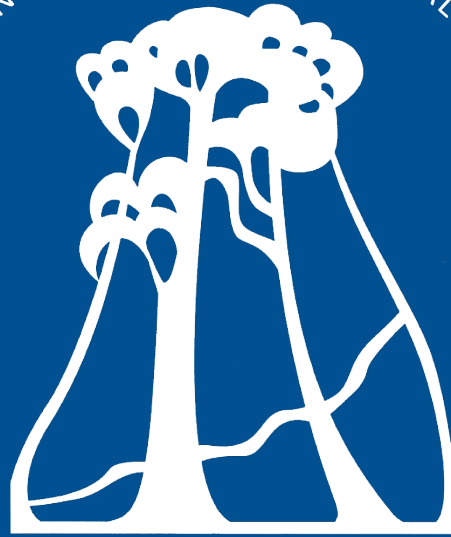


PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE



# TREETOPS

A Montessori and International  
Baccalaureate School



## ANNUAL REPORT 2024

*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, Part 5, Division 3, 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 WA Department of Education.

Montessori Australia 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 runs in Years 11 and 12. From 2021, the school commenced offering the WACE General.

### 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.



## Principal's Report

Treetops was recognised by the Association of Independent Schools WA (AISWA) and Independent Schools Australia (ISA) as an exemplar of school-based and embedded wellbeing for students. As a result of this, Treetops, along with just two other schools from across Australia, was chosen to meet with Minister for Education and Youth, Jason Clare. Each of the schools had the opportunity to showcase their unique approaches whilst also supporting the cause of private education in Australia.

Treetops also successfully introduced the 'Resilience Project' across the school as our preferred school wellbeing package.

### New Visual Art Rooms

Treetops' longstanding strength in Visual Arts was supported with the commissioning of our new Visual Arts and Technologies learning area. This newly fashioned space facilitates the school's Year 3 to 12 Visual Arts education and the Secondary School's enquiry-based learning approach in merging Visual Arts and Technologies (Design) into a multi-disciplinary opportunity.

### The Japan Trip

Treetops reintroduced our Japan Trip after a long COVID induced break. This year, a record nineteen students attended. In addition to staying with host families, students were able to attend the JAPEC International Summer Camp on Awaji Island.

### Bunraku Puppetry

Complementing our Japanese language programme, Secondary students had the opportunity to create Bunraku puppets as a part of a combined Visual Arts, Technologies, and Japanese project. With support from

the Department of Local Government, Sport and Cultural Industries via a \$20,000 grant, students learned to create, animate and perform Bunraku.

### Young and Aspiring Baristas

The school launched a new initiative to provide opportunities for Secondary students to learn basic barista and café skills. After spending much time 'experimenting' on staff, students were ready to run a coffee shop at the Darlington Arts Festival.

### Playgroup

Our Playgroup thrived in its new location located at the Darlington Playgroup. Our guided Playgroup provides an early introduction to the benefits of Montessori early childhood education for children aged 18 months to three years of age.

### Staffing

The school experienced an unusual amount of staff movement during 2024, with two staff beginning maternity leave and another two leaving to teach in the United Kingdom. In addition to this, one member of staff became very unwell and was unable to continue employment as a teacher. Whilst managing these challenges, Treetops was able to recruit strongly and enhance the capacity of our teaching team. The school is very well placed to perform strongly in 2025 with the largest ever enrolment into our International Baccalaureate Diploma Programme.

*Stuart Harris*  
Principal



## IMPROVING OUTCOMES FOR ALL: LEADING REFORM THROUGH INNOVATION

ROUNDTABLE WITH MINISTER FOR EDUCATION, THE HON JASON CLARE MP  
KEY FINDINGS | 21 MARCH 2024

## Treetops School Board 2024

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 2024, the Board was comprised of the following elected and co-opted members.

Chair: Amy Lomas  
Vice Chair: Brendan Fyfe  
Secretary: Kerry Raak  
Directors: Tamara Callaghan  
Richard de Vries (to 19.08.24)  
Julie Baker (to 06.11.24)  
Gayle Cremer (appointed 08.08.24)  
Mairead Connolly (appointed 28.11.24)  
Carol Mirco (appointed 28.11.24)  
Stuart Harris (Principal)



## Chair's Report

### *Strategic Context*

The Constitution for the Beenong School Association outlines that the Board is accountable for the development and implementation of a Strategic Plan for the School.

Treetops Strategic Plans are for a period of five years. In January 2024, the Board approved a new five-year Strategic Plan.

Treetops Strategic Plan 2024-2028 has five pillars:

1. Governance and Leadership
2. Teaching, Learning, and Wellness
3. Engagement and Promotion
4. Finance and Resourcing
5. Physical Environment

The key changes were the addition of Wellness to Pillar 2, and a new Pillar 5 - Physical Environment.

