Preparing the individual to make a world of difference

ANNUAL REPORT 2019

Preparing the individual to make a world of difference
Annual Report Information

This document is Treetops Montessori School’s annual report, including analysis of school performance that meets Australian Government requirements. The *Australian Education Act 2013* requires each school to publish an annual report on the internet. The annual report is required to include:

<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Contextual information about the school, including characteristics of students at the school.</td>
</tr>
<tr>
<td>B</td>
<td>Teacher standards and qualifications (as mandated in the State or Territory in which the school is located).</td>
</tr>
<tr>
<td>C</td>
<td>Workforce composition, including Aboriginal and Torres Strait Islander composition.</td>
</tr>
</tbody>
</table>
| D    | Student attendance at the school, including:  
  (i) The attendance rates for each year of schooling; and  
  (ii) A description of how non-attendance is managed by the school. |
| E    | Student results in NAP annual assessments |
| F    | Parent, student and teacher satisfaction with the school, including (if applicable) data collected using the National School Opinion Survey. |
| G    | School income broken down by funding source. |
| H    | For a school that provides secondary education:  
  (i) Senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training or training in a trade and the percentage of Year 12 students attaining a Year 12 certificate of equivalent vocational education and training qualification;  
  (ii) Post-school destinations. |

*Australian Education Regulations 2013, Subdivision H.*
Treetops offers education from Playgroup to Year 12 and is a day-school. We are members of the Association of Independent Schools of Western Australia (AISWA) and are registered by the Department of Education.

The Montessori Australia Foundation (MAF) developed a curriculum which has been approved by both the Australian and Western Australian education authorities. Treetops has approval from the School Curriculum and Standards Authority (SCSA) to use this Montessori curriculum, which is followed in Children's House, however is blended with the SCSA curriculum throughout the primary years ensuring that students receive an education that is both true to Montessori and compliant with contemporary thinking in terms of the State and National curriculum standards.

In Secondary, the instruction is in line with the secondary SCSA curriculum, however the Montessori philosophies are still applied and are an excellent fit to the philosophy which underpins the International Baccalaureate Organisation Diploma Programme (IBDP) and Career-Related Programme (IBCP) which run in Years 11 and 12.
Perhaps the highlight of 2019, was Treetops celebrating its 30th year as a Montessori school. Prior to its beginnings in 1989, there had been three other schools on the site – a Lance Holt school in the 1970s, the Beenong School in the 70s and 80s, and in the late 1980s the Hills Family School. To celebrate this milestone, our Deputy Principal, Jayne Simpson, curated a walk through museum exhibit on the school site. The museum ran concurrently with the Darlington Arts Festival and was well attended over both days, via groups of ‘walking buses’ to and from the school.

The birthday celebrations were the catalyst for an extensive grounds beautification and improvement programme. In summary the works included:

- Greatly improved school grounds;
- Upgrades to external signage;
- The redesigning and spraying of lines in the carpark;
- Sealing in the previously open and very unsightly space under the Secondary buildings;
- Redevelopment of the front of the Administration building, which included significant new concreting with a terrazzo finish.

The existing totem poles, which celebrate past long-serving staff members, were relocated into a central location – creating a new and colourful centrepiece. Each pole visually highlights aspects of the former staff member’s character. The totems poles are created and maintained by a diligent group of parent volunteers and reflect the very positive Treetops’ school community.

Toward the end of 2019, the Treetops Board and management developed a school ethos which reflects who the school is now and creates a foundation for the future.

“Treetops holds at its core the value of each individual child as a learner who is at the centre of the learning process. As a community we exist to facilitate the best possible educational outcomes through shaping our programmes in response to individual point of need.”

The ethos encapsulates Treetops’ approach to learning, which is evident in the experiences of our Three-year-old Kindergarten students through to our Year 12 graduates. In achieving these aims, the School carefully blends Montessori learning approaches with complementary curriculums and pedagogy to achieve a very personalised student experience.

This year, the School worked to enhance its Performing Arts options. Our peripatetic Music programme had its highest ever enrolment, encompassing approximately half of our full-time students. Their contribution to the School community was very evident at the Music Night. With the support of two very dedicated parent volunteers, we were able to significantly develop the School’s dance offerings. Strong student engagement in Performing and Visual Arts is a key aspect of the Treetops experience.

