

PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE



TREETOPS

A Montessori and International
Baccalaureate School



ANNUAL REPORT 2020

Preparing the individual to make a world of difference

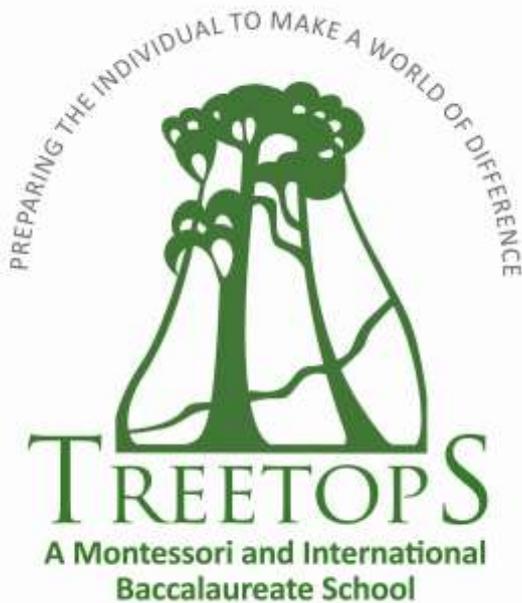
Annual Report Information

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:

Item	Information
A	Contextual information about the school, including characteristics of students at the school.
B	Teacher standards and qualifications (as mandated in the State or Territory in which the school is located).
C	Workforce composition, including Aboriginal and Torres Strait Islander composition.
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. <i>Australian Education Regulations 2013, Subdivision H.</i>



A Contextual Information About Treetops Montessori School



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.

Treetops Vision:

Preparing the individual to make a world of difference.

Treetops Mission:

Treetops provides a dynamic inquiry-based education that empowers the individual to reach their unique potential within a natural and respectful setting.

Treetops Ethos:

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.

Treetops Core Values:

Education is the shared responsibility of students, family and school.

Students are presented with a challenging and broad academic environment that encourages intellectual inquiry and critical-thinking.

Nurturing curiosity and creativity is the key to stimulating exploration and discovery throughout life.

Students learn best when they are actively engaged in authentic learning experiences.



Principal's Report



This year presented Treetops with some new and unique challenges. It was a chance for us to come together as a community and shine. As with all schools in Australia, the challenge being faced was our response to the COVID-19 pandemic.

We needed to develop an online learning platform that would be both durable and as simple as possible to implement. We also needed a model that would not place undue demand upon our parents. The Treetops online learning platform quickly became an efficient and very versatile model that was adaptable to individual circumstance. In this, our approach to online learning mirrored that of our face-to-face teaching and learning models. It also made it relatively easy to maintain an online presence whilst at the same time catering for the children of our essential worker parents. Feedback from our parents was overwhelmingly positive and much of the online capacity remains as a support to our now 'new normal' schooling.

Treetops staff needed to cope with new and unexpected challenges. Along with all private schools in Australia, we experienced the uncertainty of what may happen next to levels of enrolment and financial viability. In addition to this, staff had to come to terms with the impact of the virus on their own personal circumstance whilst still being needed to provide an

essential service. Our staff demonstrated great resilience and collegiality in their support for one another and the wider school community. We grew as a team and are stronger today for the experience.

The school grounds were significantly enhanced. A new and very large Music room was created to meet the needs of our significant Music programme and to cater for small scale events requiring indoor seating. A previously undeveloped area surrounding our Funky Monkey bars was developed with extensive new retaining walls and path access to our Undercover Area. The school also continued its ongoing investment in technology through the purchase of a new server, Apple iMac computers, and additional iPads. The school's phone system was also renewed. Working with DFES the School reviewed its bushfire preparedness and began upgrading our capacity to 'shelter onsite'.

In conjunction with the School Board, staff began work on developing plans to meet strategic objectives identified as part of our 2024 Strategic Goals:

- Physically active students with access to unique, nature-based physical opportunities for all age groups;
- Consolidate, build and promote Treetops' strong Science focus (STEM) and champion environmental best practice;
- Maintain and promote Treetops' strength in Visual Art and Music;
- A highly evolved, broad-based wellness programme aligned to the Montessori motto of 'help me to do it myself';
- An embedded Aboriginal education programme which is lauded for its authenticity.

As a community we are excited to see these plans unfold through 2021 and beyond.

Treetops enjoyed unwavering support from our parents, their willingness to adapt and work with the school was greatly appreciated. I would also like to acknowledge the strong support of our Board of Directors throughout the year.