For each of these pillars we have a number of Strategic Goals. These include effective governance; embedding and investing in the Wellness programme; expanding places in Years 11 and 12; consolidating strength in Visual and Performing Arts, Music, and Science; pedagogical excellence; being held in high regard by the local community; increasing enrolment levels; attracting and retaining high quality staff; being competitively priced; offering alternative pathways for academic success; and rejuvenating Treetops' physical environment.

I am pleased to advise that the School continued to deliver a strong performance against these Strategic Goals in 2024, in spite of some unexpected challenges.

### *Enrolments*

Healthy enrolments is a key ingredient to Treetops' financial sustainability. Strong enquiries and a record number of school tours were a key feature of 2024, although student numbers did decline by 6.9% over the year, relative to the 174 enrolments at the beginning of the year. By June, enrolments had fallen to 162 and remained steady at this level for the remainder of the year. However, this was still ahead of the peak student numbers in 2023. Students leaving reasons are always varied, but we did observe the direct impact of cost-of-living pressures in 2024 on some families.

In the new five-year Strategic Plan we set an aspiration of 200 students, recognising the strong level of interest in the school but also its natural physical capacity limit.

### *Finances and Investments*

We started 2024 budgeting for an operating profit of \$38,000 and finished the year with an operating profit of \$206,038. By comparison, in the year prior (2023) we achieved an operating profit of \$296,981.

Approximately 60% of the school's revenue comes from government grants, with school fees making up a relatively smaller portion of the school's income (40%). Federal Grant funding is now at 80% of the Schooling Resource Standard. This will be our level of funding from now on, and any future revenue increases will be due to student numbers or adjustments for CPI.

Fee increases were modest at 3% for 2024 and during the year, we set the 2025 fee increase at 3.75%. We believe this strikes the right balance between the costs Treetops must meet, its financial viability, and is a modest rise for families relative to inflation and fee increases we have observed at other schools. We also remain committed to keeping Treetops fees simple for current and prospective families so they can easily work out what it costs.

In 2024, we further increased the budget allocation for buildings and maintenance by 15%. We also completed the annual review of our Strategic Asset Plan and prioritised investment in the Science room; the 'Kiss and Drop' zone; Secondary kitchen; and toilet facilities. Longer term we are looking to continue to improve the functionality and quantity of learning and other spaces; and upgrades to the school grounds and play areas.

The largest single cost item for Treetops is salaries. In 2024, we maintained our commitment to continue to improve teaching staff salary rates, and the benchmark of 96% of the Government Schools Award for teacher salaries. We increased teaching staff salaries by 6% from the beginning of the year and maintained EA and other Admin/General staff salaries at parity with the relevant WA Government Awards.

We are very proud that these investments were able to be made in 2024, while maintaining Treetops' affordability.

#### *Annual School Survey*

To guide the School and the Board and directly connect with and understand the views of our Members every year, we conduct an Annual School Survey. Pleasingly, the results across students, staff, and families for our 2024 survey were overwhelmingly positive and our highest response rate for some time. Highlights included: Families and carers overwhelmingly stated that their children feel happy, and emotionally and physically safe at Treetops; Parents stated that Treetops is meeting their education expectations in Primary and Secondary; Staff overwhelmingly responded that they enjoy working at Treetops and feel supported and valued; Parents and students highly value our staff. (Please see Section F for more detail.)

The Board will be increasing its focus on community engagement and school-led community activities in 2025, along with providing additional resourcing to the school to facilitate this additional workload. Our new Director intake reflects a deliberate reconfiguration of

the composition of the Board to increase Board expertise in community engagement, and the number of Directors who live within our local community but are not parents of children currently enrolled at the school.

#### *Governance Improvements*

Board effectiveness is an ongoing responsibility of the Board and particularly the Chair. Continuing from improvements made in 2023, this year we reviewed the School's Constitution and determined that overall, it remains fit-for-purpose for Treetops' needs now and for the foreseeable future. The review resulted in a small change to the Board Manual and an action to consolidate delegations. There were two recommended changes to the Constitution that can be actioned if and when a pressing need to amend the Constitution arises. These recommendations related to membership rules and processes for handling complaints.

We also reviewed Board skills and effectiveness. This led to the decision to advertise within the local community for independent Directors to bring additional skills and a community perspective to the Board. It also revealed that the Board is very strong on compliance, but needs to dedicate more time to risk and the implementation of the five-year Strategic Plan.

#### *Playgroup and Community Engagement*

In November 2020, COVID, financial pressures, and changes in regulation prompted the Board to initiate a three-year review of Playgroup. The three-year period came to an end in November 2023 and the outcome was a decision to retain Playgroup for at least Term 1 in 2024 and trial a new location at the Darlington Family Playgroup on Lionel Road.

