

2024

ANNUAL REPORT



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Introduction

Purpose and Compliance with Australian Government Requirements

All schools are required to report on school performance and financial efficiency for public accountability. This information is made available via an annual report outlining key data sets and highlighting success and challenges for the purpose of long-term planning.

Contributors to the Report

This is the School’s Annual Report for the 2024 school year. It has been compiled with content provided by the Board, Administration Staff, and Principal of Perth Montessori.

Name	Office	Term Served in 2024
Sally Alderton	Principal & Ex-Officio Director	Ongoing
Kate Daniels	Chair	1 Jan to 24 May
David Davies	Deputy Chair	1 Jan to 24 May
	Chair	25 May to 31 Dec
Veronica Smith	Finance Director	1 Jan to 31 Dec
	Deputy Chair	25 May to 31 Dec
Karina Navarro	Director	1 Jan to 31 Dec
Melanie Brooks	Director	15 Aug to 31 Dec
Katie Clarke	Director	15 Aug to 31 Dec
Jodi Kerslake	Director	15 Aug to 31 Dec



Chair's Report

On behalf of the Board of Perth Montessori, it is again my privilege to present the 2024 Annual Report.

This year has been one of continued growth, development, and achievement for our school community. Our commitment to the Montessori philosophy, combined with hard-earned resilience and investment in our people, programs, and facilities has further strengthened our position as a high-quality, authentic Montessori institution in Western Australia.

This was again reflected in 2024 by an increase in enrolments. Our Adolescent Program, underpinned by the Big Picture Learning program also saw its first graduate, demonstrating the school's capability to offer a personalised, student-centred pathway all the way from playgroup to higher education.

With an increase in enrolments came an increase in staffing. New positions, including a student counsellor, enrolments registrar, and dedicated literacy and numeracy teacher, were introduced to meet the diverse needs of our students. Similarly, our existing staff furthered the school's commitment to Montessori principles through extensive professional development and engagement across local/international Montessori networks (with many individual goals and milestones reached).

Student wellbeing and engagement have remained at the heart of our mission. We maintained a robust attendance management process, achieved an improved overall attendance rate of 89.61%, and continued to provide tailored support for students experiencing challenges.

In addition to increased staffing, we invested significantly in improvements to the prepared environment, including classroom enhancements, additional trees, technological improvements (Compass), and a complete overhaul of the Adolescent Program space (with sincere thanks to all who donated their time and expertise). These initiatives contribute to a long-term, sustainable future for our school and are underpinned by a revised Strategic vision (and set of objectives) due for publication later in 2025.

Our strong sense of community remains one of our greatest assets. This year we celebrated a significant milestone in launching our first Reconciliation Action Plan, as well as strengthening family engagement through events, volunteering, and the active involvement of our Parents and Friends Committee (who once again take the prize for most popular event in the form of the school disco).

Financially, Perth Montessori is in a stable position, recording an operating surplus for the third year in a row. Our strategic focus on sustainability and careful financial stewardship has ensured continued growth while maintaining the provision of a quality education to our students.

As we look to the future, we remain committed to providing an authentic Montessori education that prepares our students not only for academic success, but for life. I would like to thank our entire community: our staff, parents, friends, and students for their continued support and passion. Together, we are building a vibrant learning community grounded in the values of respect, curiosity, and independence.

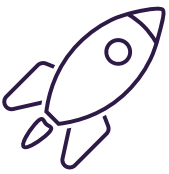
Sincerely,



David (DD) Davies
Chair – Perth Montessori

School Profile

At Perth Montessori we promote respect of the child to build their confidence and ability to think, act and learn independently. Providing students freedom to be themselves helps them develop their character. By engaging in hands-on activities and self-directed tasks, students follow their own blueprint for learning. The Montessori philosophy is at the heart of what we do, and we make sure to include our community on the child's learning journey.



MISSION

Empowering our children in an environment based on the values of resilience and respect.



VISION

Encouraging curious, independent lifelong learners.



VALUES

Independence, curiosity, respect, resilience, and life-long learning.

“We must look to the children as a vehicle for bringing change to humanity.”

Dr. Maria Montessori

School Profile

School Overview

Perth Montessori is an independent, co-educational school located in Burswood, not far from the Perth CBD, on Whadjuk Noongar Boodja just south of the Derbal Yiragan (Swan River). Established over 40 years ago, we proudly offer Montessori education to children from birth to 18 years.

In 2024, the school consisted of the following class groups:

Two – Children’s House Classrooms (3 to 6 years)

Two – Lower Primary Classrooms (6 to 9 years)

One – Upper Primary Classroom (9 to 12 years)

One – Junior Adolescent Program Classroom (12 to 15 years)

One – Senior Adolescent Program Classroom (15 to 17 years)

We also offer a parent/carer playgroup program for students aged 0 to 3 years. The program is led by a Montessori guide and operates three mornings per week with enrolment and attendance managed on a casual basis.

Educational Approach (Montessori and Big Picture)

Perth Montessori follows the National Montessori Curriculum, a fully endorsed alternative curriculum framework approved by both national and state regulatory organisations (ACARA and SCSA) for Foundation to Year 10. Our curriculum is therefore based on Montessori pedagogy and principles and is fully aligned to the West Australian Curriculum and the Early Years Learning Framework. Students work with the real materials of the Montessori method and undertake authentic real-world projects whenever possible to bring learning to life and ensure it is engaging and relevant.

As an accredited Big Picture school, students in the Adolescent Program benefit from the integration of this progressive design for learning with Montessori principles and practices, following a rigorous and engaging pathway through to graduation. In their secondary years, students at Perth Montessori follow a fully personalised learning program that prepares them for life beyond the classroom. Upon graduation, students are awarded the International Big Picture Learning Credential (IBPLC), an authentic personalised assessment that comprises the entirety of the student’s learning and experience from Years 11 and 12 without the need for exams. Warranted by the University of Melbourne, the IBPLC is accepted at 17 universities across Australia, and unlocks enabling pathways to TAFE and post-school employment.

School Profile

Student Demographics (2024 August Census)

Perth Montessori enrolments continued to grow with our school population reaching 121 students (3 – 18 years old) at the August census date. An additional 66 students attended our Playgroup (0-3 years) with their parents and carers on a casual basis throughout the year. Our student population represented 100 families; two students identified as Aboriginal, and 24 students were on visas.