Staffing in 2019 was very stable. Treetops said goodbye to long-term staff member, Jodi Kerslake, at the conclusion of 2018. She left after a career spanning 14 years at Treetops, primarily as a Secondary English and HaSS specialist teacher. Jodi was also leading the Secondary School and its International Baccalaureate offerings. We welcomed Kasey Boyd as our new English and HaSS Secondary specialist teacher. Two existing Secondary teachers were promoted into leadership positions. Kimberly Steimer was appointed as Secondary Coordinator and Sharon Crossman as International Baccalaureate Coordinator.

It has been my pleasure to have worked with such a dedicated, supportive, and professional team of staff this year.

Treetops Board of Directors have been tireless in their dedication to the School. I have greatly appreciated their guidance, wisdom and support this year and I am looking forward to what 2020 has in store for Treetops.

Stuart Harris
Principal
Treetops School Board 2019

The School Board is made up of parents who are elected at the Annual General Meeting (AGM), co-opted members from the community, the Principal, and a staff representative. The Board is responsible for planning and overseeing the administration of the school and setting policy pertaining to governance. The School Board has four office bearers; Chair, Vice-Chair, Treasurer and Secretary, who are chosen at the first meeting of the new Board following the AGM. The Principal is a standing member of the Board. The staff representative is elected by staff members each year. All members of The Beenong School Association Inc. have voting rights for Board elections and parents are strongly encouraged to attend the AGM, usually held in March/April. Ample notice is given of the date of the AGM and nomination forms for candidates are available in advance from the office. It is a requirement of anyone seeking election to be prepared to remain on the Board for a minimum of two years to ensure continuity and a certain level of experience among Board members.

During 2019, the Board was comprised of the following co-opted and elected members.

Chair: Megan Griffiths  
Vice Chair: Amy Lomas  
Secretary: Kerry Raak  
Treasurer: Kegan Cameron  
Members: Suzanne Bicker, Joanna Axford, Richard Larsen, Jayne Simpson, Stuart Harris (Principal)

Chair’s Report

The school ethos was developed late in 2019 by the board directors and school management to reflect who we are as a school and to help guide us on our future endeavours. This ethos has helped shape the development of our Strategic Plan for 2020-2024 which is a roadmap to help keep Treetops thriving.

The Core Pillars identified in the plan are:

- **Governance and Leadership**  
  Accountable and transparent in accordance with our values

- **Teaching, Learning, and Wellness**  
  Innovative child-centred education that support the development of the whole child, in partnership with students, teachers and parents

- **Engagement and Promotion**  
  Foster high levels of active engagement and promote the school and its unique offering

- **Finance and Resourcing**  
  Financially sustainable with adequate resourcing deliver our strategic goals

The Treetops School Board is dedicated to ensuring the long-term health and well-being of the school and ensuring that the ethos, vision, values and goals of the school are sustained and achieved. The Board’s focus is on long-term goals that benefit and support the Treetops Strategic Plan. In 2019 this included:

- Ongoing compliance with Department of Education registration requirements;
- Development and annual review of the Strategic Plan which guides the school’s direction and activities in the short to medium term;
- Annual master planning to assess that the school site remains fit for purpose and to identify short, medium- and long-term priorities for capital improvements;
- Annual review of the risk register and associated risk policy and regular policy reviews;
- Annual evaluation of the effectiveness of the board to ensure high levels of governance outcomes and practices are occurring;
- A major review of the constitution to ensure it met the new requirements under the *Associations Incorporation Act 2015*;
- Achieving high compliance against the National Quality Standards Audit 2019;
- High compliance achieved in the child safety audit;
- Review of IT systems including cyber security;
- Maintaining sound financial position and continuing to strengthen over the longer term;
- Continued focus on capital and equipment improvements throughout the school and on improving the working conditions of staff;
• Continue to pay down our loan debt with our debt per student ratio now sitting at $2,600 per student which is significantly under the state average.

An annual survey was conducted to gauge how the school is going from the perspective of the students, staff, and parents and carers.

The survey indicated that the top three reasons people have chosen Treetops is child centred learning, individualised learning, and the small school size. These three things are also seen as strengths of the school, in addition to the values, flexible learning, nature play, and the environment/setting of the school.