With the Playgroup operating well at its new location, and the location proving to be a good fit that increases Treetops presence in the local community, the Board agreed to retain Playgroup in its current format for the foreseeable future.

#### *Conclusion*

On behalf of the Board, I would like to acknowledge and thank our Principal, Stuart Harris, for his continued management and leadership of the School. 2024 brought with it many highs and lows, and Stuart handled these with professionalism and skill. A standout was Treetops' national recognition for its Wellness programme.

The Board also wishes to thank all 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 in a range of school activities.

*Amy Lomas*  
*Board Chairperson*

## 2024 Calendar of Events



### January

Children's House Student Orientations

Staff PD/Team Building Day

### February

Parent Information Sessions

State Census

Small Schools Collegiate Group (SSCG) Meeting

Karri Saving Threatened Species Incursion

School Photo Day

Swimming Lessons (Primary)

### March

Swimming Lessons (Primary)

OzClo Competition (Years 7-10)

Children's House School Health Nurse Visit

Wattle & Secondary Sculptures by the Sea Excursion

NAPLAN Testing

Harmony Day

Three-Way (Parent/Teacher/Student) Interviews (Primary)

Canberra Visit with ISA to Federal Government

Children's House & Wattle Aboriginal Cultural Incursion

Puppetry Residency Incursion (Secondary)

Karri Perth Observatory Excursion

Playgroup AQWA Excursion

### April

Year 7 & 10 Vaccinations

Puppetry Residency Incursion (Secondary)

Holly O'Meehan Art Incursion (Secondary)

Staff PD Mooro Katta Gar-Up Walking Tour (Kings Park)(Primary)

Wattle Kings Park Excursion

Treetops Annual General Meeting (AGM)

### May

Marri & Karri Ceramics Incursion

Year 12 WACE General ESTs

Mother's Day Morning Teas

Walk Safely to School Day

Year 12 IBDP Exams

Karri AQWA Excursion

Children's House & Wattle Tucker Bush Schools Program Incursion

Dental Screening

Jarrah & Mallee HaSS Markets

Helping Minds Incursion (Secondary)

Children's House Adopt a Beach Incursion

Marri Scitech Excursion

National Reconciliation Week

Senior Secondary Parent Information Evening



## June

Music Recital Morning  
OLNA Testing  
Playgroup Caversham Wildlife Park Excursion

## July

NAIDOC Week  
Staff PD First Aid Training  
Year 12 IBDP Pamoja Exams  
Puppetry Residency Incursion (Secondary)  
JAPEC Overseas Trip to Japan (Secondary)



## August

JAPEC Overseas Trip to Japan (Secondary)  
State and Federal Census  
Three-Way (Parent/Teacher/Student) Interviews (Children's House & Wattle)  
Puppetry Residency Incursion (Secondary)  
Science Week  
Marri DFES Fire & Safety Incursion  
Book Week  
AGWA SLWA (Years 9-12) Excursion (Secondary)  
Wattle Nearer to Nature Excursion  
Book Character Dress Up Day  
Children's House & Marri West Oz Wildlife Incursion  
Father's Day Morning Teas

## September

Three-Way (Parent/Teacher/Student) Interviews (Marri & Karri)  
Wattle Mundaring Environmental Arts Incursion  
Montessori Schools Formal (Years 10-12)  
Children's House Tie-Dye Shirts & Socks Incursion  
Puppetry Residency Incursion (Secondary)  
Captain Clean Up Incursion (Years PK to 2)

Children's House (PP) & Wattle Sleepover  
IBDP Art Exhibition  
PAN Theatre Rehearsal Excursion  
Performing Arts Night (PAN) Event  
Three-Way (Parent/Teacher/Student) Interviews (Secondary)  
Playgroup Bushwalk & Picnic Excursion  
Children's House Morning Tea  
International Day of Peace  
Year 12 IBDP Mock Exams  
Whole School Colour Run

## October

Year 12 IBDP Mock Exams  
Karri Book in a Box Exhibition  
OLNA Testing  
Constable Care Incursion (Primary)  
Year 12 IBDP Final Exams  
World Teacher's Day  
Wattle Peninsula Farm Excursion  
Secondary Yoga (Years 7-10) Incursion

## November

Darlington Arts Festival Weekend (Treetops Stall)  
Year 12 IBDP Final Exams  
Outdoor Classroom Day  
Children's House WA Museum Boola Bardip Excursion  
Student Transition & Orientation Day  
Crazy Dress Week  
Segafredo Barista Training (Secondary)  
Crazy Dress Week Fundraiser  
Wattle Kanyana Fundraiser Cake Stall  
Marri & Karri End of Year Christmas Parties  
Year 12 Graduation  
End of Year Shuukai Celebrations