Staff Information

Staff Numbers and Positions

In 2024, the School expanded its staffing profile to reflect modest enrolment growth, respond to student needs, and uphold our commitment to delivering a high-quality educational program. Additional teaching staff were appointed to the Adolescent Program to ensure a broad range of expertise and subject knowledge within the team. A full-time teacher was also engaged to focus on literacy and numeracy and to collaborate with the Inclusive Education Coordinator in supporting students with additional needs.

Growing enrolments in the Children’s House led to the appointment of an additional education assistant. To enhance wellbeing services, a student counsellor was employed—partially funded through the National Student Wellbeing Program. In response to increased administrative demands, the School also appointed an Enrolments Registrar and Marketing Officer. Lastly, a part-time music specialist was engaged to deliver classroom music to students aged 3 to 12.

In 2024, Perth Montessori had a total number of 35 staff members, equivalent to 23.5 full time staff members. One staff member identified as Aboriginal.

Workforce Composition	No.	FTE
Principal	1	1
Deputy Principal	1	1
Teaching	15	7
Education Support	11	10.3
Administrative and Operations	7	4.2
TOTAL	35	23.5

Staff Qualifications and Registration

All teachers are:

- registered with the Teacher’s Registration Board of WA;
- have current Working with Children registration;
- are academically well qualified with strong Montessori qualifications and/or experience;
- have completed training in Child Protection and Mandatory Reporting; and
- hold first aid training certificates, including asthma and anaphylaxis.

For detailed individual qualifications, see Appendix A.

Staff Information

Staff Attendance

The average number of days absent per staff member from 01/01/2024 to 31/12/2024 was 6.76 days.

Four staff members took long service leave in 2024.

Staff Retention

Two education assistants, one teacher and one administration officer left Perth Montessori during 2024.
One teaching position was made redundant.

Average years of service	4.19
Minimum years of service	0.04
Maximum years of service	23

Professional Development

This year, we celebrated a number of individual and collective professional milestones. One of our classroom educators successfully completed her Montessori 6–12 Diploma, while another commenced the highly regarded AMI Montessori Diploma for Adolescents (12–18). Staff also participated in key Montessori conferences and regional networks, including Meeting in the Middle, the Montessori Teachers Association Schools Conference, and MSCA’s collaborative hub sessions, fostering a rich exchange of ideas and practices.

Professional development was carefully aligned with our annual improvement goals, with particular emphasis on evidence-based teaching of literacy and writing. Our staff also engaged in Big Picture training, inclusive education strategies, and culturally responsive practice, ensuring our approach remains both authentic to Montessori and responsive to the diverse needs of our school community.

Staff Information

Highlights of Professional Learning in 2024

Montessori & Big Picture Training

- Big Picture Foundation Training – Foundational training for secondary educators
- IBPLC Training – Credential training for Years 11 and 12
- Montessori Teachers Association of WA Annual Conference – Teaching staff attended a full day's workshop on Dance at Beehive Montessori.
- AMI Adolescent Orientation – Introductory Montessori training for the 12–18 years program
- Montessori 6–12 Diploma – Completed by one primary teacher
- AMI 12–18 Diploma – Commenced by one secondary teacher
- Head-to-Head Montessori Conference – National Montessori leadership event
- Meeting in the Middle – Adolescent Montessori conference
- MSCA Hub Groups – Ongoing collaborative Montessori networks
- AMI Administrators Course – Leadership training
- Montessori Geometry & Language Workshops – Targeted PD for 6–12 educators
- Montessori Music: The Bells – Practical music training for Children's House and Primary staff
- Montessori Mathematics Refresher – Shared PD day hosted by Casa Mia Montessori and facilitated by Montessori Institute

Curriculum & Inclusion

- Enhanced Letters and Sounds – Whole-school phonics framework training
- Brightpath – Moderated writing assessment implementation
- School-Wide Practices for EAL/D – Strategies for supporting multilingual learners
- Positive Partnerships for Autism – Supporting neurodiverse learners
- Managing Tricky Behaviours – Behaviour support in Montessori classrooms

Whole-School & Administration

- First Nations Cultural Competency Training – Deepening understanding and respectful practice
- Compass Training – Rollout and use of the new school management system
- First Aid & CPR Refresher – Annual certification for all staff
- ClickView – Resource curation and lesson design tools

Board of Directors

- AISWA Leadership Conference – Strategic governance for school leaders
- Governance Foundations for Not-for-Profit Directors – AICD online course

Professional Memberships & Subscriptions

- Association of Independent Schools of WA (AISWA)
- Big Picture Australia (BPA)
- Montessori Schools and Centres Australia (MSCA)
- Montessori Australia (MA)
- Montessori Teachers Association of Western Australia (MTAWA)
- Dyslexia-Speld Foundation (DSF)
- Reconciliation Action Plan (RAP)
- Teachers Registration Board WA (TRBWA)

Student Engagement

Student Attendance from Year 1 to 10

At Perth Montessori we promote a welcoming and safe environment to support our students’ wellbeing and education. Where student attendance concerns exist, cases receive individualised, holistic support from a Care Team comprised of school and external professionals.

Overall, student attendance supplied for the Census in Term 3 2024 was 89.61%, an improvement from 88.30% in 2023.

Year Level	Attendance Rate 2023	Attendance Rate 2024
Year 1	91.40%	92.69%
Year 2	89.14%	93.85%
Year 3	93.09%	83.46%
Year 4	93.23%	94.01%
Year 5	96.28%	90.63%
Year 6	80.80%	93.15%
Year 7	66.15%	87.30%
Year 8	89.46%	59.38%*
Year 9	85.56%	93.75%
Year 10	62.06%	85.94%

*Cohort comprised of fewer than 5 students.



Student Engagement

Attendance Policy and Procedure

Parents must notify the School of any absence as soon as possible via Compass, web form, email or phone. Class teachers take attendance by 9am daily, recording any students 'not present' in Compass. Compass automatically sends an SMS to the parents/carers of any students who are not present, unexplained. This assists the School to maintain regular communication with families related to attendance, prompt parents to provide reasons for absences, and acts as a safety net in case a student is unexpectedly missing from school.

When students are absent without explanation, guides will reach out to the family after the second day. Admin follows up on the collection of documentation to account for unexplained absences. The school has a late and early departure sign in and out system set up at the front office. This data is entered into Compass by administration.

