup capital works across the line, during the Christmas period, no less, when most of us were away. The school quite literally could not have opened on time without your efforts.

Dane, one of our newest Governing Body members, has made a huge contribution in a short amount of time. He brought fresh perspectives and took on extra work with the Harman's Action Sub Committee, helping secure planning approvals for our adolescent program. Thank you for jumping in with both feet.

Chair's Report 2024

To the executive team:

- Caris, our secretary, you bring structure and professionalism, ensuring we're organised and on track. Thank you for your dedication to preparing the agendas and minutes each month.
- Stephen, our vice-chair, you've been a steadying presence and a source of wisdom throughout the year, especially on complex issues, including as a member of the Harman's Subcommittee. Your support has been invaluable to me personally.
- And Jo, our treasurer, who is stepping down this year. Jo, your dedication, attention to detail, and willingness to ask the hard questions have helped ensure the school's financial sustainability. You've set a high standard for all of us going forward and it's our responsibility to ensure we meet it. You've given a lot over a long period of time and we thank you.

Highlights from the Year

It was a big year.

- We secured our position at the Metricup site, obtained planning approvals, occupancy certificates, and completed the civil and building works needed to launch the adolescent program in 2025 - on a very tight timeline.
- We opened the new admin and multi-use buildings at the Margaret River site, and in November, we hosted Senator Louise Pratt to officially open these new buildings. The highlight was seeing our student leaders plan and host the event, including guiding Senator Pratt on a tour of the school.
- The primary school saw further improvements, including a carpark extension.
- We made staff professional development a priority, investing in our most important resource, our educators. Jana and Amanda began formal Montessori training, and several staff visited other Montessori schools and attended conferences, including the national grassroots conference in Sydney.
- We welcomed a number of new staff into key roles. I know it's an operational detail, but it's worth saying—we recruited incredibly well this year.
- Our parent survey was a great moment. We received strong results, especially in areas of student wellbeing and school leadership.
- We joined the MSCA Genuine Montessori Pathway—an important affirmation of our ongoing commitment to Montessori principles.
- We finalised some difficult policies, including a student technology use policy.
- Helen developed a strong capital grant application for the Metricup site, which, while ultimately unsuccessful, sets us up well for future submissions.
- In May, I formally took over as Chair. We welcomed new members: Dane, Lee-Anne, Amy, Liz, and Caris into formal roles, solidifying our team and acknowledging the hard work of those who had been serving in a casual capacity.
- We updated our branding and began strategic discussions about what size school we want to be. While those conversations are ongoing, they lay the groundwork for long-term planning.

Chair's Report 2024

And of course, one of our most fundamental responsibilities, financial management.
Despite a capital-intensive year, we remain in good financial shape. We made hard but necessary decisions, including a 5% fee increase. This was higher than CPI, but reflects the reality of increased teacher salaries and the need to catch up after keeping previous increases below inflation during the peak of the cost-of-living crisis.

We took the decision to maintain a strong operating buffer and took steps to secure the necessary access to capital.

The Governing Body put in the work - reviewing quotes, tracking budget against actuals, and having the difficult conversations around priorities. I'm proud of how we handled the unique, uncertain, and evolving circumstances of the year.

Looking Ahead
Our focus now is stepping forward from our foundations, without losing sight of our roots.
We'll continue to build on the pillars of our strategic plan:

- Wellbeing
- Community and connection
- Montessori education
- And a school for the future

One of our biggest challenges ahead is the adolescent program. We're effectively launching a new educational movement in our region. These things take time. Enrolments will grow slowly before reaching stability. We understand that.

At the same time, we must not lose focus on the primary school. It remains the foundation of our community and the future pipeline for the adolescent program.

Financially, we're entering a critical period. We'll be stress-testing the budget under different enrolment scenarios, carefully managing our cash flow, and ensuring our decisions are sustainable for the long haul.

In closing, thank you all - staff, families, community, and my fellow Governing Body members - for another big, rewarding year. I'm excited for what lies ahead.

Thank you

Kris Longmore Dodd
School Council Chairperson

Principal's Message 2024: Following the Current, Deepening the Source

Some years feel like still waters – calm, steady, reflective. Others arrive with movement; a current that can seem turbulent at times. With our 2024 word being awareness, I worked hard to see these currents as invitations to flow forward with purpose and clarity.