## December

Years 3-6 Camp to Bickley  
Years 7-11 Camp to Point Walter  
Wattle Class Party  
Wattle Bushwalk  
Children's House Christmas Concert & Moring Tea  
Playgroup Party at Bilgoman Pool  
Children's House & Wattle Water Play Day  
Kingsley Montessori IB Teachers Network Meeting  
Staff Christmas Lunch



## B Teacher Standards and Qualifications

### Staffing in 2024

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		
<b>Stuart Harris</b>	Principal Teacher (Politics & Law)	Grad Cert HSE 2008 Grad Dip Ed 1997 BA in Social Sciences 1995
<b>Sharon Crossman</b>	Head of Primary Wellbeing Coordinator Teacher (Languages – Japanese) Teacher Marri (Term 4)	Grad Dip Ed 2013 BA Asian Studies
<b>Kim Steimer</b>	Head of Secondary IB/WACE Coordinator Teacher (Science)	Masters of Education Bachelor of Science (Biological Anthropology & Chemistry)
<b>Suzanne Blake</b>	Learning Support Coordinator Teacher (Learning Support, Science)	PGCE Secondary Science 2001 BSc Hons Biology 1998
<b>Juliette Borromei</b>	Teacher (Phys Ed, Health, English)	Bachelor of Secondary Education 2021
<b>Paul Gillespie</b>	Teacher (Mathematics)	Grad Dip Ed (Secondary) 2015 Post Grad Dip Applied Science 1997 BSc Geoscience
<b>Hylton Hayes</b>	Teacher (HaSS, Science, Mathematics)	Bachelor of Education (Primary) 2019
<b>Kasey Hayman</b>	Teacher (English) (Terms 1 to 3)	CELTA Certificate 2018 Grad Dip Ed (Secondary) 2012 Bachelor of Arts 2011
<b>Kate Lowe</b>	Teacher (Primary Music, Phys Ed, Health, Design & Technology)	Grad Cert Early Childhood Education 2020 Grad Dip Education (Primary) 2017 Bachelor of Arts (Illustration)(Incomplete) 2015 Bachelor of Arts (Psychology) 2011
<b>Pooja Mathew</b>	Teacher (Primary Art, Technologies)	Bachelor of Education (Primary)
<b>Radhika Mathur</b>	Teacher (HaSS, Science) (Terms 3 & 4)	Diploma Education 1986 Master of Chemistry 1984 Bachelor of Science 1982
<b>Mary Pollard</b>	Teacher (Secondary Music, Psychology)	Bachelor of Education (Secondary Music) 2006 Cert IV Classical Music 1999
<b>Jeremy Wittber</b>	Teacher (English, DigiTech, Science, Politics & Law) (Terms 2 to 4)	Grad Dip Ed (SocSci, Media) 2013 Bachelor Social Science (Anthro/Sociology) 2012 Cert IV Training & Assessment Cert IV Music Production Cert III Art & Design
<b>Peter Zylstra</b>	Teacher (Art, Design & Technology)	Grad Dip Ed (Secondary Art) 2014 MA Fine Arts 2003, BA Fine Arts 1998
<b>Marie Sherwood</b>	Teacher Karri (Years 5-6) (Term 1)	Graduate Diploma of Psychology (Ongoing) Grad Dip Education (HaSS/EaLD) 2018 Bachelor of Arts 2017

<b>Kylie Howell</b>	Teacher Karri (Years 5-6) (Terms 2 to 4)	Bachelor of Education (Primary) 2015 Diploma of Children's Services 2007
<b>Jessica Clark</b>	Teacher Marri (Years 3-4) (Terms 1 & 2)	Bachelor of Education (Primary) 2012
<b>Hailey Szamosi</b>	Teacher Marri (Years 3-4) (Term 3)	Graduate Diploma of Education (Primary) 2015 Bachelor of Marketing, Advertising & Public Relations 2014
<b>Melanie Hood</b>	Teacher Marri (Term 4)	Bachelor of Education 1992
<b>Natalie Boyd-Ratcliff</b>	Teacher Wattle (Years 1-2) Early Years Coordinator	Master of Education 2019 Grad Cert ECE 2015 Grad Dip Ed (Primary) 1995 BSc Hons (Geography) 1993
<b>Caitlin Morey</b>	Teacher Children's House (Pre-K to PP) (Terms 1 to 3)	Bachelor of Education (Early Childhood) 2022
<b>Sarah Levey</b>	Teacher Children's House (Pre-K to PP) (Terms 3 & 4)	Bachelor of Education (Early Childhood & Primary) 2017 Cert III Children's Services 2010
<b>Aimee Lange</b>	Teacher Children's House (Pre-K to PP) (Part-Time)	Bachelor of Education (Early Childhood & Primary)