Stuart Harris
Principal

Treetops School Board 2020

The School Board is made up of members of the Beenong School Association who are elected at the Annual General Meeting (AGM), co-opted members from the community, and the Principal.

The Board is responsible for planning and overseeing the administration of the school and setting policy pertaining to governance. The School Board has three office bearers; Chair, Vice-Chair, 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.

All members of The Beenong School Association 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 school 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
Directors: Kegan Cameron
Michael Cunneen
Jayne Simpson
Stuart Harris (Principal)



Chair's Report

2020 was a challenging year with the global Covid-19 pandemic having significant impacts. The school has been able to respond successfully throughout the year to this crisis. This has included implementing the various State and Federal government health directives that have been required throughout the year, including lockdowns, online learning, masks, enhanced hygiene requirements, and restrictions on numbers and types of activities that could be delivered. However, throughout the crisis the focus has been on ensuring the continued delivery of high quality education to our students aligned with our ethos and values as well as being 'Covid safe'.

The Board acknowledges the tremendous work undertaken by all of the staff at the school in responding to the crisis and the successful outcomes that were (and continue to be) delivered. Thank you to the school community for your willingness to work with the school to change direction, sometimes without much notice, so positively during this time.

Aside from the crisis management and business continuing planning undertaken by the Board in response to Covid-19, other areas of focus in 2020 included:

- Annual review of the School Strategic Plan (SSP) which outlines the vision, ethos, and values which guide the achievement of the strategic goals to be achieved over a 5-year period;
- Commenced development of 5-year Strategic Asset Plan to systematically identify the most efficient, cost effective way to deliver high quality services, whether through smarter use of existing assets and demand management or investment in new capability;
- Annual review of the risk register and associated risk policy and regular policy reviews;
- Ongoing compliance with the WA Department of Education Services (DES) registration requirements and National Quality Standards (NQS) requirements;
- Review of Year 11 and 12 offerings, which has resulted in the provision of the SCSA General Studies from 2021 alongside the International Baccalaureate Diploma Programme 2021;
- Focus on delivery of enhanced Wellness, Indigenous, Environmental, and Outdoor Education offerings;
- Development and implementation of a marketing strategy including refreshing the school's website;
- Maintaining sound financial position and continuing to strengthen over the longer term whilst continuing to deliver on improved working conditions for staff, as well as enhanced capital and equipment improvements throughout the school.

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 key reasons people have chosen Treetops is child individualised learning; child centred learning; Montessori approach; small school size; and ethos and values. The strengths of the school are seen as: the learning approach; teachers and staff; environment and surrounds; small school; communication; and that the students are respected and cared for.

The student survey indicates that students are: encouraged to learn to the best of their abilities; have an adult they trust to help with personal issues/concerns; feel listened to by staff at school; feel happy at Treetops; feel engaged in learning; and know how to make a complaint if they need to.

Students' favourite things about Treetops include: freedom and flexibility; friends and people; teachers; environment and playgrounds; sport and physical activities; practical and creative activities; small school; recess and lunch; and learning.

The parent/guardian survey indicates that the school meets expectations for education; students feel safe at school; students feel happy at school; the physical environment allows opportunities for nature play, to be creative and take appropriate risks; and the school is governed and led effectively.

The staff survey provides high levels of satisfaction in the school being led and managed effectively; staff enjoy working at Treetops; professional development needs are identified and addressed; feel part of a supportive team/peer environment; good use of knowledge/skills/abilities; school is governed

effectively; and staff feel supported in their role by the school leadership.

On behalf of the Board I would like to thank our Principal, Stuart Harris for his continued high-level leadership of the school in ensuring that *'Treetops holds at its core the value of each individual child as a learner, who is at the centre of the learning process'*.

The Board also wishes to acknowledge and thank all of the school staff, whose ongoing work, passion and dedication make Treetops an exceptional school for our students and families. Thank you to the Directors on the Board for your ongoing strategic input and commitment, and thank you to the many families who volunteer their time and energy into a range of school activities.

One of the great things about Treetops is we are a community made up of our staff, our students and their families. The Covid-19 pandemic has brought out the best in many people and our whole school community has banded together and faced a challenging year with courage, compassion, empathy and resilience. Thank you to everyone.



