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# ANNUAL REPORT



# INTRODUCTION

Established in 1977, the Beehive Montessori School is now recognised as one of Australia's most well respected and authentic Montessori schools. Beehive is situated in modern purpose-designed premises beside the sea in Mosman Park, Western Australia. We are a co-educational learning environment catering to children from 18 months to 15 years.

At Beehive Montessori School we believe that education is a lifelong process of self-discovery, that learning should be a joyful experience, and that Montessori pedagogy is the most effective and successful model of education available today to meet this end. It is a sophisticated and ingenious method of responding to the developmental needs of children in order to make education a joyful, effortless and meaningful experience.

## OUR VISION

### *TO PROVIDE EXCELLENCE IN MONTESSORI EDUCATION*

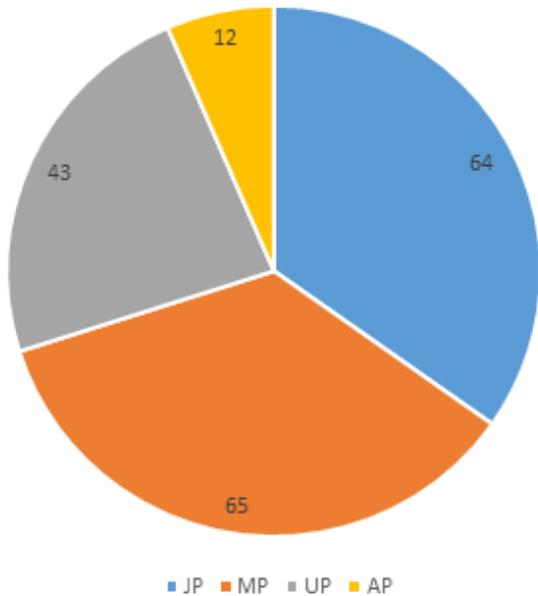
Our board members at Beehive through strategic planning have developed a clear structure for how we can best attain this vision, and how this occurs is described under four pillars;

**SECURE FUTURE,  
EDUCATIONAL EXCELLENCE,  
EDUCATIONAL ENVIRONMENT  
& COMMUNITY CITIZENSHIP.**

This annual report articulates how we meet these pillars, and continue to work strategically toward this vision.

# SECURE FUTURE

Student breakdown by age groupings



## STUDENT NUMBERS

Despite the challenges faced in 2020, Beehive numbers grew. Playgroup flourished and in 2020 we began to offer five sessions a week. Our school population at December 2020 reached 210 students (3-15 years old) with an additional 61 children enrolled in our Playgroup (18 months - 3 years old). None of our population identified as Indigenous.

25 students in our population represent families where at least one parent also went to a Montessori school, which speaks to a growing Alumni in the parent group.



# Financial Security

The Beehive Montessori School Finance Committee currently comprises of one external member - Mr Andrew Hull, the Treasurer of the Board - Mr Lindsay Boladeras, the Principal - Mrs Bronwyn Hope and the Finance Manager - Ms Elisa Main. In 2020, Mr Lindsay Boladeras chaired the Committee.

The Committee meets formally 10 times a year, has direct responsibility for overseeing the financial operations of the School, and undertakes:

- the review of the School's annual budget for submission to the Board for adoption;
- the review of the management accounts and monitoring of the budget reporting every 3 months to the Board;
- the review of the School's longer term forecast of financial performance in relation to the strategic plan and position and the School's capacity to fund expenditure;
- approval of the annual financial statements.

The Committee reports to the School Board and provides rigorous and regular monitoring of all financial operations of the School.

Beehive Montessori School has built on its strong financial position through continued prudent financial management including the ongoing reviews of its operating procedures and by conducting regular tenders for goods and services.

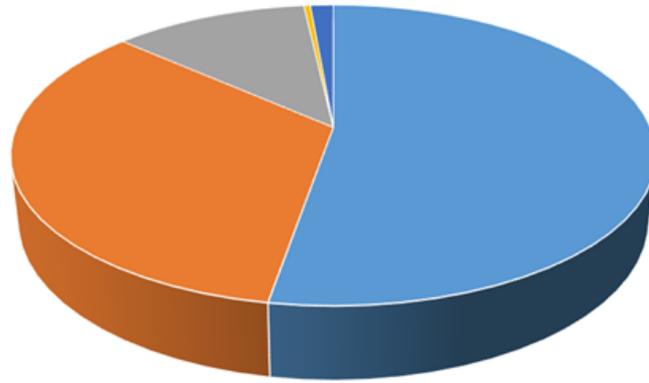
The School prepares annual financial statements that are audited by the accounting firm - Francis A Jones.

These accounts include the revenue and expenses of the School.

The School's derives the majority of its operating revenue from tuition fees to fund the annual operations of the School. When setting the annual budget, the School seeks to minimise increases in tuition fees and to operate with a modest operating surplus (after depreciation costs).