2024 has been a year of just that: forward movement, both visible and deep. We entered this year ready to engage meaningfully with our school's next chapter – and we did so by returning to the source. Through an intentional process of reviewing our messaging and branding, we immersed ourselves in what truly defines us: our mission, our vision, our values, and the purpose that unites us as a Montessori community. This wasn't a surface exercise – it was a clarifying one. Like water settling in a clear pool, we sought to see ourselves honestly and wholly, so that what we communicate outwardly reflects what we live inwardly each day.

That renewed clarity flowed directly into one of the most transformative steps we've taken as a school: the purchase of our Adolescent Program campus property in Metricup. This was more than a strategic move – it was a long-held dream realised. Development approval for change of use to educational purposes from the City of Busselton, along with the required civil and renovation works, was achieved in whirlwind time. Successful registration from the Department of Education was also secured, ensuring we were ready for launch in February 2025 – prepared with a unique learning environment that will serve generations of adolescents, honouring their developmental needs with space, beauty, connection to nature, and meaningful work.

There's a quiet poetry in the fact that both of our campuses are touched by naturally occurring water – a reminder that learning, like water, is always in motion. It moves through stillness and through momentum. It adapts, nourishes, and reshapes the landscape over time. In 2024, we have witnessed this flow: in our students' growing independence and voice, in the evolving roles of our staff, and in the deep partnerships we continue to build with families. Every part of our community has contributed to this unfolding.

I would like to extend sincere thanks to Kris Longmore-Dodd, our School Council Chairperson, for his calm and steady leadership – a quiet but confident hand on the helm. To the entire School Council and the P&F, thank you for your ongoing support and commitment.

Principal's Message 2024: Following the Current, Deepening the Source

To Olly Chanin, our Deputy Principal – your seamless, shoulder-to-shoulder support is invaluable. To Helen Miller, our Finance and Administration Manager – your dedication, respect, and professionalism underpin so much of what we do. To Katherine Shearer, our Adolescent Program Coordinator – your clarity of vision and thoughtful guidance have been deeply appreciated. And to all our staff – thank you for your care, your consistency, and your belief in this community.

A special mention must go to Corinna Iddon and Rona Mirtle – two long-standing staff members whose service to our school have been extraordinary. Corinna has supported countless children in Junior Primary as an Education Assistant for over 25 years, working closely with her teaching partner Jan Johnson. Rona, our much-loved Junior Primary and Art Teacher, has inspired creativity and joy in generations of children. We are profoundly grateful for their dedication; their contributions will never be forgotten.

I am proud to present to our community the 2024 Annual Report, which details these achievements and developments – the deepening, and the unfolding.

Montessori education calls us to trust in the process – to observe with presence, guide with care, and prepare environments that allow each learner to discover their own current. This year, as we followed the movement of the stream forward, we also deepened the wellspring at our centre.

I am deeply grateful for all who continue to pour their energy, heart, and wisdom into this community. Together, we are shaping something enduring – a flow that will carry far beyond our immediate view.

Thank you,
Lisa Fenton
Principal

Staffing Overview

MRMS is committed to attracting and retaining top professionals through rigorous recruitment practices and by promoting professional and personal development through best-practice courses and programs. 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 Lisa Fenton
Finance/Administration Manager Helen Miller
Deputy Principal Oliver Chanin
Administration Officer (Front Office) Haydi Heslin and Victoria Nurse
Administration Officer (Accounts) & Library Officer Sandi Macdonald
Enrolments Officer Siobhan Tucci
Marketing & Communications Officer Demi Wright
Library Officer Catherine Sharwood

Education Staff:
Junior Primary Jan Johnson, Lace Le Lievre, Amanda Mas
Middle Primary Lee-Anne French, Jana Wittorff
Upper Primary Rosie Campbell, Oliver Chanin, Tori Franks
Adolescent Program Katherine Shearer, Joel Hodgson, Georgia Gregory, Leo Keith
Language Specialist Alicia McIntosh—French Language Teacher
Music Specialist Tony Lane, Joel Hodgson
Art Specialist Rona Mirtle
Phys Ed/Health Specialists Lisa Hart, Joel Hodgson, Olly Chanin
Education Assistants (Primary Classes) Corinna Iddon, Sue Peters, Lisa Hart, Trish Murray, Jesse Pateman, Rae Pethica, Lindsey Cowen, Erica Teasdale
Education Assistant (Adolescent Program) Erica Teasdale
Education Assistants Special Needs 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.