Megan Griffiths
Board Chairperson



2020 Calendar of Events

January

Youth Mental Health First Aid sessions (Parents & Staff)

February

Year 11 & 12 Camp to Albany
Parent Information Sessions
Years 7 & 10 Immunisations
Primary Constable Care Incursions
Meet the Board Afternoon Tea for Staff

March

Wattle Excursion to Fremantle Literature Centre
Better Beginnings Kindy Visit
Wakayama University Students Visit
Years 1-10 Kaboom Percussion Incursion
School Photo Day
Living Eggs delivered to Wattle
Parent/Teacher Interviews
Marri Tree Planting Project
Secondary Sculpture by the Sea Excursion

April

COVID-19 Lockdown

May

June

Year 12 Exams
Wattle Art Walk
Tuart 'Not Party'
Wattle Water Corp Incursion

July

Staff First Aid Course

August

Children's House Dino World Incursion
Parent/Teacher Interviews
Secondary PBF Road Ready Incursion
Wattle Excursion to Kanyana Wildlife Centre
Marri & Karri Excursion to Adrenaline Vault
Children's House Science Alive Incursion
Science Week
Science/STEM Fair
Year 7 Immunisations
Marri & Karri Nearer to Nature Excursion
Final Year 12 IB Japanese Oral Examination

September

Secondary Zero2Hero Workshop
OLNA Testing
Wattle Excursion to John Curtin Art Gallery
IB Visual Arts Exhibition
Children's House (PP) & Wattle Sleepover
Peace Day Ceremony
Wattle Morning Tea
IBDP Year 11 & 12 Exams

October

Secondary Sexual Health Workshops
Final IBDP Exams
Darlington Mobile Dental Screening

November

Final IBDP Exams
SCSA General Course Information Session for Staff
Outdoor Classroom Day
Children's House Excursion to Cuddly Animal Farm
Darlington Arts Festival Weekend (Treetops Stall)
NAIDOC Week
Wattle Excursion to Kings Park
Marri & Karri Noongar Art Incursion
Karri Excursion to Perth Zoo
Secondary Constable Care Incursion
Children's House Hospital Familiarisation Incursion
Marri Excursion to Fremantle Prison
Year 10-12 Montessori Schools' Formal
Wattle Excursion to Kalamunda History Village
Secondary PPEP Talk
Year 3-5 Camp to Ern Halliday
Year 6-9 Camp to Nanga Bush Camp
Year 10 & 11 Camp to Dare Adventures (Dwellingup)

December

Primary Transition Afternoons
Year 6 Orientation Day into Secondary
Year 12 Graduation Dinner
Secondary Adventure World Excursion
Children's House Concert, Morning Tea and Elf Visit
End of Year celebrations – breakfast for parents
Year 12 Graduation
DFES School Site Visit

B Teacher Standards and Qualifications

Staffing in 2020

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		
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)
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
Kasey Boyd	Teacher (English Specialist)	CELTA Certificate 2018, Grad Dip Ed (Secondary) 2012, Bachelor of Arts 2011
Suzanne Blake	Teacher (Science Specialist)	BSc Hons Biology PGCE Secondary Science
Emma Moore	Teacher (STEM Specialist)	Grad Cert Secondary Ed (Social Sciences) 2015, Cert IV Youth & Community Service 2014, Grad Dip Ed (Primary) 2013, BSc (Sports Science & Human Biology) 1992
Peter Zylstra	Teacher (Art Specialist, Design & Technology Specialist)	Grad Dip Ed (Secondary Art) 2014, MA Fine Arts 2003, BA Fine Arts 1998
Mary Pollard	Teacher (Music Specialist)	Bachelor of Education (Secondary Music) 2006 Cert IV Classical Music 1999
Katie Simpson	Teacher Karri	Bachelor of Education Primary
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
Rene McNeil	Teacher (Enrichment & Learning Support)	Bachelor of Education Primary
Elizabeth Wilson	Teacher Assistant	Cert IV Education Support
Paige Warner	Teacher Assistant	Cert III Education Assistant
Sandy Eaton	Education Assistant	Cert IV Education Assistant, Dip Personnel Mgt.
Natasha Mellar	Education Assistant	Cert III Education Assistant
Tamera Skewes	Education Assistant	Cert III Education Assistant
Giselle Thornton	Education Assistant, Playgroup Leader	Cert III Education Assistant
Administration Staff		
Kerry Raak	Business Manager – Finance and Enrolments	
Helen Underwood	Business Manager – HR and Facilities	
Liz Marjot	IT Specialist	
Kate Myburgh	Administrator	
Tim Clegg	Grounds and Maintenance	

Professional Development

Professional learning opportunities continued to be provided to all staff during 2020, focusing on areas to support the management of the school. However, due to restrictions caused by COVID, many professional learning courses were provided online as opposed to in-person. In addition, several other courses were cancelled or rescheduled, resulting in the 2020 professional development budget being less than that of 2019.