The surplus or deficit naturally varies from year to year depending on enrolment numbers and expenditure incurred.

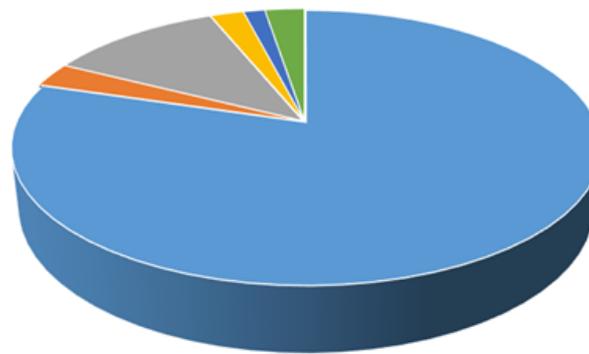
Sources of Income



• Fees by parents • Commonwealth Grants • State Grants • Interest Income • Other

Source of Income	2020		2019	
Fees by parents	\$ 2,019,703	52.7%	\$ 1,943,490	51.6%
Commonwealth Grants	\$ 1,299,093	33.9%	\$ 1,196,115	31.8%
State Grants	\$ 446,627	11.7%	\$ 469,498	12.5%
Interest Income	\$ 14,679	0.4%	\$ 9,303	0.2%
Other	\$ 52,830	1.4%	\$ 148,514	3.9%
<b>Total Income</b>	<b>\$ 3,832,932</b>		<b>\$ 3,766,920</b>	

Areas of Expenditure



• Employee benefits expenses • Maintenance  
• Administration • Furniture/Improvements  
• Technology • Interest & Principal

Expenditure	2020		2019	
Employee benefits expense	\$ 2,976,542	79.7%	\$ 2,795,674	73.5%
Maintenance	\$ 105,609	2.8%	\$ 92,243	2.4%
Administration	\$ 424,272	11.4%	\$ 513,890	13.5%
Furniture/Improvements	\$ 81,058	2.2%	\$ 166,904	4.4%
Technology	\$ 52,071	1.4%	\$ 39,977	1.1%
Interest & Principal	\$ 96,257	2.6%	\$ 192,395	5.1%
<b>Total Expenditure</b>	<b>\$ 3,735,809</b>		<b>\$ 3,801,083</b>	

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# Governance & Compliance

Beehive continue to work hard to ensure that we comply with all legislative and regulatory requirements. We most recently gained reregistration status in 2019 for a further 5 years, which represents the highest level of registration possible for an independent school. This registration will carry us through until 2024.

CHAIRPERSON	BETTINA MANGAN
DEPUTY CHAIRPERSON	SAMANTHA OWEN
TREASURER	LINDSAY BOLADERAS
SECRETARY	KATE VAN KOESVELD
BOARD MEMBER	MARTIN BLACK
BOARD MEMBER	RONALD CRICHTON
BOARD MEMBER	DON SURJAN
BOARD MEMBER	AARON WHITELAW
BOARD MEMBER	LINDA GLADWELL
PRINCIPAL	BRONWYN HOPE
STAFF REPRESENTATIVE	ANTHEA BRIGNOLI

Board meetings are held regularly during the term. An Annual General Meeting was held on the 30th March 2020 and notice was given to all members, and the 2019 Annual Report and 2019 Financial Statements were tabled.

The Board attends an annual Strategic Planning meeting day, and in 2020 this was finalized to inform our future planning directions.

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# EDUCATIONAL EXCELLENCE



Beehive Montessori School is recognised for its commitment to a high quality Montessori education in accordance with Association Montessori Internationale (AMI) principles. This is achieved through a highly trained, dedicated, passionate and experienced team of Montessori educators and support staff, and our adherence to the Montessori National Curriculum which has been recognised by national and state regulatory organisations. The Beehive staff also undertake continuous professional development, and we maintain ongoing subscriptions to various educational associations in order to stay abreast of ongoing developments in education.

## SCHOOL MEMBERSHIPS

Association of Independent Schools of WA (AISWA)

Montessori Schools and Centres Australia (MSCA)

Montessori Australia (MA)

MSDS

Department of Primary Industries and Regional Development -  
Agriculture (Bees)

Dyslexia-Speld Foundation

Independent Private School Heads of Australia (IPSHA)

Montessori Teachers Association of WA (MTA)

Reconciliation Action Plan (RAP)

Teachers Registration Board WA (TRBWA)