Management of Non-Attendance

When patterns of poor attendance or lateness are identified, the principal or their delegate follows up with the family. In cases where the pattern of poor attendance does not improve, a case conference is convened with the Principal, Inclusive Education Coordinator and Class Guide, to work closely with the student and their family to tailor their school attendance plan to their individual needs. This promotes connection to School and ensures they are provided with the support they require.

The School implements the following strategies to manage non-attendance:

1. Proactive Monitoring: Regular tracking and analysis of attendance data.
2. Early and Effective Communication: Engaging parents and addressing issues early.
3. Supportive Interventions: Tailored strategies and external support where appropriate to improve attendance.
4. Comprehensive Documentation: Keeping detailed records of all actions and communications using a documented plan for attendance.
5. Legal Compliance: Ensuring all procedures comply with legal requirements and guidelines.

Student Achievement

Assessment and Montessori

At Perth Montessori, assessment is deeply embedded in the daily learning experience and guided by the Montessori philosophy, which recognises the holistic development of each child. Our carefully designed, self-correcting materials allow students to receive immediate feedback, while also providing educators with valuable insight into each child's progress.

Rather than relying on standardised testing, assessment in our classrooms is built on rich, ongoing observation. Educators draw on work samples, student reflections, presentations, and exhibitions of learning to understand each student's growth—academically, socially, and emotionally. This approach allows for a more comprehensive and personalised view of learning.

In our multi-age environments, students naturally engage in peer teaching, consolidating their understanding through collaboration. As they progress through the cycles, they are offered more formal opportunities to share their learning, strengthening both confidence and communication.

Assessment and Big Picture Learning

In the Adolescent Program (AP), students share their learning for assessment at a termly exhibition. Exhibitions are presentations by students reflecting on their learning goals, progress and achievements from the term. The audience may consist of the advisory teacher, parents, peers, mentors and other teachers, who are invited to provide feedback to the student.

As we work to embed Big Picture Learning Design into our Adolescent Program, we have seen the calibre of student exhibition improve significantly. This authentic, personalised approach to assessment fits seamlessly with the Montessori approach and supports a smooth transition from the middle to senior years of schooling.

Student Achievement

Formalised Assessments

In addition to the practices described above, the School undertakes formalised assessments of literacy and numeracy skills and understandings throughout the year.

On-entry Assessment Program

In Term 1, all Pre-primary students at Perth Montessori participated in the Western Australian On-entry Assessment Program. This one-on-one assessment measures foundational literacy and numeracy skills, including phonological awareness, early reading and writing, counting, and number recognition. The results provide valuable insights into each child's starting point, enabling teachers to tailor instruction and support individual learning needs from the outset of the school year. The On-entry Assessment supports early intervention and ensures consistency with state-wide curriculum expectations.



Use of DIBELS as a Standardised Reading Assessment

In 2024, Perth Montessori implemented the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment as part of our commitment to evidence-based literacy instruction. DIBELS is a research-validated, standardised tool that measures key components of early reading development including phonemic awareness, fluency, and comprehension.

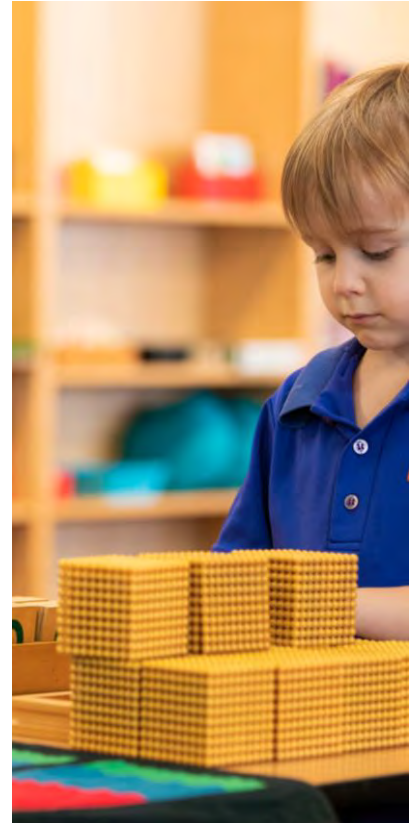
Administered at multiple points throughout the year, DIBELS provides timely, actionable data to support early identification of students who may be at risk, enabling targeted intervention and personalised instruction. Its alignment with structured literacy programs, such as Enhanced Letters and Sounds, ensures consistency with best practice. The use of DIBELS enhances our ability to monitor progress, inform teaching, and improve student outcomes in literacy.

Student Achievement

Enhanced Letters and Sounds at Perth Montessori

Assessment and review of student learning in 2023 highlighted the need for a consistent, whole-school approach to the teaching of early literacy skills, grounded in best-practice, evidence-based methods—leading to the adoption of the Enhanced Letters and Sounds program in 2024. This evidence-based phonics program builds upon the original UK Letters and Sounds framework, offering a structured, systematic approach to teaching phonemic awareness, decoding, spelling, and writing from the early years through upper primary.

The program is implemented in a way that complements the Montessori approach, with explicit instruction embedded within hands-on, developmentally appropriate activities and supported by the use of Montessori materials to reinforce phonemic awareness, decoding, and spelling in a purposeful, child-centred way.



Brightpath at Perth Montessori

In 2024, Perth Montessori introduced the Brightpath assessment tool in writing and mathematics as part of our commitment to evidence-based teaching and assessment. This followed a whole-school focus on writing in 2023, which identified the need for a more robust and consistent approach to assessing students' writing.

Brightpath provides calibrated exemplars and performance scales that help teachers assess student work with clarity and consistency. It has enabled staff to make well-aligned judgments of student achievement and to use moderation processes to ensure consistency across year levels. In mathematics, Brightpath supports the identification of individual learning needs and helps track student progress over time.

The implementation of Brightpath assessment tools has strengthened collaboration among staff and enhanced our ability to plan targeted instruction, report meaningfully to families, and support ongoing student growth.

Student Achievement

The Online Literacy and Numeracy Assessment (OLNA)

OLNA is an assessment system implemented for secondary students in Western Australia not meeting Year 9 NAPLAN minimum standards. At Perth Montessori, teachers worked on preparing students to succeed in the OLNA assessments by working closely with small groups on distinct skills and knowledge. All students made positive progress towards attaining the required results in 2024.