Whilst only 28% of families completed the survey, the responses indicated satisfaction that: the physical environment allows opportunities for nature play, to be creative and take appropriate risks; their children feel safe at school; and the school is governed effectively.

Of the 81% of students who completed the survey, they indicated that they feel safe; happy; know how to make a complaint; feel listened to by staff; and they are engaged in their learning.

Off the 75% of staff who completed the survey, 100% of those staff responded that they: enjoy working at Treetops; feel supported in their role by the school leadership; feel valued at work; feel Treetops is led and managed effectively; and the Principal has good understanding of challenges associated with their roles.

Thank you to everyone who provided their feedback.

On behalf of the Board I would like to thank our Principal, Stuart Harris for his continued high-level leadership of the school in delivering student-centred educational outcomes. The Board also acknowledges and thanks all of the school staff, whose ongoing work and dedication make Treetops an exceptional school for our students and families.

One of the great things about Treetops is the families who make up our community. Thank you to all of the people who have volunteered at the school throughout the year in the many different school and classroom activities, including the Parents and Friends Committee. I also acknowledge the insight and input of the Directors on the Board.

Megan Griffiths
Board Chairperson
2019 Calendar of Events

February
PART Training Course for Staff
Parent Information Sessions
Karri Excursion to Mundaring Weir Pump Station
Year 7,8, and 10 Immunisations
Marri Mad Scientist Incursion
School Photo Day

Wattle Bunnings Incursion
Marri 1900s Incursion
Scholastic Book Fair
Book Week Character Dress Up Day
Wattle Excursion to Kalamunda History Village
Primary & Secondary Parent Interviews
Children’s House & Wattle Father’s Day Celebrations

March
Wakayama University Students Visit
Children’s House & Wattle AQWA Excursion
Primary & Secondary parent Interviews
Secondary Scitech Incursion
Snack & Chat
Secondary Sculpture by the Sea Excursion
Living Eggs Incursion in Wattle
Harmony Day Celebration
AISWA Incursion to Karri Art Incursion

September
Years 7-11 Youth Mental Health Excursion
Pre-Primary & Wattle Sleepover
Year 10-12 Formal
Nishi Kyushu University Interns
Marri & Karri Bouldering Excursion
Children’s House Science Alive Incursion
Peace Day Ceremony
P&F School Disco
Playgroup Excursion to Perth City
Secondary Constable Care Incursion
Children’s House Morning Tea and Concert
ALS Ice Bucket Challenge Fundraiser

April
Jarrah & Wandoo Art Incursions
Years 1-6 Swimming Lessons
ELLA Children’s House Parent Information Session
Year 12 Camp at Hillarys
Primary Open Classrooms
First Aid Training for Staff

October
Secondary Sexual Health Workshops
Secondary ATO Incursion
Music Night Dress Rehearsal Excursion
Music Night
Years 7-10 Wood Collection for DAF
Karri Planting/Weeding of Darlington Station

May
Better Beginnings Kindy Visit
Children’s House & Wattle Mother’s Day Morning Teas
Year 11 & 12 Exams
NAPLAN Testing
Years 9-12 Careers Expo Excursion
Secondary Information Night for Karri Parents
Open Morning
Year 12 Parent Interviews
Marri & Karri Scitech Incursion
Children’s House & Wattle Excursion to Kings Park
Whole School Colour Run

November
Darlington Arts Festival Weekend
(Treetops Stall and Music Performance)
Treetops’ 30th Anniversary Museum & Celebration
Year 12 Final International Baccalaureate Exams
Outdoor Classroom Day
Odd Socks Day
Years 3-5 Camp at Woodman Point
Years 6-9 Camp at Ern Halliday
Wattle Nearer to Nature Excursion
Children’s House West Oz Wildlife Incursion
Music Recital Morning
Years 1-10 Noongar Language Incursion

June
Children’s House & Wattle Bunnings Workshop
JAPEC Information Evening
Secondary Excursion to Yagan Square
Years 1-6 Shekere Beats Music Incursion
Playgroup Excursion to Caversham Wildlife Park
End of Term Shuukai

December
IB Group IV Project with Kingsley Montessori Students
Year 12 Graduation Dinner
Secondary Adventure World Excursion
Children’s House Concert, Morning Tea & Santa Visit
Playgroup Christmas Party
End of Year Celebration – Breakfast for Parents,
Year 12 Graduation

July
JAPEC Japan Tour

August
Children’s House Visit from Darlington Fire Brigade
Karri/Marri Science Fair
# Teacher Standards and Qualifications

## Staffing in 2019

All teaching staff at Treetops are registered with the Teacher Registration Board of Western Australia (TRBWA) and are qualified to teach in Western Australian Schools.

