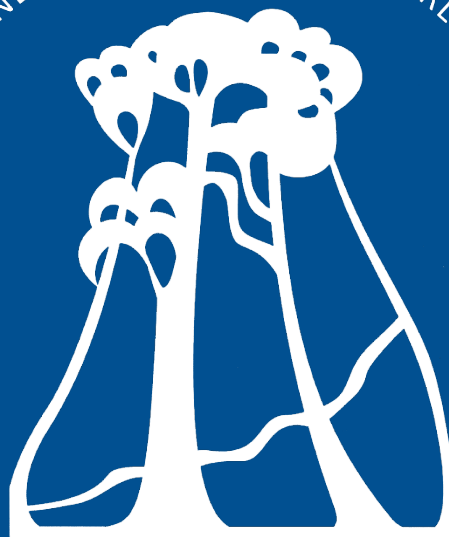


PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE



TREETOPS

A Montessori and International
Baccalaureate School



ANNUAL REPORT 2022

Preparing the individual to make a world of difference

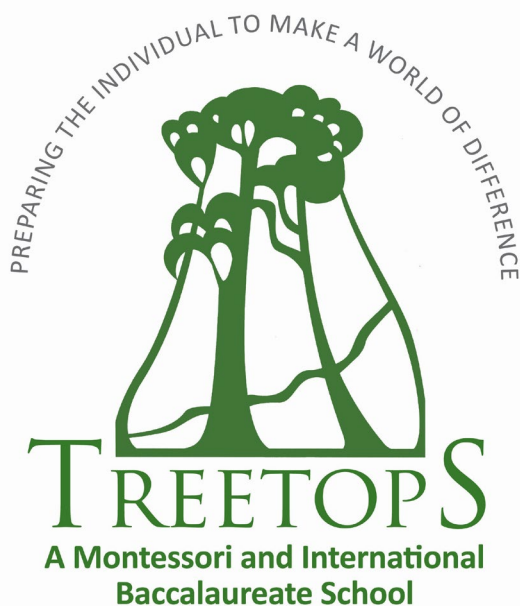
Annual Report Information

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 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.

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 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 WA 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) which run in Years 11 and 12. From 2021, the school commenced offering the WACE General.



Principal's Report



In 2022, Treetops enjoyed a year of success by almost any school-based measure. We achieved or exceeded all but a very few of the goals in our current School Strategic Plan (SSP) two years ahead of schedule. This created the opportunity for the Board of Directors to consider revision to the existing 2024 Goals to reflect Treetops' current operating environment.

Treetops concluded two re-registration processes during 2022, achieving the maximum five years of registration in both cases:

- The Director General for Education, Lisa Rodgers, has registered Treetops to provide; Early Years Learning Framework, Western Australian Curriculum, Montessori Curriculum, Western Australian Certificate of Education (WACE) and the International Baccalaureate Diploma Programme for: Pre-Kindergarten to Year 12.
- The International Baccalaureate Organization (IBO) has re-authorized Treetops to deliver its Diploma Programme, which provides for university entrance in Australia and overseas.

At our annual Performing Arts Night, we introduced drama items for the first time. Building upon our existing relationship with 'Schools Go Dance', we enjoyed student scripted performances by Primary and Secondary classes.

Our Secondary play, 'Ways to Survive a Zombie Apocalypse' was both unique and very entertaining. The Primary production of 'Law and Order, Fairy Tale Unit' managed to involve our entire Middle and Upper Primary cohorts. The Big Bad Wolf was on trial with the Three Little Pigs as key witnesses.



Enrolment growth was strong throughout 2022, and Treetops enrolment being the largest it has been in ten years with waiting lists a new reality across year groups.

Treetops was successfully awarded a grant via AISWA (Association of Independent Schools WA) to develop a school-based wellbeing programme. The Wellbeing and Mental Health in Schools Pilot Project involves Treetops working in concert with AISWA and other pilot schools over two years. Our initial definition of what wellbeing means at Treetops was:

"Wellbeing is a state of mental health marked by a capacity to deal with the emotional, social, academic and occupational challenges one faces. Wellbeing in a school context includes a focus on developing coping strategies, help-seeking skills, self-efficacy and supporting others. Wellbeing at Treetops is a crafted balance between social, emotional and cognitive learning to support and celebrate our diverse individuality."

