



Riverlands Montessori School

359 Arthur Street, Dayton WA 6055
PO Box 408, Guildford WA 6935
Ph: 9250 6444 Fax: 9250 6333
www.riverlands.wa.edu.au

ANNUAL REPORT

2017

Riverlands Montessori School is located in the Swan Valley with quiet surroundings, native gardens and a delightful atmosphere away from the bustle of the city. Our school community is positive and vibrant with experienced teaching staff and programs that promote involvement in the wider community. Children are encouraged to develop at their own pace in a creative environment incorporating Montessori Philosophy.

Riverlands' first home in 1991 was in historical "Cornwall House", Middle Swan. In July 1998, the school relocated to Whiteman Park for 5 years. In 2004, the dream of a permanent home was realized when the 6-acre property in Arthur Street, near Whiteman Park, was purchased.

We have a Playgroup, three Children's Houses (3-6 year olds), two Lower Primary classes (6-9 year olds) and one Upper Primary class (9-12 year olds). There is a Board of Governance and an active Parents and Friends Association.

Mission

Riverlands Montessori School's purpose is to provide an educational program in which foundations are laid for positive attitudes towards learning and life. It is a non-denominational school based on a commitment to social understanding and care of the environment. The school aims to educate the whole child within a Montessori environment, to develop in children the ability to accept responsibility for their own learning through choice, and to:

- ❖ encourage children to proceed at their own pace
- ❖ socialise children to prepare them for life
- ❖ nurture the intellect of the child in analytical, creative and emotional terms
- ❖ assist children to fulfil their potential and contribute positively towards society.

Goals

- ❖ To foster a positive school atmosphere, characterised by enthusiasm and a happy work environment.
- ❖ To develop a balanced, comprehensive and innovative curriculum that provides for individual learning, promotes educational excellence and is responsive to students' needs.
- ❖ To encourage a positive relationship between students, staff and the home so that children feel confident and excited about coming to school.
- ❖ To nurture a strong community spirit and involvement in the life of the school.
- ❖ To work towards improving the school's facilities and environment to enhance the image of the school.
- ❖ To increase the resources available to implement the curriculum.
- ❖ To maintain a high profile in the local community to encourage future enrolments.
- ❖ To build a collaborative team of staff who promote the ethos and philosophy of the school.
- ❖ To encourage and support staff to update their qualifications and to further their educational knowledge and skills.
- ❖ To provide effective communication within the school and seek feedback on the school's performance from its community.
- ❖ To promote public confidence in Montessori education.

Report from the Board

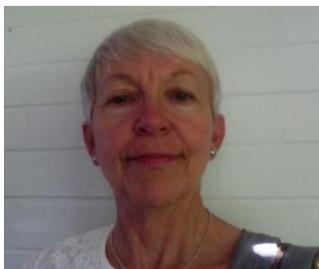
The Riverlands School community has enjoyed another year of well-run events by the P & F and supported by many of us including myself. The Quiz Night was lots of fun and raised the funds used to add to the facilities enjoyed at Riverlands. The Board wishes to thank the P & F for the tireless work by its members.

Our Principal, Ineke Oliver, has completed another year conducting the operational matters of Riverlands to the usual high standard and commitment that has been enjoyed for the previous nine years. At the close of the school year the Principal has generously given twelve months' notice that she will retire. The Board is grateful to have this amount of notice to conduct the process of screening and appointing the successful applicant to fill the position for 2019. Part of this process will involve a substantial handover time that ensures continuity of the school culture. The Board wishes to thank Ineke for all that she does on a daily basis.

There has been substantial time spent by the Building Sub-committee to follow the process of completing deadlines for the building of the library. As part of the process finance is gathered from grants, low interest loans and generous donations to the Building Fund. At present we are on target to start building by the end of 2018. I wish to thank all those who have assisted and continue to contribute to this process.

The Staff provide a caring and professional environment contributing to the education experience of each child at Riverlands. Thank you to the staff for a friendly atmosphere, fabulous grounds and consistent effort throughout the year.

The members of the Board continue to bring a depth and breadth of experience and energy to the governance of Riverlands. I wish to acknowledge the contribution of each board member and thank them for the continued thoroughness of effort in preparation and collaboration for all meetings.