### Teaching Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Qualifications</th>
</tr>
</thead>
</table>
| Stuart Harris      | Principal                                      | Grad Cert HSE 2008, Grad Dip Ed 1997  
BA in Social Sciences 1995                                                                 |
| Jayne Simpson      | Deputy Principal  
Teacher (Director of Enrichment Programs) | RSA Dip SLD Distinction 1988  
Bachelor of Education 1982 (Hons)                                                                 |
| Rene McNeil        | Teacher (Enrichment & Learning Support)        | Bachelor of Education Primary                                                                                                             |
| Sharon Crossman    | IB Coordinator  
Teacher (Languages – Japanese)        | Grad Dip Ed 2013  
BA Asian Studies                                                                                                                               |
| Kim Steimer        | Secondary Coordinator  
Teacher (Science Specialist) | Masters of Education, Bachelor of Science  
(Biological Anthropology & Chemistry)                                                                                                          |
| Paul Gillespie     | Teacher (Mathematics Specialist)               | Grad Dip Ed (Secondary) 2015, Post Grad Dip  
Applied Science 1997, BSc Geoscience                                                                                                           |
| Angela Radalj      | Teacher (English Specialist) (Term 1)          | Masters of Education 2018  
Bachelor of Education/Arts (Secondary) 2014                                                                                                   |
| Kasey Boyd         | Teacher (English Specialist) (Term 3 & 4)      | CELTA Certificate 2018, Grad Dip Ed (Secondary) 2012, Bachelor of Arts 2011                                                                   |
| Mary Pollard       | Teacher (Music Specialist)                     | Bachelor of Education (Secondary Music) 2006  
Cert IV Classical Music 1999                                                                                                                   |
| Peter Zylstra      | Teacher (Art Specialist, Design & Technology Specialist) | Grad Dip Ed (Secondary Art) 2014,  
MA Fine Arts 2003, BA Fine Arts 1998                                                                                                           |
| Emma Moore         | Teacher Karri                                  | Grad Cert Secondary Ed (Social Sciences) 2015,  
Cert IV Youth & Community Service 2014, Grad Dip Ed (Primary) 2013, BSc (Sports Science & Human Biology) 1992 |
| Hylton Hayes       | Teacher Marri                                  | Bachelor of Education Primary                                                                                                               |
| Natalie Boyd-Ratcliff | Teacher Wattle                           | Graduate Diploma in Education  
Bachelor of Science (Geography)                                                                                                                   |
| Anene Lamb         | Teacher Children’s House                      | Early Years Practice 2012, Preschool/Kindergarten Montessori Teaching Diploma 2005, Cert in English Language 2003                         |
| Elizabeth Wilson   | Teacher Assistant                              | Cert IV Education Support                                                                                                                   |
| Stephanie Johanneson | Education Assistant               | Cert III Education Support                                                                                                                   |
| Sandy Eaton        | Education Assistant                           | Cert IV Ed Assistant, Dip Personnel Mgt.                                                                                                     |
| Katie Simpson      | Education Assistant                           | Bachelor of Education Primary 2019                                                                                                           |
| Tamera Skewes      | Education Assistant                           | Cert III Ed Assistant                                                                                                                       |
| Giselle Thornton   | Education Assistant, Playgroup Leader          | Cert III Ed Assistant                                                                                                                       |

### Administration Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerry Raak</td>
<td>Business Manager – Finance and Enrolments</td>
</tr>
<tr>
<td>Helen Underwood</td>
<td>Business Manager – HR and Facilities</td>
</tr>
<tr>
<td>Liz Marjot</td>
<td>IT Specialist</td>
</tr>
<tr>
<td>Kate Myburgh</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Tim Clegg</td>
<td>Grounds and Maintenance</td>
</tr>
</tbody>
</table>
Professional Development

Professional learning opportunities were provided to all staff during 2019, focusing on areas to support the management of the school. The 2018 professional development budget was maintained in 2019.