Our long-serving Board Chair, Megan Griffiths, resigned after more than seven years' service in the role. I would like to acknowledge Megan for her hard work and tireless devotion to Treetops, in addition to the great support she has been to me as School Principal.

Stuart Harris
Principal

Treetops School Board 2022

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 May. 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 2022, the Board was comprised of the following co-opted and elected members.

Chair: Megan Griffiths (to 16.06.22)
Amy Lomas (from 16.06.22)
Vice Chair: Amy Lomas (to 16.06.22)
Secretary: Kerry Raak
Directors: Kegan Cameron
Michael Cunneen
Natalie McAllister
Tamara Callaghan (appointed 27.10.22)
Richard de Vries (appointed 01.12.22)
Stuart Harris (Principal)



Chair's Report

The beginning of 2022 was heavily dominated by managing operations through the ongoing global COVID-19 pandemic. While this primarily fell to the Principal and staff, as a Board we sought to ensure Stuart and the team had the resources and policies to manage the impact on Treetops, and that we were confident that Treetops was complying with its requirements and managing risk effectively. Reopening of the borders early in the year led to the spread of COVID-19 through the community at large, staff, students and their families. In spite of widespread infections, Treetops continued to deliver high quality education to our students aligned with our ethos and values.

The Board acknowledges the outstanding work undertaken by all of the staff at the school in managing the impacts of the crisis and the successful outcomes that were delivered. Staff went above and beyond during what is now three years of COVID-19. Thankfully it appears the worst is behind us and life has resumed to something relatively normal. Thank you also to the school community for working so positively with the school during this time.

A core pillar of the Treetops Strategic Plan is to be financially sustainable with adequate resourcing to deliver our Strategic Goals, which includes:

- continuing to attract and retain high quality staff passionate about best-practice delivery of Treetops Montessori-inspired pedagogical approach, while
- remaining competitively priced for parents and students looking for alternative pathways for academic success.

Closely linked to this is the goal of achieving a sustainable level of 150 enrolments by 2024. Combined with effective management and governance, student enrolments are a key enabler of Treetops' ongoing sustainability.

In 2022 we started the school year with healthy enrolments of 134 students, which for the Board and management was a positive indication of sustained and combined efforts over a number of years. By the end of the year enrolments had increased to 147. While increasing student numbers come with some growing pains, the positive benefits to the sustainable future of Treetops is paramount. Treetops started the year with a projected operating deficit and closed the year with a small operating surplus. Combined with close attention to expenditure and revenue, the turnaround is a significant achievement and ironically included the benefits of a reduction in fees for Secondary, implemented in 2021.

Other significant governance achievements in 2022 included:

- We updated the 2022-24 School Strategic Plan which outlines the vision, ethos, values which guide the achievement of the strategic goals to be achieved over a 5-year period.
- We have strengthened our approach to asset planning. This included approving our first ever 5-year Strategic Asset Plan (SAP), effective from 1st January of this year, to systematically identify the most efficient, cost effective way to tie service delivery with investment and management of our assets and infrastructure. Implementation of the SAP is through the annual School Improvement Plan (SIP) and the Board approval of the budget each year. Decision making around assets investment has also been bolstered by the adoption of business cases.
- We completed a review of our Secondary options and approved recommendations which include the continuation of the International Baccalaureate Diploma Programme (IBDP) for Senior Secondary, consequential changes to Lower Secondary curriculum delivery and continuation of uniquely individualised learning programmes for all Secondary students.
- We reviewed 26 policies - some were new, some were revised, and some were deleted. Of note was a wholesale revision of the Work Health and Safety Policy to bring it in line with the new Work Health and Safety Act, which took effect from March 2022. The introduction of the new act is a substantial legislative change. Compliance with the Act was an ongoing focus throughout the year, to ensure governance and operations practices are aligned to the new requirements.
- We secured re-registration of Treetops with the Department of Education Services for a further five years.
- We secured re-registration and accreditation with International Baccalaureate World Schools to deliver the International Baccalaureate Diploma Programme.
- We maintained a sound financial position whilst continuing to deliver enhanced facilities and equipment, and remuneration for staff. This included approving the upgrade of the Children's House Playground and the replacement of the school's wastewater treatment system, which occurred over the Christmas break.
- Finally, we planned for and implemented a steady transition of governance and leadership in preparation for the anticipated retirement of Megan Griffiths, through:
 - appointment of new Directors in Nat, Richard, and Tam;
 - re-appointment of Stuart for a further 5 years;
 - re-registration of the School while Megan was still Chair;
 - transition of myself from Vice Chair to Chair.