### Teaching & Education Assistants

<b>Susan Bouma</b>	Teacher Assistant	Early Childhood Education Program 2018 AMS Montessori Teacher Education Program 2008
<b>Jacqualene Williams</b>	Teacher Assistant	Cert III Education Support
<b>Elizabeth Wilson</b>	Teacher Assistant	Cert IV Education Support 2015
<b>Sandy Eaton</b>	Education Assistant	Cert IV Education Assistant 2013 Diploma Personnel Management.
<b>Mandy Fung</b>	Education Assistant	Cert IV School Based Education Support 2023 MA Arts (Human Resource Management) 2005 Bachelor of Commerce (Marketing & Management) 2000
<b>Connie Kennedy</b>	Education Assistant	Cert IV Education Support (Special Needs) 2017 Cert IV Community Services 2016
<b>Kristy Penrose</b>	Education Assistant	Dip Community Services (Children's Services) Cert II Community Services (Children's Services)
<b>Emma Slattery</b>	Education Assistant	Cert IV Education Support Cert III Education Support
<b>Melissa Turner</b>	Education Assistant	Cert IV Teacher Assistant Special Needs Cert III Teacher Assistant
<b>Paige Uren</b>	Education Assistant	Cert III Education Assistant
<b>Sara Veasey</b>	Education Assistant	Cert IV School Based Education Support Cert III School Based Education Support
<b>Giselle Thornton</b>	Education Assistant / Playgroup Leader	Teacher Assistant Certificate 2000
<b>Amanda Duzevich</b>	Playgroup Leader	Cert III Education Support 2014 Cert II Children Services 2009

### Administration Staff

<b>Kerry Raak</b>	Business Manager – Finance and Enrolments
<b>Helen Underwood</b>	Business Manager – HR and Facilities
<b>Kate Myburgh</b>	Administrator
<b>Jessica Honda</b>	Receptionist
<b>Tanika Dobosz</b>	Receptionist (Terms 1 to 3)
<b>Perrie Crossman</b>	Receptionist (Term 4)
<b>Amy Collins</b>	Receptionist, Marketing & Communications (Term 4)
<b>Liz Marjot</b>	IT Specialist (On-Call)
<b>Hendrik Raak</b>	Grounds and Maintenance – Facilities
<b>Kerrin Powell</b>	Grounds and Maintenance – Gardens & Grounds

## 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 areas, identified for individual staff.

With new staff on board, all staff attended a team building event at SupaGolf and Putt. This was an opportunity to bond with colleagues and to learn new skills. We continue to provide opportunities for staff to meet and interact in a variety of social situations.

Importantly all staff undertook appropriate training in *Mandatory Reporting*, as well as for the *School Code of Conduct*.

We ensure staff maintain currency with current curriculum by attending relevant courses, right across the school. Staff attended courses aimed at improving student engagement and outcomes.

Treetops continues to focus on Wellbeing with relevant courses. Following the Independent Schools of Australia (ISA) case study visit in October 2023, (which looked into the unique Treetops offering and Wellbeing support processes), the highlight of the Wellbeing Programme was when Treetops attended the meeting in Canberra for Improving Outcomes for all: Leading Reform Through Innovation Programme with the Federal Minister for Education.

There was a focus on Learning Support training in 2024 with many staff attending relevant courses.

The Early Years' team undertook training in the new Early Years Framework – and received an Indigenous grant, which allowed the team to attend some culturally-relevant courses and team building activities.

In order to remain updated with current WH&S legislation and processes, as well as to create opportunities for mutual support with other local schools, in the event of a bushfire, or catastrophic fire conditions, the Business Manager (Facilities) and Facilities Manager attended the *Annual Principals Bushfire Workshop* in November; This was followed with a whole school staff induction into '*Drills and Alarms – Lockdown and Bushfire PD*'. Staff were trained in First Aid. To support our camp programme, staff were also trained with the Bronze Medallion.

The School continues to ensure the Principal and Business Managers attend appropriate training with a focus on Regulatory and Industrial relations requirements – the landscape for this is ever-changing, and Treetops ensures the Leaders maintain their knowledge base in these areas.

To summarise, our staff continued with many strands of personal and professional development and training in 2024, specifically focusing on the curriculum and supporting the students. There was a focus on regulatory compliance and new workplace legislation. Treetops ensures that staff are adequately trained and given opportunities to increase their knowledge as well as to interact with their peers outside the Treetops environment.

The courses attended are summarised on the next page.