The Principal and Administration staff collectively participated in training related to school management, including Registration Seminars, Briefing the Board Conference, Board Strategic Planning. The Principal attended compliance related training on Keeping Children Safe. The Business Managers also focused training on Taxation and FBT, Taxation and Payroll, and attended Small Schools Business Managers forums. There was an increased focus on marketing of the school, and as such, the Administrator commenced a Certificate IV in Marketing and Communications, as well as attending an online / Facebook marketing course.

A major focus in 2019 was the training of staff in compliance and management of students. All staff participated in an AISWA training course of PART (Predict, Assess & Respond to aggressive and challenging behaviours). The majority of the teaching and non-teaching staff completed training in Mandatory Reporting; along with completing the PD Provide an Emergency First Aid Response in an Education Setting. We have a high percentage of first aid trained staff. All staff were trained in the school’s Staff Code of Conduct. The Critical Incident and Emergency plan was also delivered to all staff.

Secondary School staff were trained to ensure they were well prepared to deliver the latest requirements of the International Baccalaureate Diploma Programme (IBDP). In 2019 this included the DP: Mathematics Applications and interpretation Cat3; IB Maths curriculum; IB Co-ordinator training; Be You Essentials – Network implementation; as well as the newly appointed English teacher undertaking Language and Literature CAT 2 and Extended Essay (IB) in Adelaide.

Our Primary teachers and aides received training in Montessori and Dyslexia; Some also attended an IT PD. In Children’s House, the teacher and aides attended a course on Working together and developing a shared understanding between teachers and EAs.

In the area of supporting student learning, one teacher attended The keys to understanding autism spectrum in the classroom. Another course attended was Adolescent engagement and success. On the subject of wellness, the Business Manager (HR and Facilities) attended a Mental Health for Adults programme. Teachers were also trained in Conquering Anxiety, as well as Peaceful Kids and Peaceful Classrooms.

In Languages, our Japanese specialist attended the; Early Learning Languages Conference in Perth. Our Music teacher attended a training course for Musical futures. Our Art teacher also attended a wheel-throwing workshop.

In summary, 2019 represented a busy time in supporting the staff to undertaken relevant and useful training courses, to support the running of the school and the education of our students.

Helen Underwood
Business Manager – HR & Facilities
### Workforce Composition

#### Workforce Composition 2019:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff (Number)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Both</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Teaching Staff (Number)</strong></td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td><strong>Non-Teaching Staff (Number)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Both</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>**Total Non-Teaching Staff (Number)</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Staff (Number)</strong></td>
<td></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Staff (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>1.62</td>
<td>4.74</td>
<td>6.36</td>
</tr>
<tr>
<td>Secondary</td>
<td>1.98</td>
<td>3.77</td>
<td>5.75</td>
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<tr>
<td><strong>Total Teaching Staff (FTE)</strong></td>
<td>3.6</td>
<td>8.51</td>
<td>12.11</td>
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<tr>
<td><strong>Non-Teaching Staff (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>0.62</td>
<td>6.73</td>
<td>7.35</td>
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<tr>
<td>Secondary</td>
<td>0.31</td>
<td>1.04</td>
<td>1.35</td>
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<tr>
<td><strong>Total Non-Teaching Staff (FTE)</strong></td>
<td>0.93</td>
<td>7.77</td>
<td>8.7</td>
</tr>
<tr>
<td><strong>Total Staff (FTE)</strong></td>
<td></td>
<td></td>
<td>20.81</td>
</tr>
</tbody>
</table>
D  Student Attendance

Attendance is recorded twice daily by Primary teachers and entered into the SEQTA student database. In Secondary, attendance is taken every period and entered into the SEQTA student database. Administration then contacts any families who are not in attendance by 9.30am via email. If a student is absent for a third day, Administration will contact the parents to request a written, signed note explaining the absence.

Students who are late attend the Office before joining their class. The receptionist completes a late note including the student’s reason for late attendance. These are sent back with the student to the class teacher for their records.

Treetops is in full agreement with the evidence that suggests that any days absent or consistent late arrivals has a negative impact on student learning. Our upgrading of our student database systems and processes around attendance have been consistently updated and improved since 2015.