## 08

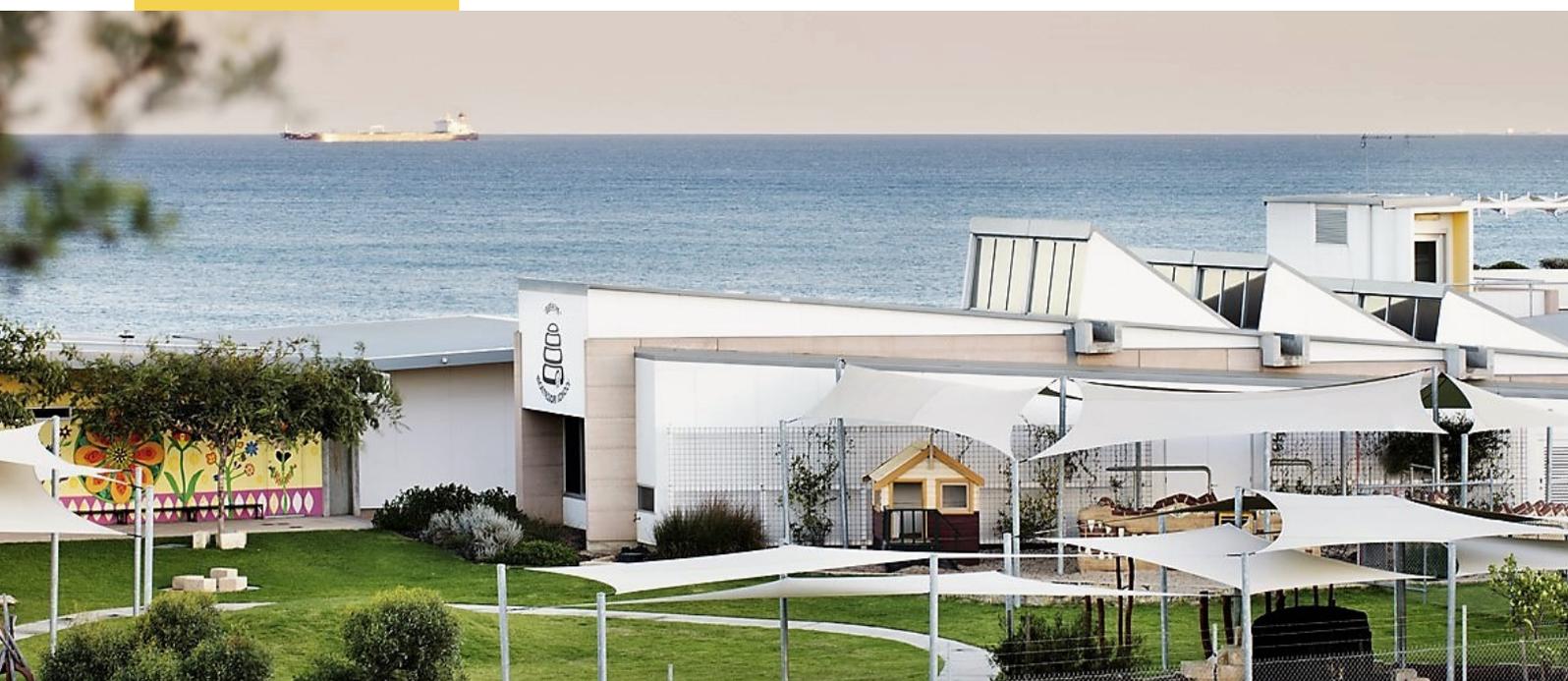
# Staffing

Beehive aim to attract, promote, mentor and retain AMI trained teachers across all areas of the school to maintain educational excellence in accordance with the Montessori Method and AMI Guidelines.

## Workforce Composition

Beehive has a total number of 38 permanent staff, equivalent to 31.2 full time staff members. No staff members identify as Aboriginal or Torres Strait Islanders.

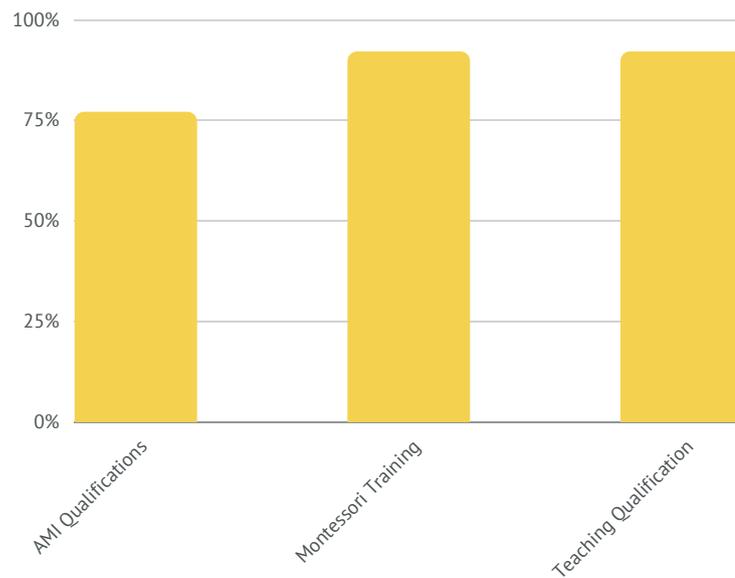
	Female		Male		Total	
	No	FTE	No	FTE	No	FTE
Principal	1	1	0	0	1	1
Deputy Principal	1	1	0	0	1	1
Teaching	12	11.2	1	1	13	12.2
Specialist Support	4	2	0	0	4	2
Educational Support	11	9.7	0	0	11	9.7
Admin & Operations	6	4.2	2	1.1	8	5.3
<b>Total</b>	<b>35</b>	<b>29.1</b>	<b>3</b>	<b>2.1</b>	<b>38</b>	<b>31.2</b>