Quona Litchfield
Chairperson

Principal's Report

2017 has been another year with many wonderful events for the whole school community. Our ethos is one of 'community', a sense of extended family for the children and providing opportunities for them to reach their potential. All our events reflect this ethos, bringing families together.

We continue to make improvements to the school with 20 new iPads installed, assisted with a grant from the Rotary Club of Swan Valley. The Riverdome kitchen has almost been completed with ovens, cupboards, benchtops and floors funded by the School's Parents and Friends Association.

The P & F committee work hard to manage events throughout the year both to maintain a sense of community in the school and to fundraise for items that enhance our programs. They could not do it without the support of the families in the school which is highly appreciated. The Class Reps each year give of their personal time to help new families settle in and to provide information on a regular basis, we thank you for the very important work that you do.

We constantly have comments from visitors about our beautiful gardens, maintained by Graham, our resident gardener and maintenance man. Our school is a beautiful oasis as new housing continues to grow up around us. We have had to be patient this year with roadworks around us, but we look forward to the finished product in our neighbourhood with families being able to walk to school.

Our programs continue to flourish with the advent of a new after school activity – Crafternoons. The children make a wide variety of art and craft items with the very talented craftswoman, Jessica. We now have a drumming teacher, thanks to the donation of a set of drums to the school. Jay is a welcome addition to our school with children taking up the offer of drum lessons as well as at least one staff member! Piano lessons continue to thrive with our two talented piano teachers, Esther and Elena. Yoga for Children is another new program with Deri providing these sessions before school. We thank all those who give of their time and expertise to provide these programs for our students.

Our after-school care facility, Camp Australia, continues to be one of the best decisions the school has made over the years. Children enjoy a wide range of activities and both the School and Camp Australia support each other's charity drives.

I would like to acknowledge our staff – a team of dedicated people with one purpose in mind, to work together to provide a quality education program within a safe, positive environment for the children and families in our school. We have a great time together and each year we finish with a sense of accomplishment. The children in our care are seen to flourish and the sense of happiness and satisfaction from the parents is clear.

Riverlands has survived over the years due to a number of factors, one of the main ones being our governance structure. We have been fortunate to have Board members of a high calibre of expertise and experience and are generous with their time and skills for the School. On behalf of the School community we thank each and every one of you for your continued support.