The Board conducts annual surveys to gauge how the school is going from the perspective of the students, staff, and parents and carers. The 2022 survey results were overwhelmingly positive from students, staff, and parents. In particular, our staff are highly valued by students and parents. Staff also value each other. Our students are generally happy, staff are appreciated, and students feel safe. (Please see Section F for more detail.)

On behalf of the Board, I would like to acknowledge and 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 thank all of the school staff, whose professionalism, 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.

Amy Lomas
Board Chairperson



2022 Calendar of Events

January

Children's House Orientations
Staff Professional Development Day

February

Parent Information Sessions
State Census
School Photo Day
COVID Webinar

March

OLNA Testing
Children's House Visit from the Community Nurse
Years 9-12 Excursion to Sculptures by the Sea
Wattle Excursion to Perth Zoo
Harmony Day Celebration
Karri Minibeasts and Nature Life Drawing Incursion

April

Children's House West Oz Wildlife Incursion
Year 7 & 10 Immunisations
AISWA WHS Webinar

May

Year 12 Exams
NAPLAN Testing
Years 11-12 Biology Excursion to Perth Zoo
Years 7-8 MOAD Digital Incursion
Dance Lessons Start

June

Wattle Excursion to WA Art Gallery
Drama Lessons Start
Constable Care Incursions for Primary
Karri Excursion to Gingin Observatory
Karri Skipfest

July

Staff First Aid Training

August

State and Federal Census
Parent Secondary Information Evening
Scholastic Book Fair
Science Week
Science Fair
Wattle Excursion to 'No 1 Pump Station' at Mundaring Weir
Wattle Morning Tea
Book Week
Book Character Dress Up Day

September

Marri Excursion to Adrenaline Vault
Performing Arts Night
Children's House (PP) & Wattle Sleepover
Karri Excursion to Parliament House
Constable Care Incursion for 7-10s (Mental Health)
International Day of Peace
Peace Day Ceremony
Children's House Morning Tea

October

Year 12 IBDP Mock Exams
Year 12 IBDP Final Exams
Year 7 Immunisations
Wattle Living Eggs Delivery
DAF Animation Workshop
WACE Biology Creek Fieldwork Excursion
Karri Puberty Talk with Community Nurse

November

Year 12 IBDP Final Exams
Darlington Arts Festival Weekend (Treetops stall)
OLNA Testing
Bushfire Drill
Outdoor Classroom Day
Children's House Excursion to Perth Zoo
Year 12 Graduation Dinner
Music Recital Morning
NAIDOC Week
Transition & Orientation Day
Year 10-12 Montessori Schools' Formal
Year 3-5 Camp to Ern Halliday
Year 6-8 Camp to Bickley
Year 9-11 Camp to Ern Halliday

December

Wattle Christmas Party
Children's House Nativity Concert
Staff Christmas Lunch
Year 12 Graduation
End of Year Celebrations

B Teacher Standards and Qualifications

Staffing in 2022

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 Teacher (Economics Specialist)	Grad Cert HSE 2008 Grad Dip Ed 1997 BA in Social Sciences 1995
Sharon Crossman	Primary Coordinator IB Coordinator (Term 1) Teacher (Languages – Japanese)	Grad Dip Ed 2013 BA Asian Studies
Kim Steimer	Secondary Coordinator IB Coordinator (Terms 2-4) Teacher (Science Specialist)	Masters of Education Bachelor of Science (Biological Anthropology & Chemistry)
Jayne Simpson	Enrichment Coordinator Teacher (Enrichment)	RSA Dip SLD Distinction 1988 Bachelor of Education 1982 (Hons)
Daniel Beebe	Teacher (Enrichment)	Bachelor of Education Primary 2008 Cert IV Training & Assessment 2009 Cert III Outdoor Power Equipment 1999
Paul Gillespie	Teacher (Mathematics Specialist)	Grad Dip Ed (Secondary) 2015 Post Grad Dip Applied Science 1997 BSc Geoscience
Kasey Hayman	Teacher (English & HaSS Specialist)	CELTA Certificate 2018 Grad Dip Ed (Secondary) 2012 Bachelor of Arts 2011
Suzanne Blake	Teacher (Science, Psychology & HaSS Specialist)	PGCE Secondary Science 2001 BSc Hons Biology 1998
Emma Moore	Teacher (Physical Education, 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 (Years 5-6)	Bachelor of Education (Primary) 2019
Hylton Hayes	Teacher Marri (Years 3-4)	Bachelor of Education (Primary) 2019
Natalie Boyd-Ratcliff	Teacher Wattle (Years 1-2)	Master of Education 2019 Grad Cert ECE 2015 Grad Dip Ed (Primary) 1995 BSc Hons (Geography) 1993
Anene Lamb	Teacher Children's House (Pre-K to PP)	Early Years Practice 2012 Preschool/ Kindergarten Montessori Teaching Diploma 2005 Cert in English Language 2003