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## Teacher Qualifications

All teachers are registered with the Teacher’s Registration Board of WA and all have current Working with Children registration. All teachers are academically well qualified with strong Montessori qualifications and/or experience. All teachers and other staff have completed training on Child Protection and Mandatory Reporting.



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# Professional Development

Continuous professional learning in our staff is integral to professional growth and improved student outcomes. Unfortunately COVID -19 offered some disruption to our Professional Learning opportunities, however, also encouraged a lot of different skill developments in terms of delivery of curriculum on an online platform. In 2020 much of the professional development occurred online and much of it was free. This is reflected in the relatively low total costings for the year of \$2,136.00. Formal professional development included the following;

CHAIR YOGA  
 KEEPING SAFE CHILD PROTECTION CURRICULUM  
 UNDERSTANDING AUTISM SPECTRUM DISORDER: PRACTICAL STRATEGIES FOR TEACHERS  
 ACT FOR AUTISM - SETTING UP YOUR CLASSROOM TO SUPPORT AUTISTIC LEARNERS  
 CHILD PROTECTION & MANDATORY REPORTING  
 ANAPHYLAXIS TRAINING  
 STAFF CODE OF CONDUCT AND CHILD PROTECTION POLICY REVIEWS  
 STAFF COMMITTEE MEETINGS  
 TRANSPARENT CLASSROOM  
 YEAR BOOK PREPARATION AND PLANNING  
 LEARNING FROM HOME IN HOUSE PD AND DEVELOPMENT  
 GENERAL POLICY REVIEWS  
 MICROSOFT TEAMS  
 LEARNING FROM HOME WORK SAMPLES  
 COVID SAFETY AND HYGIENE PRACTICES  
 STAFF AUTISM AWARENESS