Reporting

Formal reporting is completed twice yearly. A written report on student progress provides a summary of each student's academic, social and personal achievement. It comprises two parts: the Learning Profile; and the Achievement Outcomes. Teacher comments are included for each learning area and are considered important in reflecting the individualised and personalised approach of the Montessori method. These reports show student progress in relation to the Western Australian Achievement Standards as required by SCSA. Semester achievement outcomes in English and Mathematics are recorded for each student and then monitored from year to year to evaluate progress, and data is also analysed at the whole school level to identify and track areas of strength and challenge.

In the Adolescent Program, student reports also include a narrative written by the Advisory Guide to the student, and a reflection by the student themselves. The Advisory Guide's Narrative is a comprehensive reflection written by the teacher to the student. Its purpose is to capture the full story of the student's effort, progress and achievement during the semester. As the person working most closely with the student, the guide is well positioned to provide insightful, meaningful and constructive feedback to the student. The Student's Narrative is a self-reflection in which the learner considers their learning goals, effort, progress and achievements for the semester. The process of reflecting on one's learning is integral to becoming a self-disciplined learner who can take on feedback for improvement.

Reporting in Year 11 and 12, comprises the Advisory Guide's narrative and Student's Narrative, as well as a statement of progress and achievement against each learning goal of the International Big Picture Learning Credential (IBPLC), as well as their level from 1 to 5 against the assessment frames. In 2024, there was one Year 12 student who successfully achieved their IBPLC and received the Ngala Kwop Bididi Brighter Futures Scholarship at Murdoch University for her leadership in the area of Equity, Diversity and Inclusion. In addition, two Year 11 students worked towards their IBPLC.

Reporting was completed through Transparent Classroom. All Children's House and Primary parents attend mid-year parent-teacher conferences to provide further opportunity to discuss their child's progress with their teachers. Students in the Adolescent Program have termly meetings to set and discuss learning goals that include their parents.

Environment & Resourcing

Upgrades to Grounds

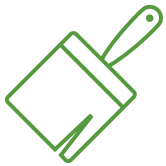


We were delighted to receive a \$3,900 grant from the Town of Victoria Park's Urban Forest Program to support the planting of a semi-mature Gleditsia tree. The tree was planted in a limestone bed just beside the Children's House, adjacent to the upper lawn.

This initiative contributed meaningfully to our campus greening efforts by increasing our mature tree canopy, enhancing shade, biodiversity, and opportunities for children to observe and learn from seasonal growth and natural change.

Upgrades to Learning Environments

In 2024, we undertook a range of improvements to enhance the functionality, appearance, and comfort of our learning and administrative environments. These upgrades reflect our continued commitment to maintaining high-quality, well-organised spaces that support the needs of both students and staff.



Painting and Repairs

- Internal repainting was completed in the Adolescent Program (AP) classrooms, administration area, and student toilets.
- Repairs were carried out on water-damaged ceilings and walls in the Bougainvillea classroom, Cycle 1 hallway and toilets, and the 150 Hall, followed by full repainting.
- A feature wall was painted in Rivergum, along with a full repaint of the adjoining smaller classroom.



Infrastructure Improvements

- A custom-built partition wall with sound insulation and a sliding door was installed between the two AP classrooms, offering flexible use of the shared space while maintaining acoustic separation.

Environment & Resourcing

Upgrades to Learning Environments cont.



Adolescent Program Enhancements

- New and refurbished classroom furniture was introduced, including desks, chairs, tables, and modular locker storage.
- Staff furniture was reorganised to create a dedicated teacher office space within the AP.
- Pinboards throughout learning areas were updated with sage green fabric to foster a calm and cohesive visual environment



Decluttering and Equipment Removal

A systematic review and removal of unused or obsolete materials was conducted, including the decommissioning of a non-functional fume cabinet (unserviced since 2010), improving both safety and usability of spaces.



Investment in Technology

In 2024, Perth Montessori commenced the implementation of Compass, a comprehensive school management platform designed to streamline administration and enhance communication across the school community.

Compass enables parents to access key information—including attendance, notices, timetables, and school events—through a user-friendly online portal and mobile app. The system has already improved the efficiency and accessibility of school-home communication.

Looking ahead, Compass will play a growing role in supporting teaching and learning, with plans underway to introduce academic reporting through the platform in 2025. This development will further consolidate school systems and provide families with timely and transparent access to their child's learning journey.

Community Connections

In 2024, Perth Montessori was alive with meaningful connections that brought together students, families, educators, and the wider community. Through purposeful learning, cultural celebration, and strong partnerships with parents, our school continued to foster an environment where everyone is valued and involved.

A Year of Purposeful Learning and Engagement

Students across all levels engaged in experiences that connected them not only to their learning but to one another and their community. Whether through whole-school celebrations, social action projects, or cultural immersions, students were empowered to lead with empathy, imagination, and responsibility.



First Nations Celebration and Reconciliation

In 2024, Perth Montessori finalised its first Reconciliation Action Plan (RAP), a significant milestone in our ongoing commitment to fostering respectful relationships and deeper cultural understanding with Aboriginal and Torres Strait Islander communities. The RAP outlines 15 actionable steps to embed reconciliation into every aspect of our school—across classrooms, staff development, and community engagement.

A key highlight that was borne out of the RAP work, was our inaugural First Nations Cultural Day—a moving, whole-school event that deepened our understanding of Noongar culture through storytelling, music, art, and food. The day included a Welcome to Country and Smoking Ceremony, damper-making, weaving with Reclaim the Void, and a Wanjoo workshop with Gina Williams and Guy Ghouse. It was a powerful step forward on our Reconciliation journey.

Throughout the year, cultural learning continued with NAIDOC Week, featuring Noongar language workshops by Whadjuk emerging elder, Dylan Collard, who engaged students through a combination of storytelling and making connections with their everyday experience of local animals, plants and place names.

Community Connections

Community Connections – cont.

Celebrating Diversity and Inclusion

Inclusivity Week brought the school together to explore neurodiversity, disability, and inclusion. Students took part in classroom discussions, created awareness posters, and enjoyed a Guide Dog incursion. A Diversity Dress-Up Day fundraiser and Café that included an interactive exhibition of awareness-raising material created by students closed the week, raising awareness and funds for Believe: neuroDIVERSITY.

Indonesian Cultural Day, immersed students in the rich traditions of Indonesia. With support from the Indonesian Consulate, students across all year levels took part in interactive workshops including traditional music, dance, shadow puppetry, and Indonesian cooking demonstrations.