Montessori Staff Development

Cultivating Curiosity

2024 saw a huge focus on foregrounding the development and growth of our staff and our operations within Montessori philosophy.

The year began with our Principal, Lisa Fenton, and our Finance and Administration Manager, Helen Miller, taking on the Association Montessori Internationale (AMI) Administrators' Certificate Course through the Sydney Montessori Training Centre (SMTC), with Olly Chanin, Our Deputy, due to do the same course in 2025.

During that time, Lisa and Olly, together with Adolescent Program Coordinator Katherine Shearer, attended the national Montessori Schools and Centres Australia (MSCA) Head2Head Leaders' Conference held in Perth, with Lisa being invited to speak at the event.

Katherine was also asked to present a keynote at the MSCA Meeting in the Middle Conference for Adolescent Programs and a later webinar collaboration with renowned Australian Montessori leader Laureen Barnard.

Additionally, our Inclusive Education Teacher, Louise Agnew, began her AMI 12-18 Montessori Diploma with SMTC, an 18 month long process which includes two summer residencies in Sydney.

Our whole staff also enjoyed a PD Day with Bill Conway, an AMI Trainer from SMTC who delivered a wonderful session on Preparation of the Adult at our July Staff Development Day.

Our Rebranding Journey

Margaret River Montessori School emerged from the visionary minds of its founders, Sue Gaunt and Di Littlewood, who recognised the limitations of mainstream schooling and envisioned a transformative educational approach. At the heart of our philosophy lies a commitment to a child-centered education that nurtures not just academic excellence but the holistic development of every student.

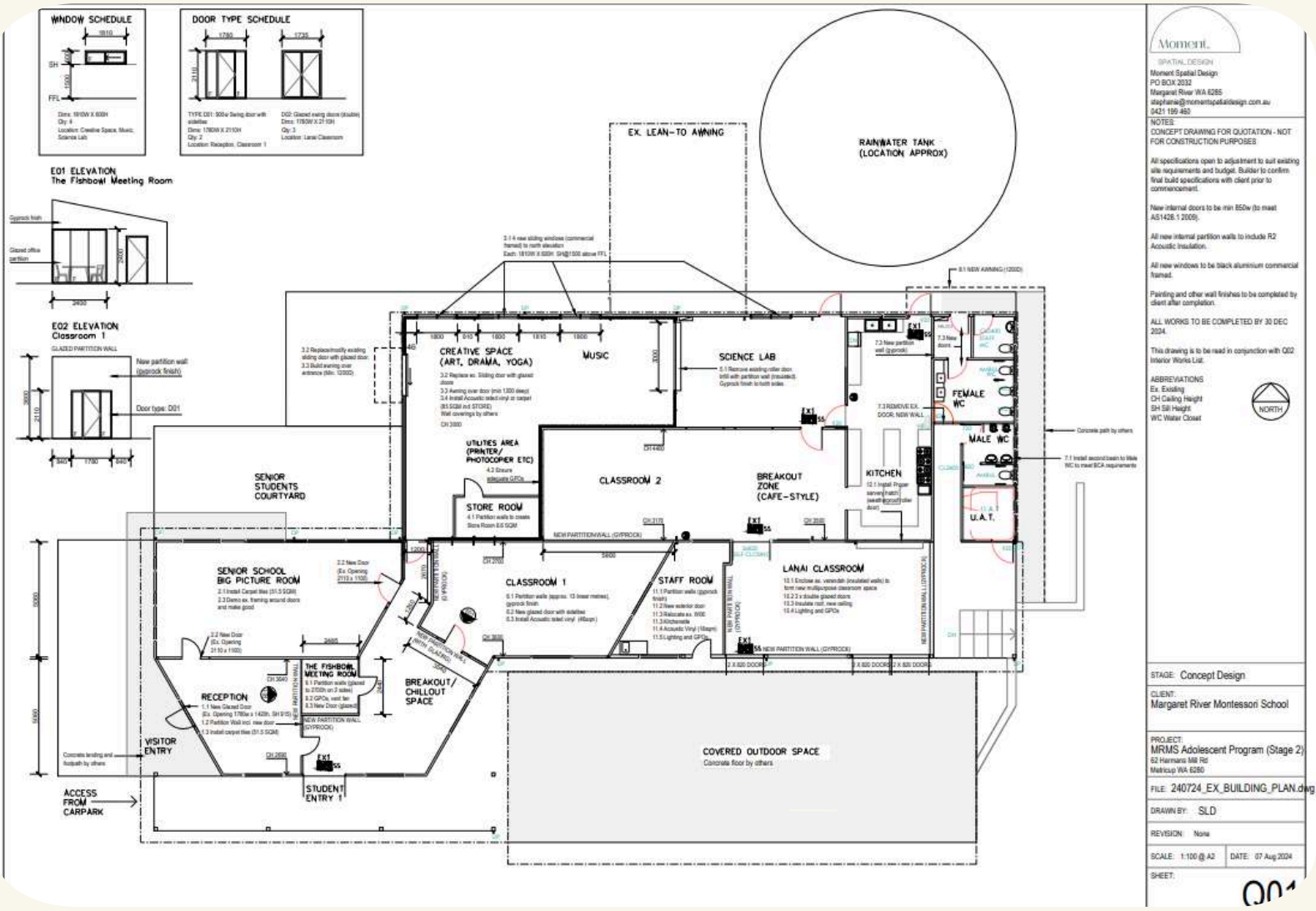
Education at our school goes beyond the classroom. From birth to Year 12, our thoughtfully prepared environments encourage purposeful work, fostering high academic achievement, independence, responsibility, grace, courtesy, and environmental stewardship. Our approach is guided by Montessori principles, which address the unique developmental stages of children and are now supported by modern science. Beyond academics, we are very aware of the benefits of a deep connection to and with nature. Our rebranding, logo designs, imaging, colour palette and visual identity have taken this and our core values into account.