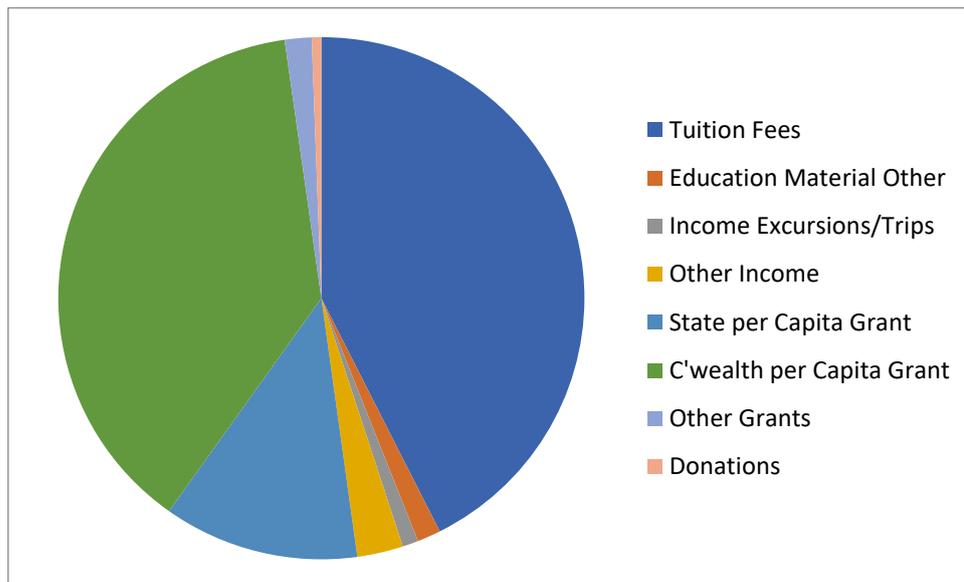


Ineke Oliver, Principal

Financial Information

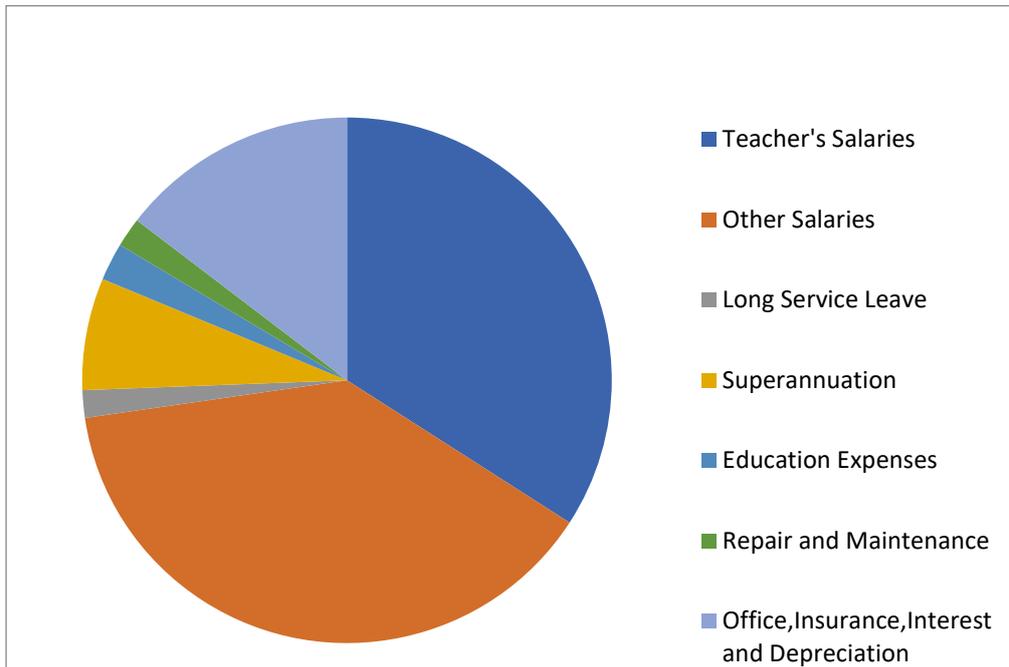
The School Board is closely involved in the annual budgeting process and reviews the School's performance compared to the budget on a monthly basis for the long term financial planning of the school.

Income



Tuition Fees	\$802,923.00
Education Material Other	\$27,323.00
Income Excursions/Trips	\$18,363.00
Other Income	\$53,364.00
State per Capita Grant	\$226,590.00
C'wealth per Capita Grant	\$715,615.00
Other Grants	\$31,050.00
Donations	\$11,100.00

Expenditure



Teacher's Salaries	\$641,934.00
Other Salaries	\$726,482.00
Long Service Leave	\$ 31,800.00
Superannuation	\$129,815.00
Education Expenses	\$43,475.00
Repair and Maintenance	\$34,096.00
Office, Insurance, Interest and Depreciation	\$274,456.00



Robyn Hart
Business Manager

2017 School Events

- ♫ Anzac Day Service
- ♫ Board/Staff Breakfast
- ♫ Boardies Day
- ♫ Boomers Charity Day
- ♫ Bottomless Boat Race
- ♫ Bunnings Sausage Sizzles (P & F)
- ♫ Bush Dance
- ♫ Camp for Upper Primary – 5 days
- ♫ Class Parent Events
- ♫ Corroborees
- ♫ Crafternoons
- ♫ Excursions for all classes each term
- ♫ Family Movie Nights
- ♫ Family Sleepover on campus (P & F)
- ♫ Graduation Dinner
- ♫ Grandparents & Friends Morning Tea
- ♫ GRIP Leadership Conference
- ♫ Harmony Day Celebrations
- ♫ Indonesian Lessons for all full-time students
- ♫ International Peace Day Recognition
- ♫ Interschool Sports
- ♫ Jump Rope for Heart
- ♫ Lapathon
- ♫ Market Day
- ♫ Montessori Explained
- ♫ Mothers & Fathers Days' Stalls (P & F)
- ♫ Music Quiz Night
- ♫ National Trees Day
- ♫ Newsletters
- ♫ Outdoor Classrooms Day
- ♫ Student Progress Sessions
- ♫ Summer Markets (P & F)
- ♫ Parent Information Sessions
- ♫ Parent Observations
- ♫ Parent Teacher Interviews
- ♫ Piano Lessons
- ♫ Physical Education Specialist sessions
- ♫ Pyjama Day
- ♫ Remembrance Day Service
- ♫ Riverlands Family Day
- ♫ School Tours
- ♫ Silent Journey
- ♫ Sundowners each term for all families
- ♫ Upper Primary off-campus Sports events
- ♫ Yearbook

