FUNDING AGREEMENT – PUBLICATION BY
THE BEEHIVE MONTESSORI SCHOOL INC.

ANNUAL REPORT FOR 2014

Strategic Plan
2012 – 2016

Mission

The Beehive Montessori School aims to provide an environment that helps the developing child move towards their fullest potential. By respecting and nurturing individual needs and abilities, we encourage an enjoyment of learning, intellectual, physical, spiritual and emotional growth, independence, and a sense of community responsibility.

The Beehive Montessori School is an educator of children and adolescents according to the Montessori Method with a particular reference to the guidelines of the AMI (Association Montessori Internationale).

We respect the Whadjuk Nyungar people as the traditional Custodians of the land on which the school is situated.

Information for Parents:

Under the Australian Government Programmes for Schools Quadrennial Administrative Guidelines, all schools are required to make a commitment to ensure that School Performance Information is made publicly available within 6 months of the completion of the programme year. This is the school’s Annual Report for the 2014 year.

The Governing Board of The Beehive Montessori School: Rhonda Sheehan (Principal), John Bird (Chair), Lindsay Boladeras (Treasurer), Bettina Mangan (Secretary), Julia Burns, Alex Hams, Deborah Hathway, Michael Hollingdale.

Board meetings are held regularly during the term. An Annual General Meeting is held each year within four months after the end of the financial year of the Association. Notice is given to all members. The Annual Report and Accounts are available to Members of the Association from the School Office prior to the AGM.
1. **Student Information:** The Beehive Montessori School consists of the classrooms Junior Primary (4 x 3-6 year old); Middle Primary (3 x 6-9 year old); Upper Primary (2 x 9-11 year old); 1 Adolescent Programme (12-14 year old). There were a total of 250 students (3-15 years old) enrolled at Beehive at the end of 2014.

**Post School Destination:** Graduating year 9 students attended schools in close proximity to the school and were happy with their choices; due to small numbers more information would breach privacy.

2. **Professional engagement:**

**Staff Attendance:** The attendance rate and staff retention in 2014 was strong. The retention rate was 100%.

**Staff:**
- 1 Principal
- 1 Assistant Principal
- 14 FTE teachers
- 17 Non-teaching staff
- 1 Teacher on 6 months maternity leave

3. **Teacher Qualifications:**

- Our teachers are well qualified. All teachers are registered with WACOT and have current Working with Children checks.
- 12 teachers have Bachelor of Education
- 4 teachers have Graduate Diplomas in Education
- 12 teachers have Montessori qualifications
- 1 teacher has Special Education qualification
- 1 teacher has Master of Education qualification

4. **Professional Development:**

Teachers attended a wide variety of professional development. All teachers attended First Aid, Resuscitation refresher, Anaphylaxis, Protective Behaviour’s. Other PDs include: Spelling, Dyslexia: Defining Features and Effective Strategies; Literacy Problems and Effective Interventions, National Quality Standards: Independent Sector Leader; Fine Motor Skills & Self-Regulation in the Classroom; Venomous Snake Handling & Relocation Training Course; Electrical Testing and Tagging; Brigid Lowry: Creativity and Teaching Juicy Writing; Storytelling Workshop; Adolescent Programme Forum in Adelaide; BMS 360 Process; Montessori Heads of School Forum; Nationally Consistent Data Collection - Students with Disability; School Registration, Montessori Autism Workshop; Dr Steve Hughes Forum; How to Develop a Quality Improvement Plan; AATI Convegno 2014 - Passione, Presenza E Potenzialita, ASBA Conference. Total spent on Professional Development: $11,390.00. A lot of the professional development is free as it is covered by AISWA.
5. Student Attendance:
2014
All students: 90%
Indigenous students: *
*A school’s results are not reported when there are fewer than or equal to five Indigenous or non-Indigenous students. This is to protect the privacy of students.