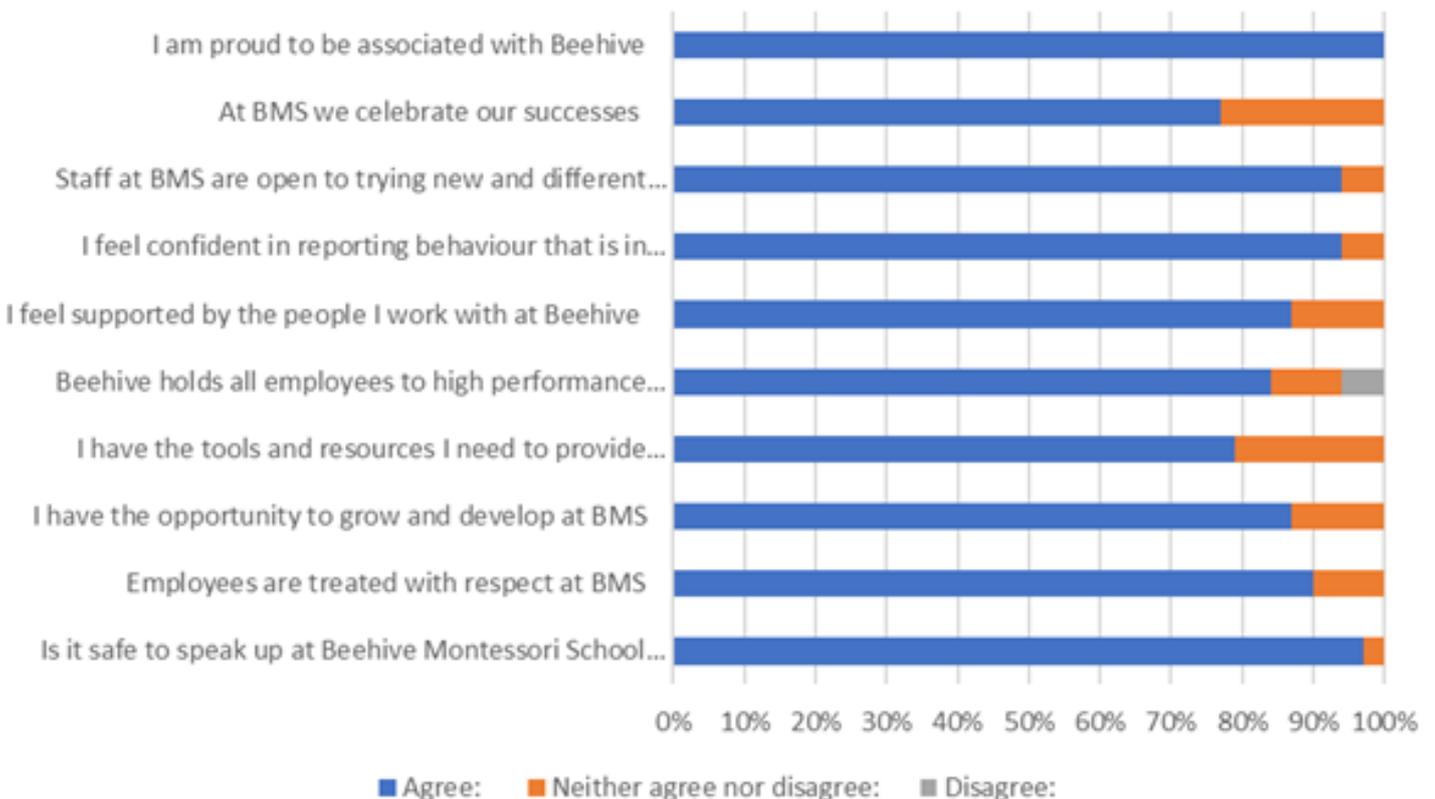
HEAD TO HEAD FORUM - MSCA  
 COMPLAINTS PROCESS FOR STUDENTS  
 MANAGING YOUR SCHOOL'S FINANCES DURING COVID-19 – MONTESSORI SCHOOLS  
 KEEPING YOUR COMMUNITY CONNECTED DURING COVID19 – MONTESSORI SCHOOLS  
 GLOBAL SCHOOLS ACCREDITATION – MONTESSORI SCHOOLS  
 USING MAIL CHIMP  
 USING WORDPRESS  
 USING SCHOOL STREAM AS A PARENT COMMUNICATION APP  
 HOW TO RESPECTFULLY REDIRECT CHILDREN  
 PS2P SUMMIT 2020  
 ORG VIEW-YOUR SCHOOLS HR DIGITAL TRANSFORMATION  
 CHILD PROTECTION & MANDATORY REPORTING  
 STAFF AUTISM AWARENESS  
 SCHOOL MARKETING MASTERCLASS  
 NEW WHS ACT: IMPLICATIONS FOR SCHOOLS  
 MATHEMATICS HEADSTART (PP-2 FOCUS)

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## COMMENT FROM STAFF SURVEY

“Beehive is an amazing work environment and I constantly remind myself how lucky I am to be in this community and work in such a beautiful school.”

Beehive Staff Survey Dec 2020



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## Student Attendance

At Beehive there is a strong emphasis on the development and maintenance of a nurturing, safe and positive learning environment which promotes student wellbeing, engagement and participation, and this impacts positively on the management of regular school attendance. Even with the disruption brought about by COVID-19 in first semester, our attendance rates once schools re-opened in Term 2 reached 100% by Week 3.

Year	Term 1 & 2	Term 3	Average
Y01	94.88	95.5	95.19%
Y02	91.18	95.07	93.13%
Y03	92.48	88.74	90.61%
Y04	93.11	93.23	93.17%
Y05	95.6	96.51	96.06%
Y06	94.16	96.32	95.24%
Y07	84.87	88.03	86.45%
Y08	96.39	95.14	95.77%
Y09	96.84	95.74	96.29%
Y10	85.26	91.49	88.38%

Student Attendance data for 2020



# 100%

Attendance by week 3 of  
Term 2 2020

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**MANAGEMENT OF NON- ATTENDANCE  
& PUNCTUALITY**

Parents are required to inform the school when their child will be absent or late from school by 9.00am that day. This year the school implemented the use of school stream, a smart phone communication app for schools. This allows parents another way to inform the school of absentees using the in- app form. Parents can also inform the school by email, or by providing a hand written note. If a student is absent and we have not received notification by 9am, the teachers inform the secretary, who then rings the parent, records the contact in the absentee register and requests a written notification of the absence.



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## Student Outcomes

### LITERACY & NUMERACY ASSESSMENT

Due to the disruptions of COVID-19, NAPLAN was not undertaken in 2020.

OLNA testing was offered to Year 9's in 2020 to replace NAPLAN testing, since high scores in NAPLAN in Yr 9 normally mean that students are exempt from sitting OLNAs in Yr 10. Our Year 9 student completed OLNAs this year and received band 3 (highest possible) in all 3 subject areas; writing, comprehension and numeracy.