<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindy</td>
<td>84.73 %</td>
</tr>
<tr>
<td>Pre-Primary</td>
<td>89.05 %</td>
</tr>
<tr>
<td>Year 1</td>
<td>89.24 %</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.76 %</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.65 %</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.26 %</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.03 %</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.09 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>88.58 %</td>
</tr>
<tr>
<td>Year 8</td>
<td>82.30 %</td>
</tr>
<tr>
<td>Year 9</td>
<td>83.30 %</td>
</tr>
<tr>
<td>Year 10</td>
<td>90.14 %</td>
</tr>
<tr>
<td>Year 11</td>
<td>90.23 %</td>
</tr>
<tr>
<td>Year 12</td>
<td>90.88 %</td>
</tr>
</tbody>
</table>

As reported in the 2019 STATS Census (data for Years 1 to 10)

**Semester 1 2019:**

<table>
<thead>
<tr>
<th></th>
<th>ALL STUDENTS</th>
<th>INDIGENOUS STUDENTS</th>
<th>NON INDIGENOUS STUDENTS</th>
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<tbody>
<tr>
<td></td>
<td>91.47 %</td>
<td>79.17 %</td>
<td>91.91 %</td>
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</table>

**Term 3 2019:**

<table>
<thead>
<tr>
<th></th>
<th>ALL STUDENTS</th>
<th>INDIGENOUS STUDENTS</th>
<th>NON INDIGENOUS STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.54 %</td>
<td>88.01 %</td>
<td>89.59 %</td>
</tr>
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</table>
Student’s Results in NAP Annual Assessments

NAPLAN Results

At Treetops, we believe that the focus of learning should be based on the individual needs of each student. We deliver an interesting and broad curriculum and complementary activities which supports the student’s natural love of learning. Montessori education in the Primary School especially involves the use of concrete materials before introducing more abstract learning.

All Treetops students, other than those withdrawn by their parents, sit NAPLAN testing. The subjects covered in NAPLAN are already part of our curriculum and no special classes or lessons are dedicated to the tests’ outcomes. Our teachers use the results to assist in identifying strengths and weaknesses of our numeracy and literacy programs but we do not consider them as reliable as the ongoing assessments conducted by class teachers throughout the year.

We believe that NAPLAN is a snapshot of what a student can do at that time on that day. We can look at the progress a student makes in three NAPLAN test phases over seven years and it helps us to gain some information about their achievement, but it does not tell us as much as our continuous and careful teacher observations, our assessments based on whether they have understood the material they have just been taught or our standardised tests, giving us a sense of how they are going compared to their same aged peers, given by their class teacher in familiar circumstances. So we happily comply with NAPLAN as part of the government assessment of the system that helps to fund us, but we do not put pressure on our children to perform and we conduct it in as relaxed an atmosphere as possible.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treetops</td>
<td>Australia</td>
<td>Treetops</td>
<td>Australia</td>
<td>Treetops</td>
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<tr>
<td>Year 3</td>
<td>391</td>
<td>432</td>
<td>365</td>
<td>423</td>
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<tr>
<td>Year 5</td>
<td>542</td>
<td>506</td>
<td>502</td>
<td>474</td>
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<tr>
<td>Year 7</td>
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<td>Year 9</td>
<td>561</td>
<td>581</td>
<td>580</td>
<td>549</td>
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<table>
<thead>
<tr>
<th>No. Students in Year Group</th>
<th>No. Students who sat NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>11</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
</tr>
<tr>
<td>Year 7</td>
<td>9</td>
</tr>
<tr>
<td>Year 9</td>
<td>7</td>
</tr>
</tbody>
</table>

*8 students sat Spelling and Grammar in Year 3.
Parent, Student, and Staff Satisfaction

The 2019 survey identified the following:

**For Students:**
97% of students feel safe at Treetops.
90% of upper primary and secondary students feel engaged with their learning process at Treetops.
96% of all students feel happy at Treetops.
89% of students agree there is an adult they would trust to help them if they had a personal issue/concern.
Students from Year 3 to Year 12 completed the survey.
Students in Children’s House and Wattle were not included.

**For Parents:**
The top reasons for choosing Treetops are: child centred learning, individualised learning, small school size, ethos and values, Montessori school.
97% of parents agree that their child feels safe at Treetops.
97% of parents agree that their child feels happy at Treetops.
84% of parents agree that the school meets their expectations for quality education.
95% of parents agree that the school is governed effectively.