Elizabeth Wilson	Teacher Assistant	Cert IV Education Support 2015
Paige Warner	Teacher Assistant	Cert III Education Assistant
Sandy Eaton	Education Assistant	Cert IV Education Assistant Dip Personnel Mgt.
Melissa Turner	Education Assistant	Cert III & Cert IV Education Support
Emma Slattery	Education Assistant	Cert III & Cert IV Education Support
Cailey Harris	Education Assistant	Cert IV Education Support 2019
Giselle Thornton	Education Assistant Playgroup Leader	Cert III Education Assistant
Vinischia Jager	Playgroup Leader	
Administration Staff		
Kerry Raak	Business Manager – Finance and Enrolments	
Helen Underwood	Business Manager – HR and Facilities	
Kate Myburgh	Administrator	
Fanay Tekle	Receptionist (Term 1)	
Tanika Dobosz	Receptionist (Term 4)	
Liz Marjot	IT Specialist	
Andrew Milne	Grounds and Maintenance	
Peter Gilenko	Grounds and Maintenance	

Karri (Year 5-6) – Nature Through the Ages



Professional Development



Treetops continues to actively provide opportunities for all staff to undertake professional learning. This includes both mandated training as well as team building and specific identified areas for staff.

All staff undertook training in 'Mandatory Reporting' and the 'School Code of Conduct'. In addition, some staff undertook an in-house training course on 'Mandatory reporting for non-teaching staff'. The school Board also participated in 'Mandatory reporting for Board members'.

For teaching staff in Secondary school, there was a continued focus on SCSA-related training on the curriculum. Several staff were trained in 2021, and where the curriculum had been updated, staff attended extra training in 2022. This therefore included these training courses – 'Meeting WACE requirements 2022 Science'; 'The New WA Year 11 Syllabus Psychology'; 'SCSA 2022 Pre-Primary to Year 10 Moderation (Year 8 English)'; 'SCSA 2022 Moderation (Year 6)'. In addition, the Primary and Secondary Coordinators attended a course on 'School Leaders Briefing'.

The Principal attended an ACEL PD delivered by James Nottingham – 'Leading a Learning Culture'.

There was a focus on managing-risks training in 2022 – and so the Principal and Business Manager (Facilities) attended a number of courses and scenario planning days – 'Shire of Mundaring LEMC Exercise Montreux- Bushfire Scenario at Bilgoman Pool (DFES)'; 'Bushfire Planning Forum Shire of Mundaring'. In addition, there was also a one-day 'Midland District Multi Agency Exercise' – which was set up by the WA Police Incident Support Unit. The Business Manager (Facilities) also attended 'WHS Webinar AISWA'.

The main focus of the Business Managers' training in 2022 related to finance and staffing, including attendance of several 'Schools Business Managers Network' meetings. The Business Managers and

Principal attended some legal seminars on 'Navigating The New Reportable Conduct Scheme WA' and 'Transgender/Gender Fluidity WA'.

Staff that were due for a refresher in first aid training undertook an in-house training on 'First aid in an Education Setting HLTAID012', delivered by Revive Emergency Medical training. The Primary Coordinator also successfully completed the 'Bronze Medallion'.

Teaching staff were trained in 'Noongar Six Season Talk'; 'Animal Ethics'; 'Interoception and Coregulation - Before Self-Regulation (Christina Keeble Webinar)'; 'Project Based Learning Online PD'.

The Principal attended the quarterly 'Small School Collegiate Meetings'.