The six-petaled flower sits at the heart of our visual identity, serving as a rich symbol of growth, development, and connection. Each petal represents one of the six key stages of human development across the first 18 years of life - aligned with the Montessori method's three-year developmental cycles: 0–3, 3–6, 6–9, 9–12, 12–15, and 15–18. This progression honours the continuous, holistic nature of childhood and adolescent growth. The sixfold structure also pays tribute to the six Noongar seasons - Birak, Bunuru, Djeran, Makuru, Djilba, and Kambarang - reflecting our commitment to place-based education and our respect for the rhythms of the land and the knowledge of its First Peoples.

Our Rebranding Journey

The form of the flower is not flat or symmetrical, but subtly three-dimensional—symbolising how learning unfolds dynamically through time and space. Its shape references the native Chamaescilla corymbosa, or Blue Squill, a delicate six-petaled flower endemic to the southwest of Western Australia. Each petal is based on the Vesica Piscis, a sacred geometric form created by the overlapping of two circles. This form, long used in mathematical and philosophical traditions, symbolises balance, unity, and the intersection of dualities—such as self and other, child and environment, inner life and outer world. It is a visual metaphor for potential and transformation: the space where new ideas, beings, and understandings emerge.

Embedded in the design are references to Euclidean and Fibonacci geometry, grounding our symbol in the deep, repeating patterns found throughout nature—from the spirals of galaxies and shells to the branching of trees and veins. This geometry not only evokes wonder, but also represents our commitment to academic integrity, intellectual inquiry, and the precision of a scientifically grounded pedagogy. In this way, the flower honours both the intuitive and the intellectual, representing the child as both a seed and a star: unique, unfolding, and intimately connected to the cosmos, the Earth, and community—with professionalism and academic excellence at the core of their journey



Harmans Action Committee

The Harmans Action Committee was established to ensure the Metricup property was ready for students. Stephanie Longmore-Dodd was appointed as Project Manager and worked closely with Finance and Administration Manager Helen Miller, and School Council members Denise Leppard and Dane Gaunt.

The committee ensured that the Metricup property, all safety and health requirements, including civil works and buildings to City of Busselton and Department of Education requirements were ready for the 2025 school year.

Official Opening of our New Buildings

On this day we were privileged to welcome Senator Louise Pratt, representing Western Australia in the Australian Senate, to our school to officially open our new Administration Building and Multi-Purpose Classrooms. We were also proud to host Bob Bruce who was the building designer for this project. The ceremony was a wonderful opportunity to thank both Bob for his creative and innovative Montessori inspired design and Senator Pratt, as representative of the Commonwealth Government, for the grant funding the school received to assist in financing this project.

The event was attended by various school staff, members of the School Council, and a selection of students who had volunteered for various roles in the ceremony, not the least of which were our esteemed Year 6 leaders who hosted our honoured guests and oversaw the proceedings of the event.