*Helen Underwood*  
*Business Manager – HR & Facilities*



Professional Development 2024		
PD Areas	Course Details	Attending Staff
<b>Compliance</b>	Mandatory Reporting for Mandatory reporting staff In-house - Mandatory Reporting for Non-Teaching Staff. School Board participated in 'Mandatory reporting for Board Members' 'School Code of Conduct' training	All Staff
<b>Learning Support</b>	NCCD and IE Levels Programming documents using accommodations MultiLit-Word Wasp (internal) Autism Awareness & Neurodiversity Workshop	All Teaching Staff Some Aides
<b>Team Building</b>	Whole day staff team building at Supa Golf and Supa Putt Staff Sundowners (on and off-site) / Staff introductions and leaving events Staff Christmas get together (off Site)	All Staff
<b>Wellbeing</b>	Resilience project webinar Bringing Ruler to your life in school AISWA wellbeing pilot; Wellbeing Team meetings with AISWA	Teaching Staff Wellbeing Team
<b>Reporting &amp; Assessing</b>	Assessments on SEQTA; SEQTA marks book workshop (internal) Using grade descriptors and judging standards (internal)	Teaching Staff
<b>Funding</b>	Special Education Supplementary Per Capita Funding for Beginners Business Managers - Funding for Students with a Disability	Learning Support Business Managers
<b>Curriculum</b>	SCSA Special Provision Requirements for Year 11&12 Music General Syllabus Review	Teachers
<b>Student Engagement</b>	Sharp Reading: Guided Reading for Comprehension Motivating Powerful Student Learning and Engagement Implementing SSP in Years 3,4,5,6 using PLD Activating Enquiry Sharp Reading: Guided Reading for Comprehension Talk for Writing: Introductory Workshop	Teachers
<b>Collaboration</b>	Secondary collaboration (internal) IB Staff 2025 – Meetings with Kingsley IB staff ONLINE - Term 1-4 WACS Meeting	Teachers Principal
<b>Early Years</b>	Building Leadership Capability in the Early Years Implementing SSD in Foundation using PLD Early Years - Cultural Responsiveness with Robyn Collard Mooro Katta Gar-Up Walking Tour (Kings Park)	Early Years Staff
<b>WH&amp;S</b>	Bronze Medallion Provide First Aid in an Education and Care Setting (HLTAID012) Principals Pre-Season Bushfire Workshop AISWA Animal Ethics	Staff
<b>Art</b>	Still Life Painting Kodaly Autumn Workshop	Art /Music Teachers
<b>Leadership</b>	Improving Outcomes for all: Leading reform through Innovation Chris Massey (AISWA) visiting Treetops Meeting with Federal Education Minister Clare	Principal Head of Primary
<b>Regulatory &amp; Industrial Relations</b>	Briefing the Board Conference - Optus stadium AICD Governance Foundations for Not-for-Profit Directors of Independent Schools Reportable Conduct Scheme Workshop AISWA Mastering Business in Schools Business Managers AI event Business Managers - Industrial Relations Update	Principal Business Managers

## C Workforce Composition

Workforce Composition 2024:			
Teaching Staff (Number)	Male	Female	Total
Primary	0	7	7
Secondary	4	4	8
Both	0	2	2
<b>Total Teaching Staff (Number)</b>	<b>4</b>	<b>13</b>	<b>17</b>
Non-Teaching Staff (Number)	Male	Female	Total
Primary	0	6	6
Secondary	0	1	1
Both	2	8	10
<b>Total Non-Teaching Staff (Number)</b>	<b>2</b>	<b>15</b>	<b>17</b>
<b>Total Staff (Number)</b>			<b>34</b>
Teaching Staff (FTE)	Male	Female	Total
Primary	0.0	5.8	5.8
Secondary	3.9	5.1	9.0
<b>Total Teaching Staff (FTE)</b>	<b>3.9</b>	<b>10.9</b>	<b>14.8</b>
Non-Teaching Staff (FTE)	Male	Female	Total
Primary	0.8	7.4	8.2
Secondary	0.8	3.7	4.5
<b>Total Non-Teaching Staff (FTE)</b>	<b>1.6</b>	<b>11.1</b>	<b>12.7</b>
<b>Total Staff (FTE)</b>			<b>27.5</b>



## 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 9:00am 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 School 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.