In summary, our staff continued with training in 2022, specifically focusing on the curriculum. There was a focus on risk management and compliance. Treetops ensures that staff are adequately trained and given opportunities to increase their knowledge base and interactions with their peers outside the Treetops environment.

Helen Underwood

Business Manager – HR & Facilities



C Workforce Composition

Workforce Composition 2022:			
Teaching Staff (Number)	Male	Female	Total
Primary	1	3	4
Secondary	1	3	4
Both	2	4	6
Total Teaching Staff (Number)	4	10	14
Non-Teaching Staff (Number)	Male	Female	Total
Primary	0	5	5
Secondary	0	1	1
Both	3	5	8
Total Non-Teaching Staff (Number)	3	11	14
Total Staff (Number)			28
Teaching Staff (FTE)	Male	Female	Total
Primary	1.4	4.5	5.9
Secondary	1.8	4.0	5.8
Total Teaching Staff (FTE)	4.4	8.6	11.7
Non-Teaching Staff (FTE)	Male	Female	Total
Primary	1.1	6.3	7.4
Secondary	0.6	2.1	2.7
Total Non-Teaching Staff (FTE)	1.7	8.4	10.1
Total Staff (FTE)			21.8



D Student Attendance



Attendance is recorded twice daily by Primary teachers and entered into the SEQTA student management system. In Secondary, attendance is taken every period and entered into the SEQTA student database. Administration staff contact the families of students 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 student database systems and processes around attendance are regularly reviewed and updated.

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

Year Level	Attendance
Kindy	81.50 %
Pre-Primary	83.40 %
Year 1	87.70 %
Year 2	88.30 %
Year 3	84.90 %
Year 4	90.40 %
Year 5	90.50 %
Year 6	86.30 %
Year 7	83.30 %
Year 8	82.40 %
Year 9	77.70 %
Year 10	67.70 %
Year 11	69.20 %
Year 12	79.60%

As reported in the 2022 STATS Census (data for Years 1 to 10)

Semester 1 2022:

ALL STUDENTS	INDIGENOUS STUDENTS	NON INDIGENOUS STUDENTS
86.02 %	82.61 %	86.13 %

Term 3 2022:

ALL STUDENTS	INDIGENOUS STUDENTS	NON INDIGENOUS STUDENTS
86.61 %	89.78 %	86.52 %

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 support 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. This 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.

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 students to perform and we conduct it in as relaxed an atmosphere as possible.

	Reading		Writing		Spelling		Grammar		Numeracy	
	Treetops	Australia	Treetops	Australia	Treetops	Australia	Treetops	Australia	Treetops	Australia
Year 3	479	437	437	422	466	417	434	433	405	399
Year 5	495	509	460	484	461	504	472	498	490	488
Year 7	550	542	516	529	545	547	552	533	532	546
Year 9	590	577	540	559	580	576	576	573	586	584

	No. Students in Year Group	No. Students who sat NAPLAN
Year 3	8	7
Year 5	13	13
Year 7	12	10
Year 9	7	6



Parent, Student, and Staff Satisfaction

The 2022 survey identified the following:



For Students:

Students from Year 3 to Year 12 completed the survey.

- 93.65% of students feel engaged with their learning process at Treetops.
- 77.17% of students feel emotionally safe at Treetops, and 91.09% of students feel physically safe at Treetops.
- 78.71% of students feel that the school is helping them to develop skills to manage conflict with others.
- 82.43% of students know how to make a complaint at Treetops if they need to.
- 92.56% of students feel that they are listened to by staff at school.
- 93.66% of students feel that they are encouraged to learn to the best of their abilities.

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



For Parents:

The top reasons for choosing Treetops are: individualised and child-centred learning; Montessori approach; the International Baccalaureate; the natural environment and location; and ethos and values.

- 97.44% of parents agree that their child feels happy at Treetops, 96.51% agree that their child feels emotionally safe, and 100% of parents agree that their child feels physically safe at Treetops.
- 97.14% of parents feel that the school meets their expectations for their child's Primary education.
- 96.67% of parents feel that the school meets their expectation for their child's Secondary education.
- 100% of parents agree that the physical environment at Treetops allows their children opportunities for nature play, to be creative, and to take appropriate risks.
- 97.22% of parents agree that the school is governed effectively, and 97.03% parents agree that Treetops is led and managed effectively.