As proud Nyikina people two of our students delivered a special acknowledgement of the Wardandi traditional owners of the land on which we work and play. Our MRMS Choir delivered an emotive rendition of Imagine by John Lennon.

Students put their hands up to be audience members and to sing the Australian Anthem with swelling voices. They behaved beautifully. Our Year 6 Leaders planned, set up, hosted, participated in and packed down the event. We are all so proud of their hard work and commitment.

Flag Raisers ensured this important ceremony was carried out to perfection. This was the first time we have raised the flags in our flagpoles' new position at the top of the oval. Students delivered some important messages about how Montessori education promotes peace and harmony in our world. Following Senator Pratt's address, students officially cut the ribbon to present the plaque that acknowledges the financial support of the Australian Government in this capital development project.

Finally students walked and talked with the Senator as we showed her our school's wonderful facilities. They also talked about their journeys ahead as students in our Adolescent Program and the new Metricup campus. Overall it was a wonderfully uplifting event.

Inspiring Independence

Genuine Montessori Pathway (GMP)

This is a quality assurance and improvement program offered through the Montessori Schools and Centres Australia (MSCA), Australia's peak Montessori education body. Throughout 2024 MRMS committed to completing our internal self-study and drafted our Improvement Plan. The process so far has identified some key areas for our school to work on in terms of training and resourcing to ensure we continue to offer the highest quality Montessori education.

Embarking on the GMP process has provided all our staff an opportunity to reflect on the journey we have been on as a school and the path we are treading next. It has allowed all employees (including EAs, librarians, specialist teachers and administrators) to have a voice and take ownership in the future of our school.

Dedicating PL and Staff Meeting time to the discussion of the tenets and the completion of the self-study increased the quality of the outcomes, which ultimately has made the Improvement Plan an effective document which will truly impact the teaching and learning.

Such is the design of the GMP, our staff have valued input into the process and so don't feel that changes are being made from 'top down' rather there is a feeling of collaboration. Even before the Improvement Plan was drafted, we had seen tangible results in terms of increased observation within our own classrooms as well as connections to other Montessori Schools in both WA and nationally.

We have also seen an increase in parent information sharing, Montessori PL through MWEI and AMI, and we have had a number of staff inspired to start their diploma level training. For our school in Margaret River, we view the GMP as being a vehicle to help us become more authentically Montessori within our unique community. We are excited about how our approach will improve over the coming years.

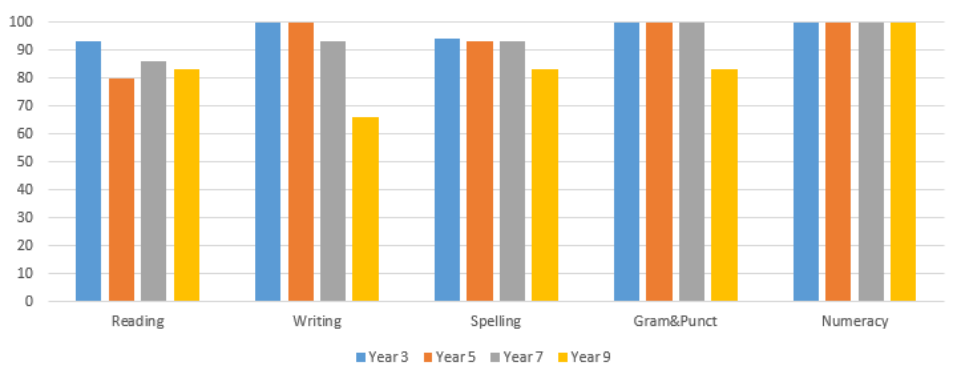
Student Achievement 2024

NAPLAN

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 and Year 1 - start of year) and Australian Council for Educational Research's Progressive Achievement Tests (PAT, Year 1-10 end of year). OLNA in Year 10 and beyond.

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 (AFL) 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.