As reported in the 2024 STATS Census (data for Years 1 to 10)

Semester 1 2024:

ALL STUDENTS	INDIGENOUS STUDENTS	NON-INDIGENOUS STUDENTS
89.44 %	90.65 %	89.42 %

Term 3 2024:

ALL STUDENTS	INDIGENOUS STUDENTS	NON-INDIGENOUS STUDENTS
86.26 %	n/a %	86.26 %

Year Level	Attendance
Kindy	83.47 %
Pre-Primary	93.49 %
Year 1	88.22 %
Year 2	86.96 %
Year 3	89.16 %
Year 4	88.89 %
Year 5	93.14 %
Year 6	94.15 %
Year 7	90.60 %
Year 8	93.28 %
Year 9	87.29 %
Year 10	86.99 %
Year 11	86.72 %
Year 12	91.70 %

## 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	331	404	388	416	330	401	341	409	364	404
Year 5	508	492	475	485	511	486	504	498	467	489
Year 7	554	535	531	540	517	540	530	537	527	540
Year 9	593	565	598	574	563	567	567	555	579	565

	No. Students in Year Group	No. Students who sat NAPLAN
Year 3	11	9
Year 5	11	9
Year 7	17	16
Year 9	14	12



### Parent, Student, and Staff Satisfaction

Each year we survey our families, staff, and students about Treetops as a way to directly connect with and understand the views of our school community. The results help to guide and inform the Board and Principal about how Treetops is performing. The 2024 Survey was undertaken in Term 3.

*"I see the school as one that promotes the individual qualities of each student. The school wants them to develop as unique individuals who are curious and self-motivated. The school also provides a safe space for children to be themselves which I love. All the children and staff respect each other."*

Pleasingly, the results across students, staff, and families for our 2024 survey were overwhelmingly positive and our highest response rate for some time - 55 responses compared to 34 in 2023. Highlights included:

- Once again, our families overwhelmingly stated that their children feel happy, and emotionally and physically safe at Treetops; and Treetops is meeting their education expectations in Primary and Secondary.
- Staff overwhelmingly responded that they enjoy working at Treetops and that it is governed and managed effectively.
- Staff feel supported by Treetops leadership and colleagues; are satisfied with their working conditions and have sufficient resources to carry out their role.
- Staff feel that Treetops is making good use of staff knowledge, skills and abilities.
- Treetops students enjoy learning, feel safe, and state that staff listen to them, and that they are encouraged to learn to the best of their abilities.
- This year there was a notable 10 percentage point increase in the number of students who said they have an adult at Treetops they can talk to if they have a concern - now at 83%.
- It's the people that rank the highest from students when asked what makes them feel like they belong - their friends and the teachers.

*"Treetops has a wonderful and welcoming feel, and the values of the school are very much reflected in the families that attend there."*

*"The teachers are excellent and convey genuine caring and respect for students. So far, all the students seem to be nice people, and I think that reflects the school culture or kindness and acceptance."*



#### 2024 Parent Survey:

The top reasons families have chosen Treetops are child-centred and individualised learning; Montessori approach; small school size; and ethos and values. Families feel that the top strengths of the school are its small size and classes, treating students as individuals, and its staff.

*"The school offers a safe, nurturing environment, providing for my children's emotional wellbeing and allowing them to reach their academic potential."*

- 99.38% of parents agree that their child feels happy at Treetops.
- 99.54% agree that their child feels emotionally safe while at Treetops, and 100% of parents agree that their child feels physically safe at Treetops.
- 100% of parents feel that the school meets their expectations for their child's Primary education.
- 94.44% of parents feel that the school meets their expectation for their child's Secondary education.
- 100% of parents agree that the school's physical environment allows their children opportunities for nature play, to be creative, and to take appropriate risks.
- 94.44% of parents feel there is enough opportunity for their children to be physically active at lunch time.
- 100% of parents feel that the school deals effectively with behaviour.
- 98.16% of parents agree that the school is governed effectively, and 100% parents agree that Treetops is led and managed effectively.

*"I feel each child is valued for who they are. This creates a feeling of safety for the student and fosters a level of maturity in the child perhaps not seen in a bigger school."*

## 2024 Student Survey:



Students from Year 3 to Year 12 completed the survey.

- 98% of students enjoy learning at Treetops.
- 96% of students feel like they belong at Treetops.
- 97% of students feel safe at Treetops.
- 79% of students feel that the school is helping them to solve problems with their friends.
- 83% of students state that there is an adult at Treetops they can talk to if they have a concern.
- 74% of students know how to make a complaint at Treetops if they need to.
- 95% of students feel that they are listened to by staff at school.
- 96% 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.

Reviewing survey responses is always an enjoyable process, particularly the 'free text' responses from students. Here are some excerpts from student responses to 'How would you describe Treetops to a friend?'