Community Events and Family Involvement

The community spirit extended through events like our Sundowner, Busy Bee, and Father's Day Café, all designed to build relationships and welcome new families into the school. Our Parents and Friends Committee (P&F) played a vital role—organising social opportunities, fundraising, and supporting student events such as the annual school disco, Sports Day, and Scholastic Book Fair.

Parents were also active within the classroom: assisting with Book Week, leading cooking activities, sharing cultural traditions and topic knowledge (such as geology), and even making Montessori materials to support learning.

Wellbeing and Mental Health Awareness

With the support of a grant from the Western Australian Association for Mental Health and Lotterywest, Perth Montessori marked Mental Health Week 2024 with a whole-school Wellbeing Week. Students learned about emotional literacy and mental health through yoga, jump rope, and daily social time at the student-run café. On Friday, families joined for complimentary snacks and drinks served by our adolescent students, reinforcing the importance of connection and care.

Community Connections

Community Connections – cont.

Adolescent Program: Real-World Learning and Leadership

The Adolescent Program gave students opportunities to explore adult-like roles through Occupations, such as running the school café, and visiting MESH Café to gain barista and hospitality experience. In partnership with Curtin University, students produced short films for a Student Film Festival, showcasing creativity, planning, and teamwork.

The year concluded with the AP Celebration Market, a festive student-led event featuring handmade goods, food stalls, and family-friendly activities. It was a joyful demonstration of entrepreneurial spirit and community connection.

Student Voice and Social Action

Our students continued to show initiative through projects that reflected their values. Harmony Day, led by Year 12 student Shenoa as part of her International Big Picture Learning Credential, was a standout event, combining guest speakers, music, food, and thoughtful reflection on social equity. Students also engaged in Clean Up Australia Day, the City to Surf, and shared their work at the Social Action Project Expo—each highlighting their awareness of, and contribution to, the world around them.

Camps and Excursions

Outdoor education and real-world exploration remained a vibrant part of our curriculum in 2024. Camps and excursions provided students with opportunities to develop independence, resilience, and a deeper connection to the natural and social world.

Our Adolescent Program students enjoyed a multi-day camp on Wadjemup (Rottnest Island), filled with snorkelling, cooking, island exploration, and a Remembrance Day tribute led by one of our students at Oliver Hill. Upper Primary students took part in a dynamic camp at the Swan Valley Adventure Centre, where they challenged themselves through outdoor activities and team building.

Excursions were also a highlight across the school. Lower Primary students ventured to Kings Park, exploring botany and local history, while Cycle 4 students visited City Farm, connecting their studies to sustainability and urban farming. The Montessori Schools Picnic brought students from several local Montessori schools together for games and fun in what is a much anticipated annual tradition. These off-campus learning opportunities were not only educational but also rich in community-building and shared experience.

Community Connections

Community Connections – cont.

Parent Education and Insight into Montessori Learning

Our commitment to partnership extended to Parent Education Evenings on topics such as Bullying and Online Safety and The Prepared Environment and Prepared Adult. Parents were also invited to conduct classroom observations, attend Learning Plan Meetings, and participate in Exhibitions of Learning—especially in the Adolescent Program, where students showcased their academic and personal development.

Communication and Collaboration

We continued to refine our communication systems in 2024, using platforms such as Compass for notices and consent forms, Mailchimp for newsletters, and Google Calendar for planning. Termly class newsletters and print-friendly term planners helped families stay informed and engaged. We also increased visibility of student learning through social media, including short videos and reels.

Parents were invited to share their views through annual surveys and our Strategic Planning Forum, helping shape the future direction of the school and ensuring our practices remain inclusive, transparent, and community-driven.

A Shared Commitment to Growth

Community is at the heart of Montessori education, and 2024 reminded us of the strength and generosity of our Perth Montessori families. Through hands-on support, thoughtful feedback, and shared celebrations, our parents and carers continued to make an extraordinary contribution to student learning and school life.

Together, we are building more than just a school—we are cultivating a culture of belonging, curiosity, and shared purpose.

Parent & Carer Feedback

In Semester Two, parents were invited to provide feedback to through an online survey. The response was strong with 47 submissions. The key insights are summarised below.



Montessori Philosophy and Practice

Parents strongly affirmed the school's commitment to authentic Montessori education. Over 85% agreed or strongly agreed that Montessori materials support learning, that students are given time to learn deeply, and that the School is positively impacting their child's development. This reflects strong confidence in the integrity of our educational model.



Montessori Adolescent Program & Big Picture Learning

Feedback from families in the Adolescent Program was particularly encouraging. A clear majority (88–100%) agreed or strongly agreed that the interest-based Big Picture Learning approach aligns well with Montessori principles, and that the School is on the right track with its implementation. This validates the direction and alignment of our secondary program.



Teacher Expertise and Professionalism

Parents expressed high levels of satisfaction with teacher knowledge, care, and professionalism. Across all five indicators, a significant majority (70–85%) agreed or strongly agreed, showing that families recognise the dedication, expertise and commitment of our teaching staff.



Student Engagement and Wellbeing

Families overwhelmingly reported that their children are happy, safe, and positively engaged at school. The strongest results were in areas of emotional and social wellbeing, having friends, and a positive attitude to learning—with most responses in the 'agree' or 'strongly agree' range (70–85%). This underscores the success of our focus on holistic student development.

Parent & Carer Feedback

Parent & Carer Feedback – cont.



Leadership

Satisfaction with school leadership was high, with a 70% giving a 4- or 5-star rating. Families highlighted the leadership team’s visibility, care, responsiveness, and strong knowledge of Montessori as key strengths. Many noted improvements across the school and praised the return to an authentic Montessori approach.



School Governance

While 38% of parents believe the Board has a clear vision for the School, 53% were unsure, indicating an opportunity to improve communication and visibility of governance decisions. Positive comments centred on recent board initiatives, transparency at the AGM, and growing confidence in leadership alignment.



School Improvement

Over 80% of respondents agreed or strongly agreed that the School is working to improve educational quality and is committed to continuous improvement. Confidence in leadership and the Board was also high (79%), affirming that recent changes are being recognised and appreciated by families.



Reporting and Parent-Teacher Communication

85% of parents confirmed they received a Semester 1 report, and satisfaction levels with reporting were strong, particularly in terms of ease of understanding and usefulness. Over 90% found the parent-teacher meetings helpful, indicating that communication around student progress is generally effective.