% Students Who Achieved Above the Minimum National Standard



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	Year 3 = 17 + 1 withdrawal (3 subject withdrawal – Math, Spell, Gram same student)	6	7	8	7	6	7	3	4	2	3	2	2	0	0	1	1	2	0	0	1	1
Year 5	Year 5 =15	7						9	9	8	7	5	8	7	5	5	2	7	4	4	4	2
Year 7	Year 7 = 15 + 1 withdrawal (2 subject withdrawals - Spelling and Gram – same student)	5											8	3	5	5	4	4	2	3	4	3
Year 9	Year 9 = 6	0																5	4	2	4	5

Thank you Corinna Iddon and Rona Mirtle

In 2024 we farewelled two cherished members of our staff who have each given so much to our school community. Corinna has been a dedicated Education Assistant in Junior Primary for over 25 years, working alongside her long-time teaching partner Jan Johnson with grace, care, and deep commitment to the children. Rona Mirtle, our much-loved Junior Primary and Art Teacher, has brought creativity, warmth, and inspiration to generations of students. Both Corinna and Rona will be deeply missed, and we thank them wholeheartedly for the countless ways they have shaped our school with love and integrity. We wish them every joy in the next chapter of their lives

Bush Babes - Our 0-3 Program Reopens

We were delighted to be able to reopen our Bush Babes Playgroup in 2024 after being closed since 2022. Mel Britto our wonderful Facilitator as brought the program back to life with full classes and a strong waitlist.

Meeting developmental needs

Play and growth

Creativity and exploration is foregrounded

Working alongside parents

Trained Staff

Parent and Child Program

French Olympics Event - a highlight of 2024

French lessons in Term 2 were centred around the upcoming Paris Olympics, with the pièce de résistance being a vibrant and immersive French Olympics event led by our dedicated French teacher, Alicia McIntosh (Madame), in collaboration with our Adolescent Program students.

The celebration opened with a whole-school performance inspired by French dancer and choreographer Sadeck Waff, renowned for his distinctive, limb-focused movement style. Students across the primary school participated in a coordinated dance based on one of his iconic choreographies, creating a joyful and unified Opening Ceremony.

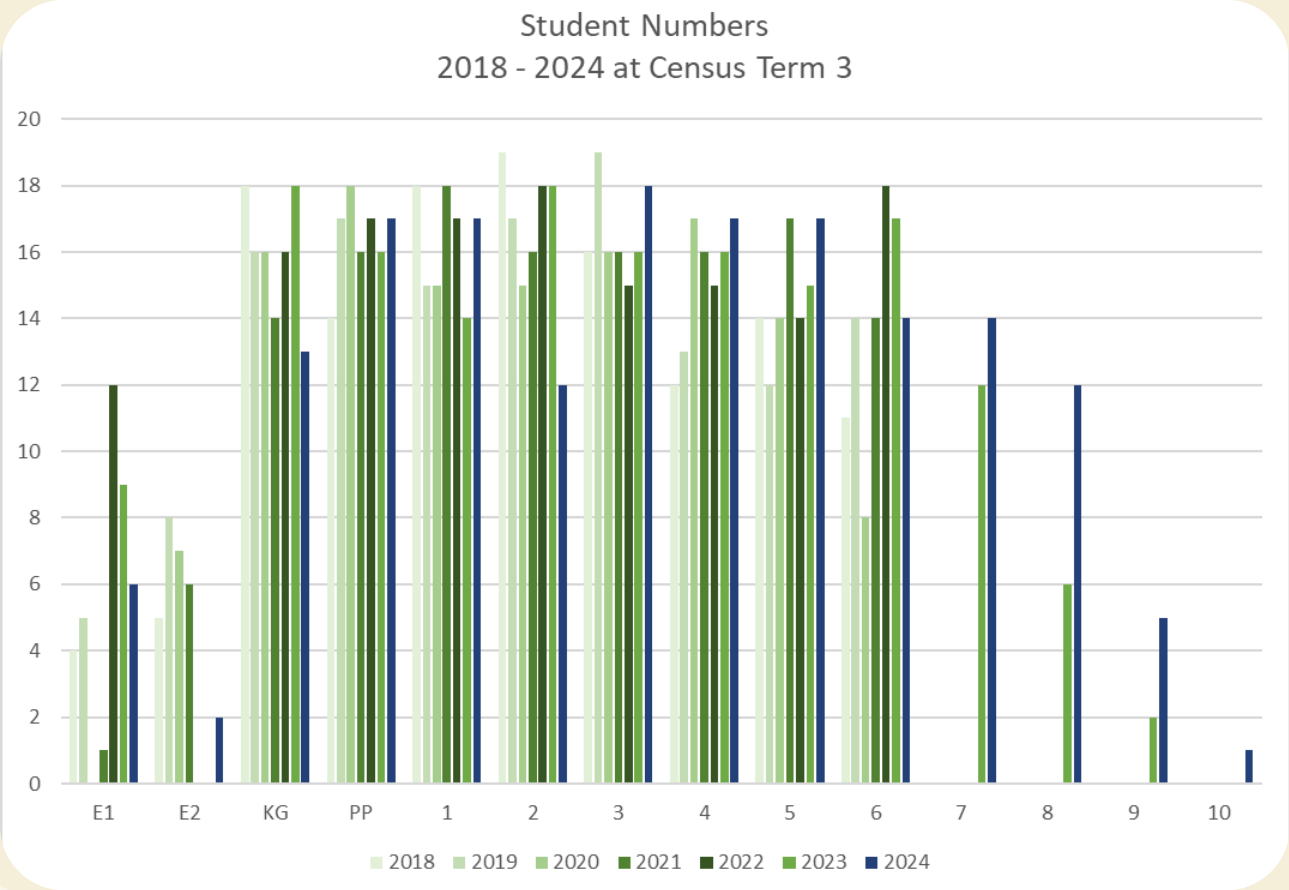
In preparation for the event, students engaged in a design-thinking process to create their own Olympic mascots. These original designs were transformed into a full-scale costume for the day and printed onto iron-on transfers, allowing every student and staff member to wear a custom event t-shirt—an expression of both creativity and community spirit.