All students of primary schooling age also take part in PAT standardised testing in literacy and numeracy each year as part of our internal assessment program

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## Communicating about Children's Progress



The School records and communicates all students' progressive achievement within the School for the purpose of reviewing curriculum delivery and teaching strategies, and reporting to parents in a manner that is both meaningful and consistent with the ideals of the Montessori Method.

Throughout the year, at their own discretion, parents and guardians are encouraged to book an observation within their child's classroom, to see their child in action, at work. This is always followed by a meeting with the classroom teacher before or after the school day. Parents are also free to view their child's portfolio of work samples at the end of each school day.

Formal reporting occurs semesterly in the form of mid-year portfolio reporting and more formal report meetings with classroom teachers, parents/guardians and students at the end of the year. This occurs for all students from Pre Primary through to Yr 10.

Portfolio Reporting occurs at the end of Term 2 where the classroom teacher is available to answer questions. The portfolios of children's work are evaluated using the achievement standards described in the Western Australian Curriculum and Assessment Outline.

The end of the school year reporting provides parents with a written report on progress in all learning areas, student attributes such as attitude, behaviour and effort, and an overall teacher and student comment. These reports show student progress in relation to the Western Australian Achievement Standards as required by SCSA.

In addition to all of the above, student records are kept on 'Transparent Classroom', an online recordkeeping and reporting platform, which is accessible for parents any time to view their child's progress.

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## Parent Survey 2020

### PARENT COMMENT

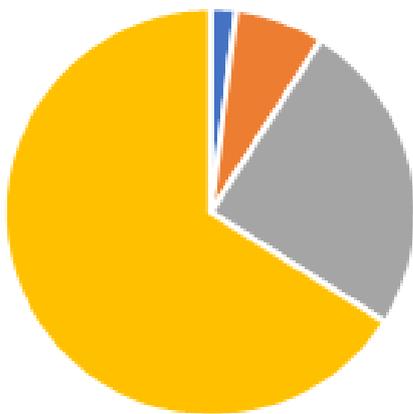
*“We are delighted with the care and attention our children receive.”*

### SATISFACTION SURVEYS

Beehive ask for feedback from all stakeholder annually- the parent body, staff and students. We also undertake a more detailed survey on a bi-annual calendar. Information provided helps to inform our operations and future planning for the school community. Graphs showing parent responses to their assessment of educational programs provided from survey data from 2020 are overpage.

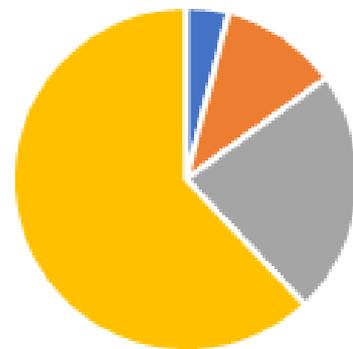
# 17

The quality of education provided:



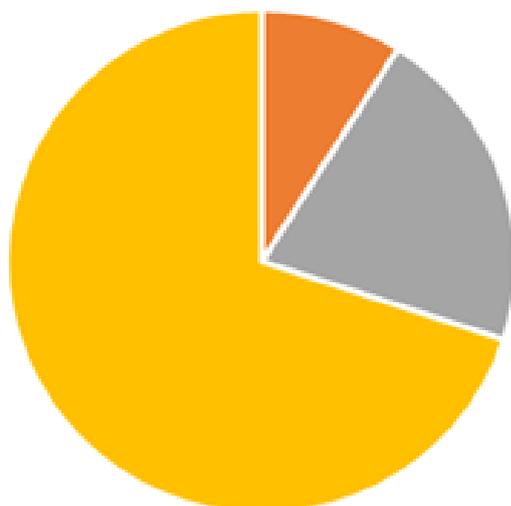
■ very unhappy ■ unhappy  
■ happy ■ very happy

The level of individualised support that my child(ren) receive



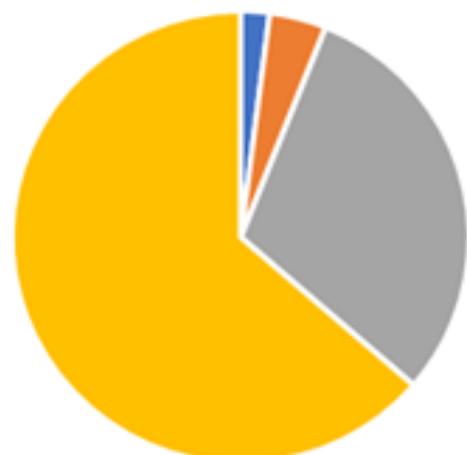
■ very unhappy ■ unhappy  
■ happy ■ very happy

My child's engagement in their education



■ very unhappy ■ unhappy  
■ happy ■ very happy

The executive functions my child develops over their time at Beehive



■ very unhappy ■ unhappy  
■ happy ■ very happy

# 18 EDUCATIONAL ENVIRONMENT

## THE MONTESSORI PREPARED ENVIRONMENT

At the Beehive we work hard to ensure classrooms, outdoor spaces and general facilities provide a learning environment which facilitates well-being, safety and belonging, and meets the developmental needs of students across all age ranges.