Parent Engagement

Parents felt positively about their ability to engage with their child’s learning. More than half agreed that the school communicates effectively, encourages involvement, and that they know how to support their child. The majority attended parent events and expressed appreciation for initiatives like Café Fridays and Stay & Play sessions.

Parent & Carer Feedback

Parent & Carer Feedback – cont.

Overall Satisfaction

Overall satisfaction was strong, with 75% of parents giving a 4- or 5-star rating. Highlights mentioned included First Nations Cultural Day, Harmony Day, Café events, the AGM, and positive daily interactions with staff. Many families commented on their child's happiness at school—a meaningful endorsement of the environment we strive to create.

While overall feedback from families was encouraging, the 2024 Parent Survey highlighted some valuable areas for continued growth:

- **Supporting Parent Understanding:** We are working to provide clearer, more accessible information about student progress and achievement, as well as the Montessori Adolescent Program and Big Picture approach, to help families feel confident in supporting their child's journey.
- **Consistency and Communication:** Efforts are underway to ensure communication is streamlined and focused on what parents want to know.
- **Building Community Connection:** We continue to explore inclusive and varied opportunities for families to connect, strengthening the sense of belonging across all stages of schooling.

These insights are helping to shape our priorities for the year ahead, as we continue to deepen our partnerships with families and enhance the Montessori experience for every child.



Parent & Carer Feedback

Staff Survey Highlights

This year's staff survey reflected a high level of positivity across the team, with strong results in key areas of culture, relationships, and satisfaction:

- 94% of staff agreed they have a positive relationship with the leadership team.
- 89% reported strong collegial relationships, and 83% feel respected and valued.
- 83% said the school backs them in when dealing with parents.
- The average overall satisfaction score was 4.6 out of 5.

These results affirm the positive and collaborative workplace culture at Perth Montessori, while also highlighting ongoing opportunities to strengthen professional learning and internal communication.

Student Voice and Feedback

Students thrive when their voices are heard, their experiences valued, and their learning environment nurtures both curiosity and confidence. This year, we invited students across all year levels to share their reflections on school life, their learning, and the support they receive from their guides.

What follows is a summary of their perspectives, which continue to guide our commitment to student-centered learning and continuous improvement.

Primary Students (Years 1 to 6)

The responses from our younger students reflect a strong sense of wellbeing and engagement at school. Across the board, students reported feeling safe, included, and challenged in their learning. Highlights include:

- 100% agreed they feel safe at school, welcome and included, and are learning new things.
- All students also felt they could do challenging work and that teachers listen to their ideas.
- Students expressed confidence in their learning and a strong sense of connection with both peers and guides.

Parent & Carer Feedback

Student Voice and Feedback cont.

Secondary Students (Years 7–10)

Older students shared equally positive reflections on their learning environment and teacher support:

- 100% felt that their teachers challenge them with thoughtful questions.
- Over 83% agreed or somewhat agreed that:
- Teachers help them do their best.
- Teachers explain difficult things clearly.
- They understand what they're learning and why.
- They receive support when they need extra help.

These responses indicate a strong foundation of trust, engagement, and academic support across the school. The consistency of positivity across both primary and secondary students affirms the strength of our Montessori approach in nurturing confident, curious, and capable learners.

Financial Information

Perth Montessori finished 2024 in a stable financial position, recording an operating surplus of \$184,073. This result reflects careful financial stewardship and a continued focus on sustainability, following the strategic measures implemented as part of the School’s ongoing Business Turnaround Plan.

Total revenue for the year was \$3.18 million, driven by increased Commonwealth and State funding as well as steady growth in tuition income. Operating costs rose in line with program delivery and staffing needs but were well managed throughout the year.

The School ended the year with net assets of \$3.83 million and a return to a positive working capital position for the first time in several years. Operating cash flow remained positive, and overall liabilities decreased significantly.

Summary of income & expenditure

The School prepares annual financial statements that were independently audited by Stielow & Associates. These accounts include the revenue and expenses of the School. As the summary tables below show, the majority of the School’s annual operating revenue comes from tuition fees and federal government funding. As a not-for-profit, the School strives to minimise increases in tuition fees to parents while balancing this with the need to attain a modest surplus to ensure ongoing stability. By far the largest expense for Perth Montessori is salaries and staffing costs.

Stielow & Associates issued an unqualified audit opinion, confirming that the financial report gives a true and fair view of the School’s financial performance and position. These results demonstrate continued progress in strengthening the School’s financial resilience while maintaining a high-quality Montessori learning environment.

Please Note: detailed information on the School’s financial performance in 2024 is available in the audited financial statements.

Financial Information

Summary of income & expenditure cont.

Income 2024	Total
Australian Government recurrent funding	\$1,334,940
State Government recurrent funding	\$290,479
Fees, charges and parent contributions	\$1,434,004
Other private sources	\$121,730
Total gross income	\$3,181,153

Expenditure 2023	Total
Employee salaries, benefits and expenses	\$2,377,184
Administration	\$259,120
Buildings and Grounds Maintenance	\$122,015
Professional Development and Training	\$24,659
Technology	\$81,226
Bank Fees and Loan Interest	\$51,180
Other Expenditure	\$67,965
Depreciation & amortisation	\$13,731
Total expenditure	\$2,997,080
Net surplus/(deficit)	\$184,073

Appendix A

Individual Staff Qualifications

Playgroup

Brenda Cooke (T1 - T2)
Playgroup Coordinator
BEd, BA

Sharika Bisnath (T3 - T4)
Playgroup Coordinator
DipCS, DipMont

Children's House (3-6)

Michelle Kwok
Guide
BEd(ECE), MSc, DipMont(3-6y)

Anthea Pinto
Guide
BEd, Cert IV VisArts, DipMont
(3-6y)

Deborah Pan
Education Assistant / Guide
BEd ECS, DipCS

Kerryn Johns (T1 & T4)
Education Assistant
Cert III CS

Arul Kalipernal
Education Assistant
BSc (Hon), PGDipEd

Udenie Karunaratne
Education Assistant
BSc, Cert III EA, Cert III CS,
DipMont(3-6y)

Hana Konvalinkova (T1 - T2)
Education Assistant
BEd(ECE)

Lower Primary (6-9)

Michelle Watson (T1 to T3)
Guide
BEd(ECE), DipMont(6-12y)