6. Benchmark Results - National Testing
Students in Years 3, 5, 7 and 9 achieving the National Literacy and Numeracy Benchmarks for NAPLAN was conducted in May 2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar/Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>National Mean</td>
<td>419</td>
<td>402</td>
<td>412</td>
<td>426</td>
</tr>
<tr>
<td></td>
<td>State Mean</td>
<td>407</td>
<td>397</td>
<td>403</td>
<td>413</td>
</tr>
<tr>
<td></td>
<td>Beehive School Mean</td>
<td>496 (50%)</td>
<td>434 (32%)</td>
<td>413 (27%)</td>
<td>464 (23%)</td>
</tr>
<tr>
<td>5</td>
<td>National Mean</td>
<td>501</td>
<td>468</td>
<td>498</td>
<td>504</td>
</tr>
<tr>
<td></td>
<td>State Mean</td>
<td>492</td>
<td>465</td>
<td>492</td>
<td>495</td>
</tr>
<tr>
<td></td>
<td>Beehive School Mean</td>
<td>592 (69%)</td>
<td>517 (46%)</td>
<td>537 (54%)</td>
<td>557 (38%)</td>
</tr>
<tr>
<td>7</td>
<td>National Mean</td>
<td>546</td>
<td>512</td>
<td>545</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td>State Mean</td>
<td>544</td>
<td>514</td>
<td>543</td>
<td>543</td>
</tr>
<tr>
<td></td>
<td>Beehive School Mean</td>
<td>681 (100%)</td>
<td>633 (67%)</td>
<td>611 (67%)</td>
<td>654 (100%)</td>
</tr>
<tr>
<td>9</td>
<td>National Mean</td>
<td>580</td>
<td>550</td>
<td>582</td>
<td>574</td>
</tr>
<tr>
<td></td>
<td>State Mean</td>
<td>585</td>
<td>560</td>
<td>582</td>
<td>574</td>
</tr>
<tr>
<td></td>
<td>Beehive School Mean</td>
<td>625 (50%)</td>
<td>575 (20%)</td>
<td>572 (20%)</td>
<td>598 (40%)</td>
</tr>
</tbody>
</table>

The % shown below our mean tells what percentage of the cohort is in the top 20% of the nation.
Changes in Benchmark results
This result varies from year to year as the children undertake the testing vary from year to year.

7. Value Added
We provide families attending our School with:

- Reconciliation Action Plan
- NAIDOC celebrations
- With underlying sustainable practices
- Specialized Montessori Curriculum and Environment supporting the holistic development of the child
- An individualized learning program – Special Needs Unit (IEPs and IBPs)
- Education Support Unit (early intervention programme)
- Adolescent Programme with an urban farm
- Professional, dedicated and caring staff
- Well-resourced classes
- Specialized high quality Montessori learning materials
- Specialist programmes and teachers for LOTE (Italian), Visual Arts, Phys Ed and Music
- School incursions and excursions
- Educational support programmes
- Communication through fortnightly newsletters, parent/teacher conferences, website, class room meetings, emails and notice boards
- A safe and supportive learning environment
- A Water Wise focus and Waste Wise
- Promotion of independence, personal responsibility for learning and co-operation
- Educational projects linked to and supportive of the wider community
- Virtues Programme.
- Bushcare and Earthcare
- Certificate of Appreciation from Curtin University School of Education
- Annual Physical environment Safety Review
- New Building Program
- After school activities for children
- Yoga classes for parents during school hours
- Family fun day
- Coastal Care (Town of Mosman Park)

8. Satisfaction
Communication between the school community and the school parents, students and staff is always on-going. Enrolment numbers for the current year and staff retention rates match the schools survey for parent, student and teacher satisfaction – very high.
9. Financial

The Beehive Montessori School is a not-for-profit educational institution which receives the majority of its recurrent income from tuition fees and per capita grants from the Australian Government and the WA State Government. It was reported that the balance sheet for The Beehive Montessori School is strong. An overview of the role of finance includes:

- Formulation and monitoring of the budget and reporting monthly to the Board the management accounts of the school.
- Management of the schools finances and assets
- General advice to the School Board on matters of a financial nature.

Financial Position as at December 31 2014. The details of The Beehive Montessori School Inc as at the 31st December 2014 are set out in the financial reports tabled at the AGM. The balance sheet of the Beehive continues to remain strong as reflected by our accumulated funds/net assets.

Fee Income: $1,920,788
Grant Income: $1,786,120
Interest Income: $60,046
Other Income: $154,342
Working Bee Levy: $18,738
Total Recurrent: $3,940,034

Non Recurrent: $133,438

Total: $4,073,742
Total Current Assets: $1,366,480
Total Non-Current Assets: $5,817,201
Total Assets: $7,183,681

Total Current Liabilities: $618,103
Total Non-Current Liabilities: $1,125,271
Total Liabilities: $1,743,374

Nett Total: $5,440,307

For further information please see ACARA: The Australian Curriculum Assessment and Reporting Authority: [www.acara.edu.au](http://www.acara.edu.au) hosts the MY School profile of The Beehive Montessori School. (see link below)