Families were invited to enjoy a French pâtisserie afternoon tea and take part in a range of French-language stalls, games, and cultural displays, all curated and facilitated by our Adolescent Program students, alongside their younger peers.

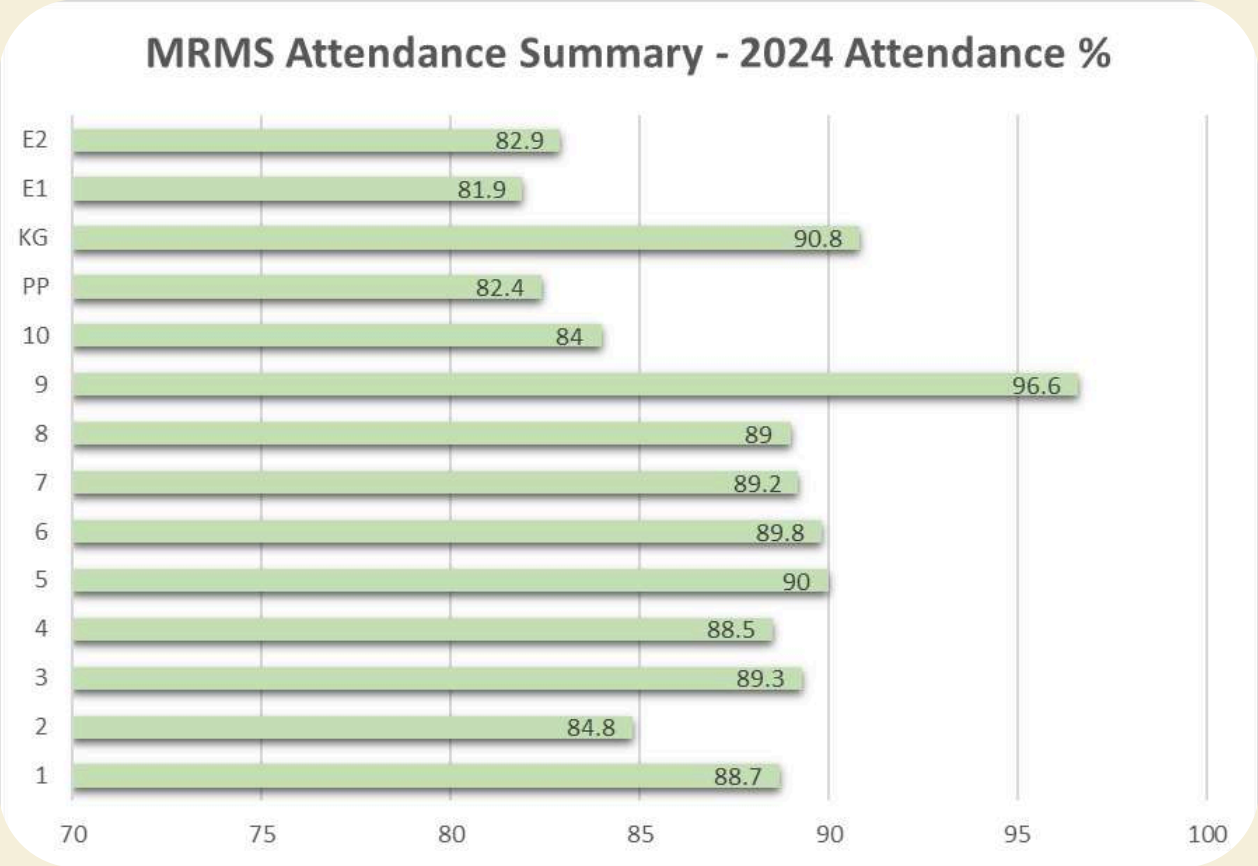
This event was a shining example of Montessori pedagogy in action—where language learning is embedded within meaningful, student-led experiences. Thanks to Alicia's vision and the students' enthusiastic participation, the day offered a truly integrated and real-world approach to language acquisition, culture, and cross-age collaboration.