To this end, Monkey bars were installed in our Junior primary playground, and new classroom Montessori equipment was purchased as well as Musical instruments for use by the whole school population.

The Finance committee also submitted an application for a Low Interest Loan to fund a further building project with the aim of moving our students out of the old buildings and bringing our entire population into new purpose built spaces.

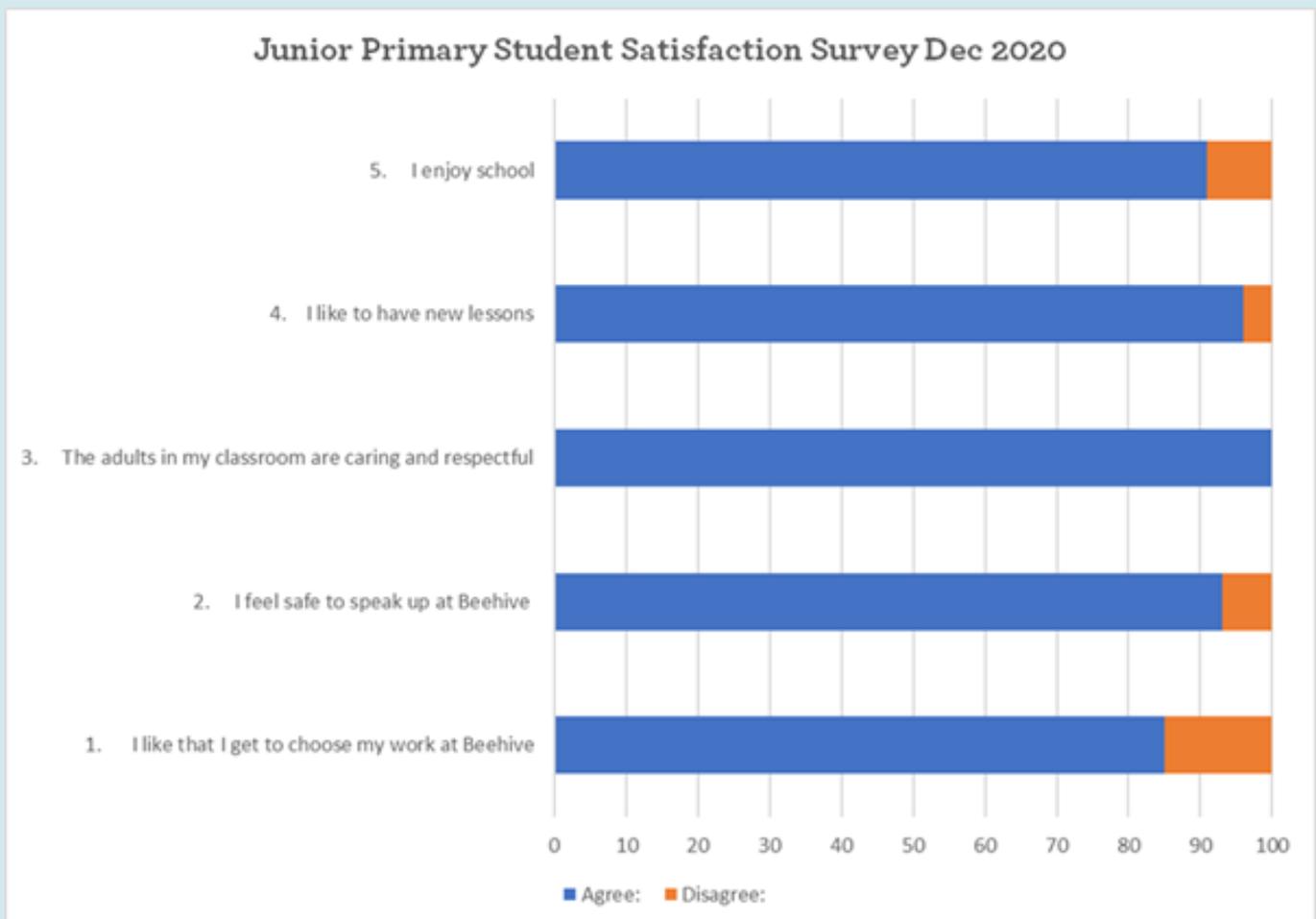


# 19

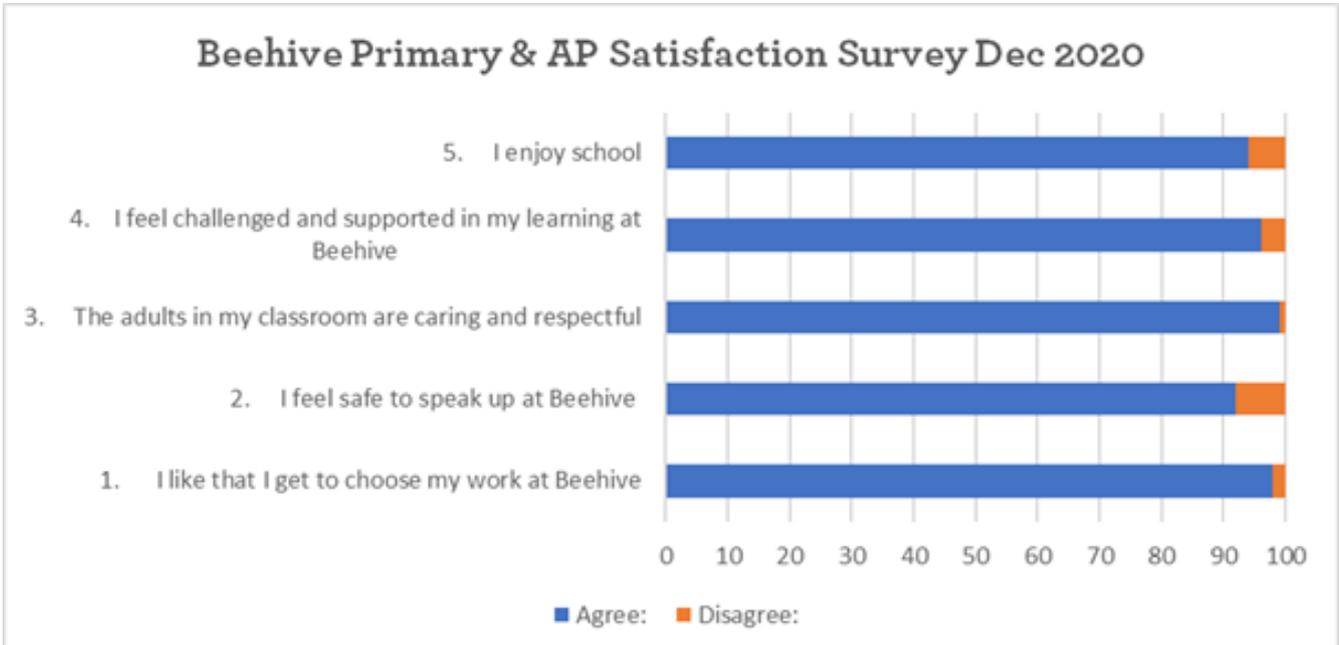
## School Culture

At the Beehive we work to ensure the schools policies, procedures and practices ensure a safe and caring emotional environment for all stakeholders. This year our year 5 cohort trained as 'Buzz Rangers' – to become playground leaders and peer mediators on the playground- helping to solve conflict and to help younger students during playtimes. In addition to this, Beehive formed a Student Council whereby 2 representatives from each Primary and AP classroom met weekly with the Principal to provide direct feedback from their classrooms on how the environments are working. This has proved a valuable communication channel and provides students another avenue to speak up and be heard.

This year students were also offered to take part in a detailed student satisfaction survey and the responses can be seen below;



# 20 School Culture



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# COMMUNITY CITIZENSHIP

## COMMUNITY BUILDING

Despite the limitations to formal gatherings brought about by COVID-19 in 2020, Beehive still were able to host a variety of events for our parent community, with social distancing measures put in place.