The Principal and Administration staff collectively participated in relevant training related to school management. The main focus of the Business Managers' training in 2020 related to COVID implications, which included Schools and COVID-19; Financial Governance in Crisis Times - John Somerset Online AISWA webinar; Funding Update and Choice and Affordability Fund (CAF); WebEx ATO meeting to discuss JobKeeper program; The Redundancy Process and an Industrial Relations Update; plus a number of Small Schools Business Managers' forums.

There was a focus on Health and Safety with PDs on New WHS Act: Implications for Schools; Bushfire PD; Hills sustainable school initiative; Online Containers for Change Community Information Session. From an HR and wellbeing perspective; the Business Manager also attended "Be You Virtual Conference" and attended multiple Small Schools Business Managers forums. In Admin, there continued to be an increased focus on marketing of the school, and as such, the Business Manager attended an online marketing course. This was also complemented by training given by Image7, our marketing consultants.

A major focus in 2020 was the training of staff in Compliance matters, together with wellbeing of students. Most of the staff (Teachers, Education Assistants and Admin) attended wellbeing courses on Zero2hero Resilience Workshop; together with a detailed Mental Health Awareness Course. All

necessary staff completed training in Mandatory Reporting; along with completing PD for Provide an Emergency First Aid response in an education and care setting. We still have a high percentage of first aid – trained staff. All staff were trained in the school's Staff Code of Conduct. The Data privacy regulations PD was also delivered to all staff.

With the start of the WACE General option for Senior Secondary students in 2021, the Secondary School staff were trained in SCSA: General studies requirements to ensure they were well prepared to deliver the requirements of the new programme.

All teaching staff were trained with Reporting and with Principles of Assessment. Most staff were also trained in SEQTA interface. In addition, the Secondary Curriculum coordinator also received training in Curriculum management.

Two Primary teachers attended Summer School in the January school holidays - Introduction to Montessori Education. Some of the teachers and aides were given PD in Peace Education in Montessori.

In the area of supporting student learning, there were some exciting PD opportunities which were attended by different staff - AISWA PD Botanical Literacy; Nature journaling; Minecraft PD; STEM getting the ball rolling; Aussie Optimism Social Life Skills (Years 5-6) Workshop; Keys4Life schools; Aboriginal and Torres Strait Islander Employment training.

In summary, 2020 represented an interesting time in ensuring our staff were able to undertake relevant and useful training courses. From the start of Term 2, COVID restrictions meant more courses were delivered via zoom or other remote platforms.

Helen Underwood
Business Manager – HR & Facilities



C Workforce Composition

Workforce Composition 2020:			
Teaching Staff (Number)	Male	Female	Total
Primary	1	4	5
Secondary	1	3	4
Both	2	3	5
Total Teaching Staff (Number)	4	10	14
Non-Teaching Staff (Number)	Male	Female	Total
Primary	0	5	5
Secondary	0	0	0
Both	1	4	5
Total Non-Teaching Staff (Number)	1	9	10
Total Staff (Number)			24
Teaching Staff (FTE)	Male	Female	Total
Primary	1.59	4.75	6.34
Secondary	2.01	3.75	5.76
Total Teaching Staff (FTE)	4.41	8.50	12.10
Non-Teaching Staff (FTE)	Male	Female	Total
Primary	0.57	6.99	7.56
Secondary	0.23	0.87	1.10
Total Non-Teaching Staff (FTE)	0.80	7.86	8.66
Total Staff (FTE)			20.76



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.

Our Attendance Policy is available on our website here: www.treetops.wa.edu.au/procedure-and-policies/

Year Level	Attendance
Kindy	88.23 %
Pre-Primary	84.14 %
Year 1	93.82 %
Year 2	91.52 %
Year 3	92.64 %
Year 4	91.80 %
Year 5	92.77 %
Year 6	90.15 %
Year 7	91.51 %
Year 8	77.06 %
Year 9	82.06 %
Year 10	83.54 %
Year 11	78.90 %
Year 12	88.07%

As reported in the 2020 STATS Census (data for Years 1 to 10)

Semester 1 2020:

ALL STUDENTS	INDIGENOUS STUDENTS	NON INDIGENOUS STUDENTS
89.13 %	83.03 %	89.29 %

Term 3 2020:

ALL STUDENTS	INDIGENOUS STUDENTS	NON INDIGENOUS STUDENTS
89.11 %	70.68 %	89.54 %

E 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.

NAPLAN was cancelled in 2020 due to COVID-19.