Enrolment Data 2024

The following two graphs depict steady enrolment growth over time. While there are some lower numbers within the Junior years in recent times, the addition of the Bush Babes Playgroup in 2024 has already shown a consolidation of those student numbers for the future beyond 2024. Numbers in Upper Primary and the secondary years show strength and consolidation.



Attendance Data 2024



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.

...more of 2024

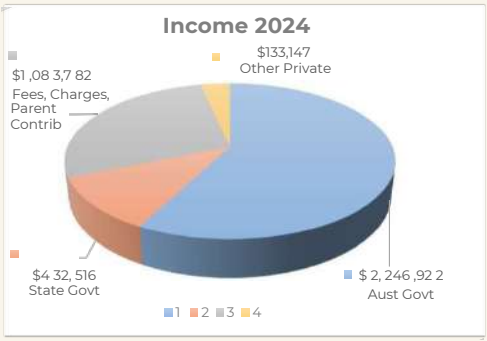
...more of 2024

Audited Financials 2024

Margaret River Montessori School
School Finances 2024

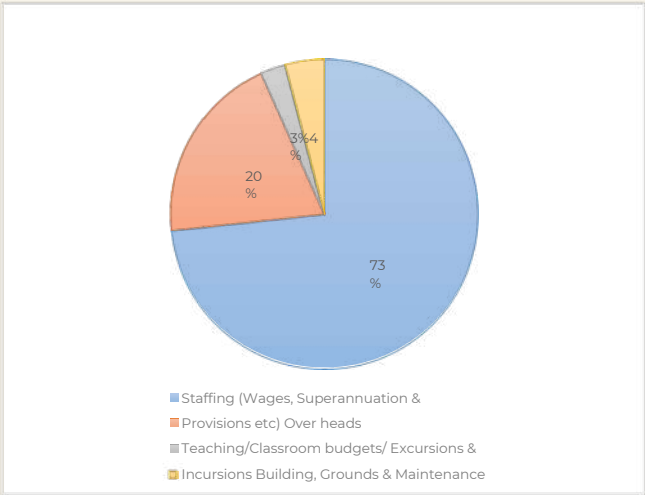
Full-time equivalent enrolments (32 Yr7 to Yr10 as at T3 Census) relating to recurrent income and capital expenditure:
Full-time equivalent enrolments (112 PP to Yr6 as at T3 Census) relating to recurrent income and capital expenditure:
Full-time equivalent enrolments (12.2 KG & 4.3 PKG as at T3)

Net Recurrent Income 2024	**Total**	**Per Student**	**For Chart**
Australian Government recurrent funding	$2,246,922	$15,603.63	$2,246,922
State/Territory Government recurrent funding Fees,	$432,516	$2,768.99	$432,516
charges and parent contributions	$1,083,782	$6,938.43	$1,083,782
Other private sources	$133,147	$884.34	$133,147
Total Gross Income (excluding income from government capital grants)	***$3,896,367***	***$26,195.38***	$1,224,523



Deductions from Gross Income	**Total**	**Per Student**
Income allocated to current capital projects/expenses (Buildings, Projects, Equipment & Materials)	$2,074,758	$13,282.70
Income allocated to future capital projects/expenses	$416,300	$2,665.17
Income allocated to capital debt servicing (incl principal repayments and interest on loans)	$55,157	$353.12
Subtotal	$2,546,215.22	$16,300.99
Total Net Recurrent Income	***$1,350,152***	***$9,894***

Net Recurrent Expenditure 2024	
Staffing (Wages, Superannuation & Provisions etc)	$2,972,829
Over heads	$809,624
Teaching/Classroom budgets/ Excursions &	$106,744
Incursions Building, Grounds & Maintenance	$166,841
	$4,056,039



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