Staff Information

Qualification	Percentage of classroom teachers and school leaders who hold this qualification
Bachelor Degree	100%
Honours/Post Graduate Degree	17%
Diploma	95%

Staff Attendance:

Staff attendance rate for 2017 is 97%.

Staff Professional Learning:

The total funds expended on staff professional learning in 2017 - \$3,348. All staff participated in relevant professional development sessions during the year. The sessions were provided from a variety of sources including AISWA, Montessori Australia Foundation, Dyslexia-Speld Foundation, Autism Association and Universities.

Staff Satisfaction:

Riverlands staff completed a satisfaction survey and all staff are highly satisfied with their workplace and conditions. There is a high level of obvious commitment to the school and to Montessori education. Social events are held during the year and are well attended.



Riverlands Montessori School
Staff - 2017



Back Row (L-R): Marie Chapman, Sam Leyton, Farida Duncan, Rachael Stevens, Jessica Plummer, Tess Gomes, Madhu Warnakulasuriya.
Middle Row (L-R): Ashlea Fuller, Graham McMillan, Brianna Rose, Angela Howard, Leah Hampton, Treana Jones, Jodie Cook, Angela Bell.
Front Row (L-R): Marina Begovich, Debra Beach, Robyn Hart, Ineke Oliver (Principal), Ian Chapman, Wynona Campbell, Tamara Scott.
Absent: Leigh Franz.

Education Program

The Montessori National Curriculum is accredited by the Australian Curriculum Reporting and Assessment Authority (ACARA) as an alternative to the Australian Curriculum. We deliver the Montessori Curriculum as it is mapped against the WA Curriculum Framework.

The Early Years Learning Framework is implemented by the early childhood teaching staff. The school is audited according to the National Quality Standards and the relevant Quality Improvement Plan is adjusted accordingly on an annual basis.

The school is part of the Montessori Australia Foundation's Quality Assurance Program. This means the school undergoes a rigorous examination of its teaching practices, equipment, physical and psycho-social environments together with the professional development and expertise of the teaching staff in accordance with Montessori philosophical aspects.

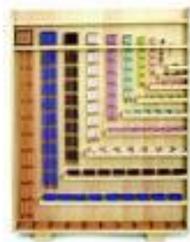
Classes are arranged in 3-year age spans, according to Dr. Montessori's scientific observations of the different developmental stages of children:

- Children House (3 to 6 year olds)
- Lower Primary (6 to 9 year olds)
- Upper Primary (9 to 12 year olds)

These groupings not only meet the needs of the children but also create a sense of community. The older child learns through teaching the younger. The younger child is inspired to do more advanced work by having the older children in the environment.

Each child's education program is individualised and carefully monitored and recorded. All children are assessed informally and formally in each phase of their education and we follow all mandated forms of assessment as directed by the government.

Throughout 2017 the teaching staff participated in workshops where student work samples were moderated in accordance with West Australian Curriculum standards. The nexus between the Australian Curriculum, the Montessori National Curriculum and the Early Years Learning Framework were also examined in-depth during workshops throughout the year with the whole teaching staff.



Key Student Outcomes

Student Attendance:

The average number of student enrolments in 2017 was 117 with 96.2% attendance.

National Assessment Program for Numeracy and Literacy:

Year 3 (13 students)	Above State Standard	Above National Standard
Reading	100%	73%
Writing	100%	80%
Spelling	92%	84%
Grammar & Punctuation	100%	92%
Numeracy	100%	84%

Year 5 (10 students)	Above State Standard	Above National Standard
Reading	100%	90%
Writing	100%	90%
Spelling	100%	80%
Grammar & Punctuation	90%	90%
Numeracy	100%	100%

We are obliged to participate in this national assessment but do not believe these results are a true reflection of children's academic achievements on their own. All assessment results, from a variety of sources, need to be taken into consideration when determining children's academic progress, NAPLAN is but one minor part of this assessment.