Serena Zen (T4)
Guide
BA, GDipEd (Primary),
DipMont(3-6y)

Vijayata Chouhan
Guide
BSc(Econ), MEc., BEd,
DipMont(3-6y)

Rebekah Mazzotti
Education Assistant
Cert IV Ed. Support

Chathurika Ekenayake
Education Assistant
CertIII (ECE), Mont Dip (MWEI)
3-6

Upper Primary (9-12)

Madelaine Roden
Guide
BEd(ECE), DipMont(9-12y)

Jodie Teague
Education Assistant
Cert IV EdS

Learning Support

Shamim Misso
Student Support Guide
DipBS, AssBS, Cert III EC CS,
DipMont(9-12y)

Caroline Kennedy
*Inclusive Education
Coordinator and Montessori
Mentor*
BEd, DipMont (0-9y)

Adolescent Program (12-18)

Tamara Yousry
AP Advisor
BA, MA, PGCertEd, PGDipEd

Willow Jefferies
AP Advisor
BEd. MEd.

Ashe Gulberti
AP Advisor
BSc, GDipEd

Michaela Davis
AP Advisor
BComn, MTeach(Sec)

Debra Oorschot
Education Assistant
CertIV(SpNds), CertIII(Bus)

Appendix A continued

Individual Staff Qualifications

Individual Staff Qualifications cont.

Specialists

Music (T2 - T4)

Eunice Hicks
BMus, GDipEd(Pri)

Physical Education

Adin Livnjak
BSc, GDipEd

Languages

Linda Jones
BA(Asia), GDipEd(Pri,Sec)

Art

Sally Somers (Term 1)
DipArt

Verena Marmion (Term 2-4)
PGDipArtTherapy,
GDipEd(Sec), MT, WTS
Phd(Design)

Administration and Support Staff

Principal

Sally Alderton
BA(Hist), GDipEd(Pri),
GCert(EdRsh), GCert(PriPra),
DipMont(6-9y)

Deputy Principal

Adin Livnjak
BSc, GDipEd

Business Manager

Nina Thethy
CPA, BBus(Acc)

Librarian

Wendy Ho
GDip(LIS)

Administration

Yoh Araki (T1 – T2)
Dip(ECE), AdDipComSer

Zoe Garcia (T3 – T4)
WTS Certlll(ECE)