**For Staff:**
100% of staff agree that they enjoy working at Treetops and feel part of a supportive team/peer environment.
100% of staff feel valued at work.
100% of staff agree that Treetops is led and managed effectively.
94% agree that the school is governed effectively.
94% of staff are satisfied with the working conditions of their job which is a significant increase on the 2016 result of 75%.
Finance Report

For the 2019 financial year the school made a net profit of $15,269.65. This amount is reduced from the 2018 financial year profit of $75,306.67, as a result of a deliberate decision by the Board in the final quarter of the year to continue to reinvest the profits back into school resourcing.

Total income for 2019 was 6% greater than 2018. Student enrolments remained steady during 2019. Fee income was reduced however, due to an increased need by families to access bursaries. State grant income levels were maintained. Federal grant income was greater than forecast due to the new federal funding arrangements, which continues to address the shortfall in the school’s historical funding levels.

Expenses were maintained within budgeted amounts. With the school’s increased revenue, staff salaries were reviewed, and adjustments implemented, as part of a continuing strategy to increase staff salaries to a benchmarked rate of pay. Funds also went towards additional minor capital works projects, and upgrades and maintenance of the school buildings and grounds.

The school’s debt reduction strategy remains in place. The Commonwealth Bank loan was renegotiated in 2018 and will be finalised in 3 years. The school is still making use of the redraw facilities on the CBA loan, and the loan remains fully paid down as at the end of the financial year. The debt reduction strategy is projecting that all loans will be finalised within the next 7 years.

The balance sheet has the net assets of the school increasing from $1,693,393.99 in 2018 to $1,708,663.64 in 2019. The school’s cash reserves have been maintained and continue to increase.

The financial position of the school continues to improve.

<table>
<thead>
<tr>
<th>Treetops Montessori School Income 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees</td>
<td>$1,034,561</td>
</tr>
<tr>
<td>Federal Government Grants</td>
<td>$855,774</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$338,668</td>
</tr>
<tr>
<td>Other Income</td>
<td>$139,515</td>
</tr>
<tr>
<td>Donations &amp; Fundraising</td>
<td>$16,148</td>
</tr>
<tr>
<td>Interest</td>
<td>$1,064</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$2,385,730</strong></td>
</tr>
</tbody>
</table>

Kerry Raak  
Business Manager – Finance & Enrolments
Treetops Graduates:
“Are life-long learners with highly developed critical thinking skills, cognisant of their strengths and weaknesses, who use that awareness to identify areas of growth to reach their full potential.

Model respectful, pro-social and principled behaviour to all individuals as they value everyone’s unique contribution to local and globally diverse communities and their environments.”

Treetops works to craft unique academic pathways for our students, tailored to their strengths and goals, assisting them into optimal post-school occupational or academic pathways. Our International Baccalaureate Diploma and Career-related Programmes provide students with the breadth and depth expected of world-class curriculums and build upon the capacities enabled by Montessori learning approaches. These approaches place a high value upon curiosity, independence and problem solving, communication, respect, empathy and service.

Treetops graduates have the advantage of a holistic education which has prepared them for a lifetime of innovative response to a rapidly changing world. They are life-long learners who have the capacity to evaluate new and diverse circumstances, conceptualise appropriate responses and, perhaps most importantly, critically reflect upon their decisions.

2019 Year 12 Outcomes
Of our four Year 12 students, one was enrolled in the International Baccalaureate Diploma Programme (IBDP), and three were enrolled in the Career-Related Programme (IBCP). All four students were unsuccessful in attaining a sufficient grade average to qualify for award. Whilst this outcome is disappointing it is reflective of the personal circumstance of each of the students and not indicative of the quality of Treetops educational programmes.

Post-School Destinations
Upon completing their Secondary education, two students are completing bridging courses for university entrance, one student has begun an apprenticeship as a heavy duty diesel mechanic and one student is enrolled at TAFE completing a Certificate III in Information, Digital Media and Technology (Cyber Security).

Treetops Montessori School
12 Beenong Road (PO Box 59) Darlington WA 6070
T: 08 9299 6725
office@treetops.wa.edu.au
www.facebook.com/treetops.worldschool
www.treetops.wa.edu.au