The NAPLAN results for 2017 were shared with the teachers and provided to the relevant parents.

All results were as expected and will be considered as part of the suite of assessments carried out throughout the year and, as a result, impact on students' individual programs.

Reporting to Parents:

Written formal reports are provided to children and parents each semester.

Parent Teacher interviews are held at the end of terms 1 and 3 at which time teachers discuss the children's current progress and program for the future.

Sessions are held twice annually when children bring their parents to school to show them their work, both practically and by work samples ('Progress Afternoon/Evening').

Parents & Friends Association

The Parents & Friends Association has run many events this year including:

- Summer Market Day
- Bunnings Sausage sizzle (March) & Bunnings Sausage Sizzle & cake stall (September)
- Mothers' Day Stall & Fathers' Day stalls
- Music Quiz night
- Chocolates fundraiser
- Car Bay Auction
- Movie Night
- Lunch Orders
- Melamine Plates Fundraiser
- Camp Out
- Bush Dance

Funds raised from these events have been allocated to the kitchen installation project in the Riverdome, the classroom grants with the remainder being put towards to our next large project - solar lighting for the carpark.

The P&F have provided \$1000 per classroom in grants this year, allowing the classroom teachers to purchase additional equipment for the direct benefit of the children.

We have also seen the much awaited kitchen installation take place this year which has involved years of fundraising and many months of planning and preparation. A big thank you goes to Bryn Stopp for coordinating the project and Tony Marchese for the many hours he has donated to complete the electrical work required.

The dedication of the P&F executive has been paramount in being able to achieve such fantastic results this year. The executive committee members, Deb Morley – Vice President, Liz Clarke - Treasurer, Michael Clarke - Secretary, Giuliana Licastro – Fundraising coordinator, David Keller – secretary and Jossie Ngata – incoming Events coordinator , have shown dedication and commitment and together with volunteers from the school community have worked tirelessly to make each and every event a success. Thank you to you all.



Jasmina Purvis
President

Memberships

School Memberships:

- ❖ Association of Business Administrators
- ❖ AISWA – Association of Independent Schools of WA
- ❖ Autism Association of WA
- ❖ Asthma Foundation
- ❖ Dyslexia-Speld Foundation
- ❖ Sunsmart School
- ❖ Waterwise School
- ❖ Wastewise School

Principal Memberships:

- ❖ Swan Chamber of Commerce
- ❖ Early Years in Education Society
- ❖ Early Childhood Australia
- ❖ Australian College of Education
- ❖ Montessori Teachers' Association
- ❖ Rotary Club of the Swan Valley

School Community Satisfaction

Parents:

Parents were surveyed in term 4. The response rate was very low this year, only 18% of the parent population participated (16 surveys).

Items considered as successes included all areas of the school such as staff, programs, grounds, sense of community and parents.

Areas of concern included retention of students, too many events in term 4 and more shade needed in the primary playground.

Overall, based on the survey results and informal feedback from parents throughout the year, we feel confident in saying that parents appear to be highly satisfied with the School in 2017

Students:

The students were also surveyed in term 4.

Children's House surveys were done as whole class brainstorms. General responses were positive about jobs, class routines, regular events and friends.

Children's House challenges referred to when some children are less than friendly, some jobs are difficult and not enough wheelbarrows in the playground.

Lower and Upper Primary surveys were done individually with a wide range of responses, covering almost all subject areas (both liked and disliked). Challenges were children who demonstrate bullying behaviour, not enough playtime, not a large enough playground and suggestions included new goal posts, tennis courts and there is always at least one person who asks for a swimming pool, this year was not exception.

Staff:

Successes were considered to be again across all aspects of the school, staff and parent support, children keen to learn, resources, programs etc.

Challenges were considered to include low number of new enrolments, retention of students in the primary years, shade for the primary playground and suggestions for increased involvement in the local community.

Staff were required to indicate their level of satisfaction on a scale of 1-5 (5 being highest) and all responses were either 4 or 5, indicating a high level of satisfaction overall.