For Staff:

- 100% of staff enjoy working at Treetops.
- 100% of staff feel supported in their role by the school leadership, and feel part of a supportive team/peer environment.
- 95.24% of staff are satisfied with the working conditions of their job.
- 95.24% of staff feel valued at work.
- 100% of staff feel the school is governed effectively, and 95.24% feel Treetops is led and managed effectively.



Finance Report

As per the constitution, the accounts of the Association for the year ending 31st December 2022 have been independently audited, and the audited financials have been made available for inspection by members of the Association.

For the 2022 financial year, the school made a net profit of \$83,402.00. This amount is an improvement on the \$-133,543 loss in 2021. Student enrolments increased during 2022 from 132 students at February census, to 147 students at the end of the school year. This resulted in increases to fee and grant income.

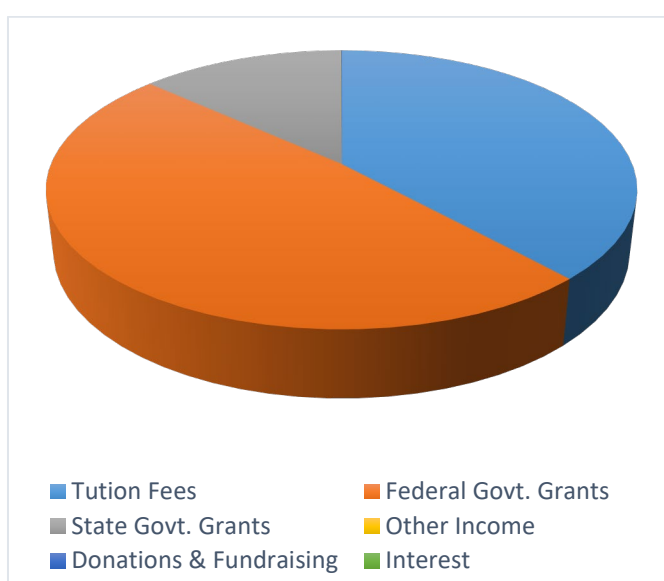
Expenses were maintained within budgeted amounts. Staff salaries were reviewed, and adjustments implemented, as part of a continuing strategy to increase staff salaries to a benchmarked rate of pay. The Board also continued its commitment to increase budgeting towards additional minor capital works projects, upgrades, and maintenance of the school's buildings and grounds.

The school's debt reduction strategy remains in place. The debt reduction strategy is projecting that all loans will be finalised within the next 4 years.

The balance sheet has the net assets of the school increasing from \$1,840,199 in 2021 to \$1,923,601 in 2022. The school's cash reserves have increased due to this year's profit.

The financial position of the school continues to improve.

Treetops Montessori School Income 2022	
Tuition Fees	\$1,200,364
Federal Government Grants	\$1,525,808
State Government Grants	\$415,515
Other Income	\$932
Donations & Fundraising	\$2,290
Interest	\$0
Total Income	\$3,144,909



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 Programme (IBDP) provides 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.

2022 Year 12 Outcomes

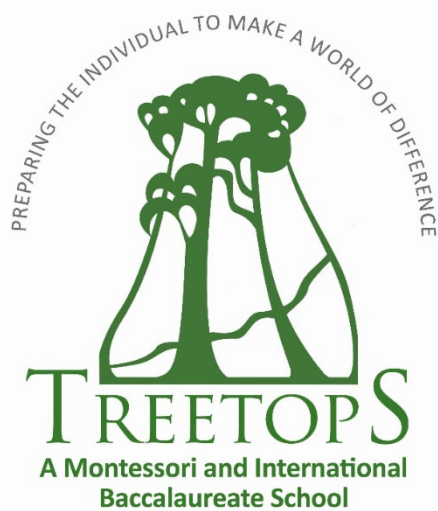
Treetops graduated four Year 12 student in 2022. One student completed the International Baccalaureate Diploma Programme (IBDP). Three students completed the WACE General.

Post-School Destinations

Upon completing their Secondary education, our IBDP graduate will be taking a year off to support the caring for a recent new arrival to the family. They will then be pursuing further education in the film industry.

Of our WACE General graduates: one is currently working as a barista and saving up to travel as soon as they can; the other two graduates are currently considering their post-schooling options and possible future career pathways.





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