*"I love being at Treetops because it is kind and caring."*

*"It is a good school with good teachers."*

*"There are lots of fun stuff to play at lunch and the learning is fun and the teachers are very nice."*

*"It's really good, and even though I haven't been here long, I feel like I know everyone that I need to."*

*"Treetops is the type of school where you can wake up in the morning and actually feel excited about going to school. The teachers come up with many fun assessments to do in the year."*

*"No uniforms! We are a very small school, you can see one end from the other, and it's possible to know every single student! (but we have enough students – don't join, we will run out of space!)"*

*"THE BEST SCHOOL EVER!"*

*"A perfect place to go, where you feel like you belong. There is always someone there for you, and even if the science lab is colder than Antarctica, it's great. The classes are fun and informative, and the teachers will help you understand anything that is hard."*

*"Cool place where you learn LOTS!!! and a fun place."*

*"A great school for IB."*

## 2024 Staff Survey:

- 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.
- 96.15% of staff are satisfied with the working conditions of their job.
- 100% of staff feel that their professional development needs are identified and addressed.
- 100% of staff feel valued at work.
- 100% of staff whilst at work, clearly understand what is expected of them.
- 100% of staff feel the school is governed effectively, and 100% feel Treetops is led and managed effectively.

*"A good supportive employer. It's very busy, and small school constraints mean we are frequently challenged."*



## G School Income Broken Down by Funding Source



### Finance Report

As per the constitution, the accounts of the Association for the year ending 31<sup>st</sup> December 2024 have been independently audited, and the audited financials have been made available for inspection by members of the Association.

For the 2024 financial year, the school made a profit of \$206,038. This amount is a reduction on the \$296,981 profit in 2023. At the end of 2023, student enrolments were at 153 students, this increased to 174 students for the start of 2024 and the year finished with 162 students. 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.

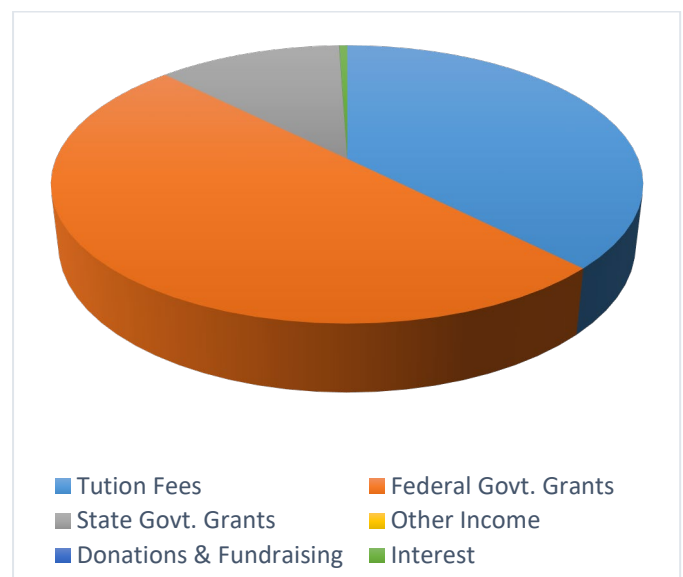
The school's debt reduction strategy remains in place. The debt reduction strategy is projecting that all loans will be finalised within the next 2 years.

The balance sheet has the net assets of the school increasing from \$2,220,582 in 2023 to \$2,426,620 in 2024. The school's cash reserves have increased due to this year's profit.

The financial position of the school continues to improve.

*Kerry Raak*  
Business Manager – Finance & Enrolments

Treetops Montessori School Income 2024	
Tuition Fees	\$1,649,203
Federal Government Grants	\$2,193,003
State Government Grants	\$524,441
Other Income	\$627
Donations & Fundraising	\$1,312
Interest	\$22,904
<b>Total Income</b>	<b>\$4,391,490</b>



### 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.

### 2024 Year 12 Outcomes

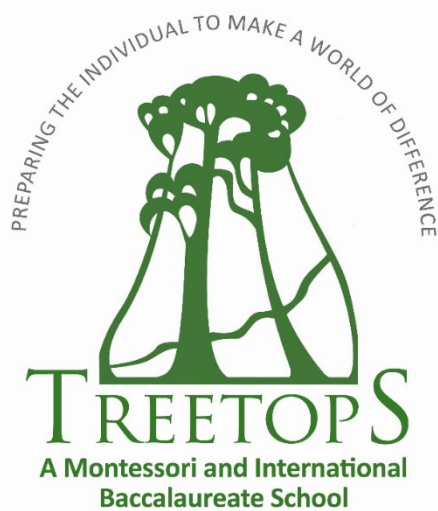
Treetops graduated five Year 12 students in 2024. One student successfully graduated the International Baccalaureate Diploma Programme (IBDP). Four students successfully completed the WACE General.

### Post-School Destinations

Our IBDP graduate has been accepted by the University of Western Australia to study a Bachelor of Media and Communications.

Of our WACE General graduates: one is currently still considering their post-schooling options; one has enrolled at TAFE to further their studies; one is currently working as a manager at McDonalds and has enrolled at TAFE to study social work; one is currently working in hospitality as a café barista.





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