	Reading		Writing		Spelling		Grammar		Numeracy	
	Treetops	Australia								
Year 3	-	-	-	-	-	-	-	-	-	-
Year 5	-	-	-	-	-	-	-	-	-	-
Year 7	-	-	-	-	-	-	-	-	-	-
Year 9	-	-	-	-	-	-	-	-	-	-

	No. Students in Year Group	No. Students who sat NAPLAN
Year 3	-	-
Year 5	-	-
Year 7	-	-
Year 9	-	-



F Parent, Student, and Staff Satisfaction With The School

Parent, Student, and Staff Satisfaction

The 2020 survey identified the following:



For Students:

Students from Year 3 to Year 12 completed the survey.

89% of students feel safe at Treetops.

91% of Upper Primary and Secondary students feel engaged with their learning process at Treetops.

96% of all students feel happy at Treetops.

87% of students agree there is an adult they would trust to help them if they had a personal issue/concern.

Students in Children's House and Wattle were not included.



For Parents:

The top reasons for choosing Treetops are: individualised learning, Montessori approach, child centred learning, ethos and values, small school size.

97% of parents agree that their child feels safe at Treetops.

100% of parents agree that their child feels happy at Treetops.

90% of parents agree that the school meets their expectations for quality education.

97% 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.

95% agree that the school is governed effectively.

100% of staff are satisfied with the working conditions of their job.

G School Income Broken Down by Funding Source



Finance Report

For the 2020 financial year the school made a net profit of \$265,077.66. This amount is significantly increased from the 2019 financial year profit of \$15,269.65. In 2020 the school was eligible to receive COVID-19 assistance funding from the Federal Government, and received the ATO Boosting Cashflow for Employers and JobKeeper payments.

Total income for 2020 was 21.5% greater than 2019. Student enrolments reduced over the year as a result of the ongoing impacts of COVID-19. This resulted in reduced fee income, which included an increased need by families to access bursaries. State grant income was reduced due to decreased student numbers. Federal grant income continued to increase due to the new federal funding arrangements, which is addressing the shortfall in the school's historical funding levels.

Expenses were maintained within budgeted amounts. With the school's increased revenue, the Board made the deliberate decision in the final quarter of the year to continue to reinvest profits back into school resourcing. 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, upgrades and maintenance of the school buildings and grounds, and purchasing additional classroom equipment and furniture.

The school's debt reduction strategy remains in place. The Commonwealth Bank loan was renegotiated in 2018 and will be finalised in 2021. The loan remained fully paid down during the financial year. The debt reduction strategy is projecting that all loans will be finalised within the next 6 years.

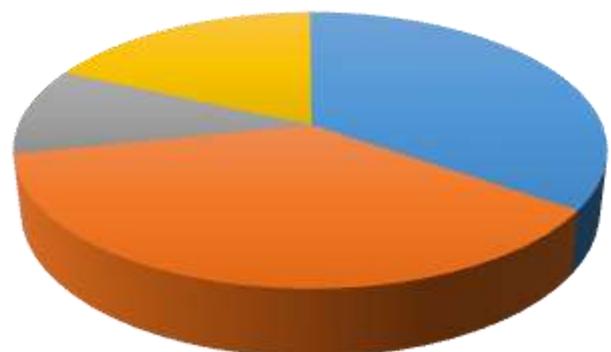
The balance sheet has the net assets of the school increasing from \$1,708,663.64 in 2019 to \$1,973,741.30 in 2020. The school's cash reserves have been maintained and continue to increase. The financial position of the school continues to improve.

Kerry Raak

Business Manager – Finance & Enrolments

Treetops Montessori School Income 2020

Tuition Fees	\$1,069,262
Federal Government Grants	\$1,136,611
State Government Grants	\$316,738
Other Income	\$554,817
Donations & Fundraising	\$1,558
Interest	\$111
Total Income	\$3,079,097



■ Tuition Fees ■ Federal Govt. Grants
■ State Govt. Grants ■ Other Income
■ Donations & Fundraising ■ Interest

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.

2020 Year 12 Outcomes

Treetops graduated five Year 12 students in 2020. Two students completed the International Baccalaureate Diploma Programme (IBDP) and were accepted into the University of Western Australia studying Biomedicine and Economics, respectively. Two students completed the International Baccalaureate Career-related Programme (IBCP). Our fifth Year 12 student did not complete an accredited programme and began fulltime employment at the conclusion of the academic year.

Post-School Destinations

Upon completing their Secondary education: two students are attending university; one student has completed a pre-apprenticeship course in Automotive Mechanics as part of his studies and intends on becoming an apprentice mechanic; another student completed a Certificate III in Makeup and has plans to travel when she can, work in early childhood or possibly start her own business; one student began fulltime employment.



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