These included Home room meetings, parents orientations, the annual school Sundowner, Corroborees, band, choir & primary music concerts, Parents Portfolio Afternoon, the Adolescent Program annual production, Grandparents Morning Tea, the school Disco for MP, UP and AP students, a Working Bee, the Christmas market and the Graduation Concert.



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## PARENT EDUCATION

Parent education sessions from Term 1 were rescheduled to ensure that they could take place. Formal Parent education sessions included;

- Beehive Open Day – What is Montessori?
- Orientation to Junior Primary (0-6 developmental theory & practice)
- Orientation to Primary (6-12 developmental theory and practice)
- Orientation to Adolescent Program (12-15 developmental theory and practice)
- Flow Theory and Montessori
- Home Room Meetings

## WIDER COMMUNITY ENGAGEMENT

Although COVID-19 made engagement difficult; we did manage to maintain engagement with the wider community, through our sporting school grants, which allowed us to connect with local sporting groups for baseball and Tee-ball.

We also benefitted from ongoing visits from DPIRD- Department of Agriculture and Food WA with respect to our beehives looked after by the Adolescent Program students. We also hosted teachers in training as practicum students from the AMI Montessori Training Centre in Sydney, and Curtin University.

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## OUR MISSION

*"Nurturing independence so that our children find their place in, and contribute to, a better world."*