Enrolments Registrar & Marketing

Nila Tanzil
BArtsIR, MA, WTS PhdEd

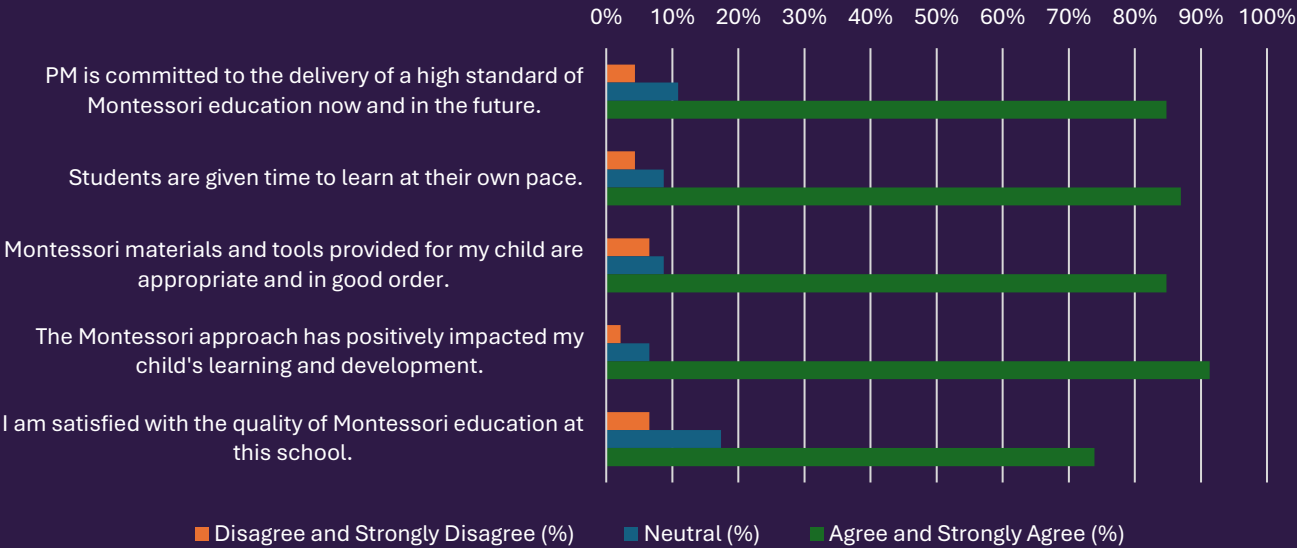
Counsellor

Stefani Caminiti
Certlll (ECE), BA (Psych &
Couns), MSuicid

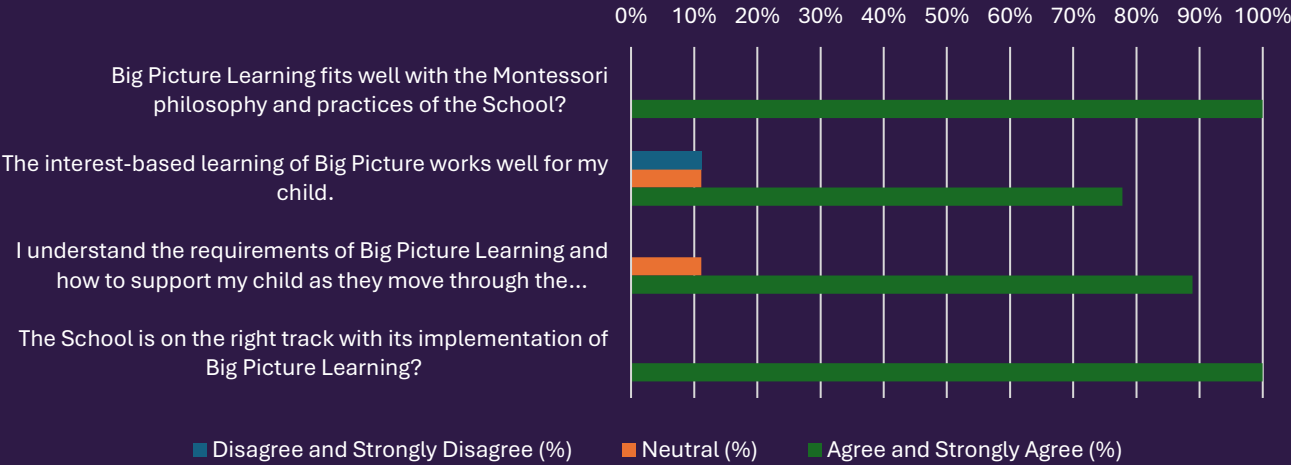
Appendix B

Parent Feedback Survey Charts 1/3

MONTESSORI PHILOSOPHY AND PRACTICE



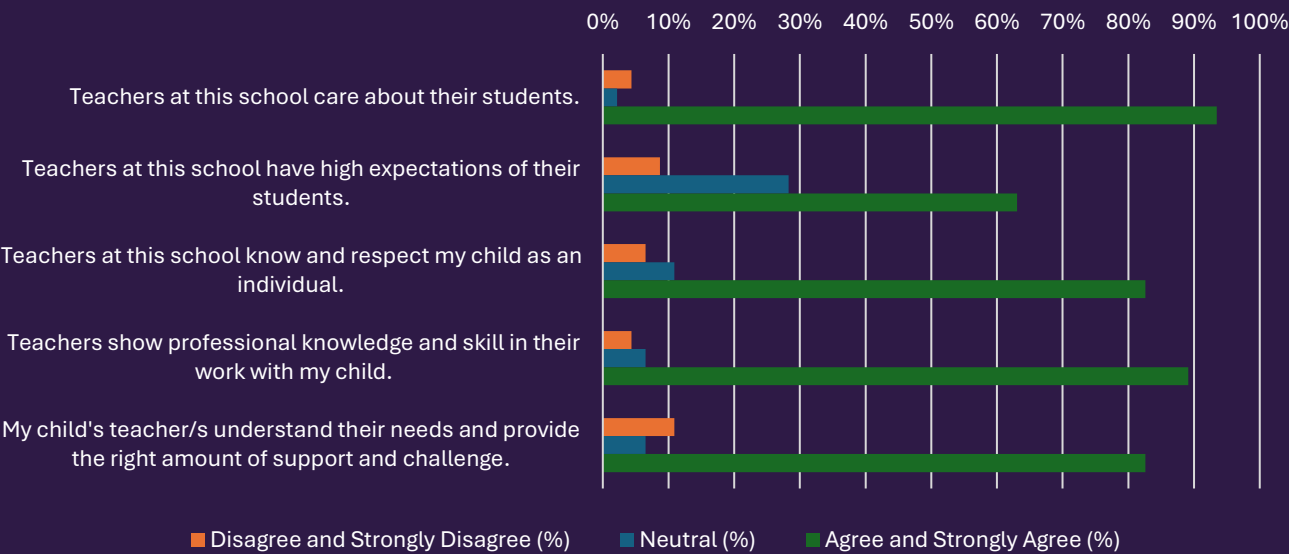
THE MONTESSORI ADOLESCENT PROGRAM & BIG PICTURE



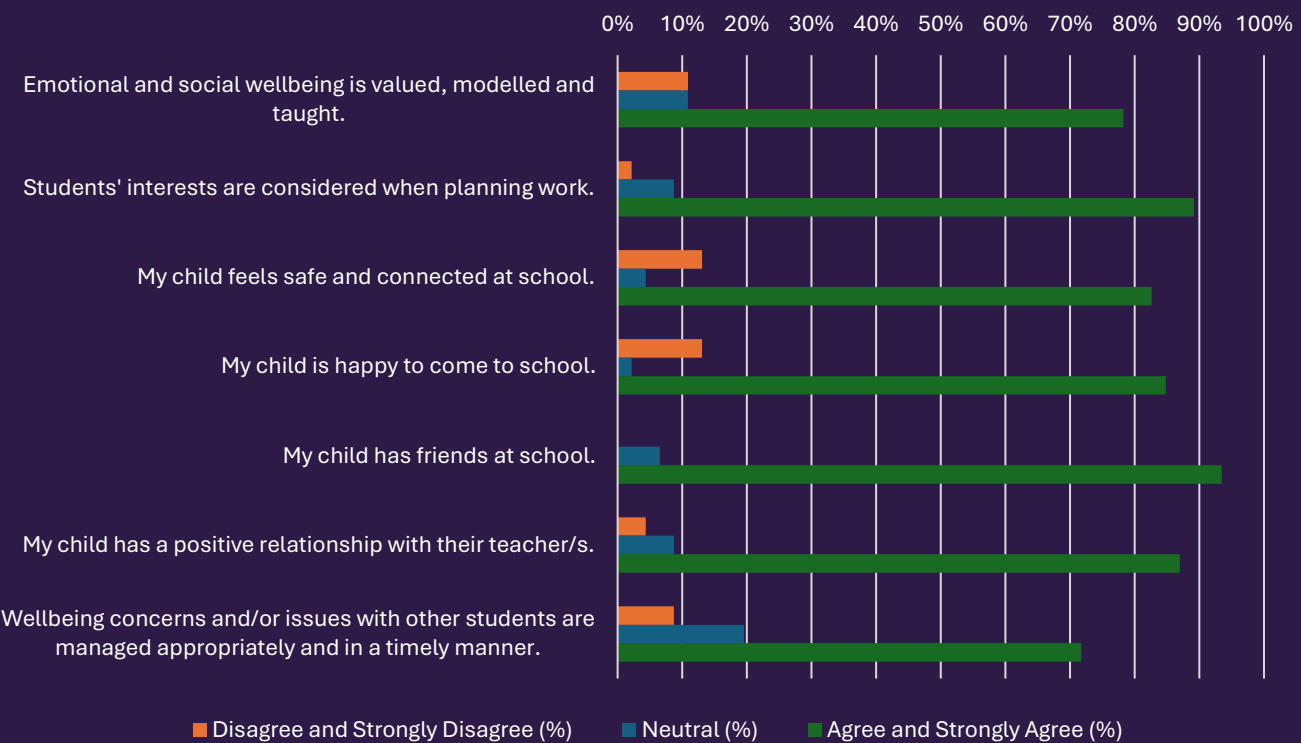
Appendix B

Parent Feedback Survey Charts 2/3

TEACHER PROFESSIONAL KNOWLEDGE AND EXPERTISE



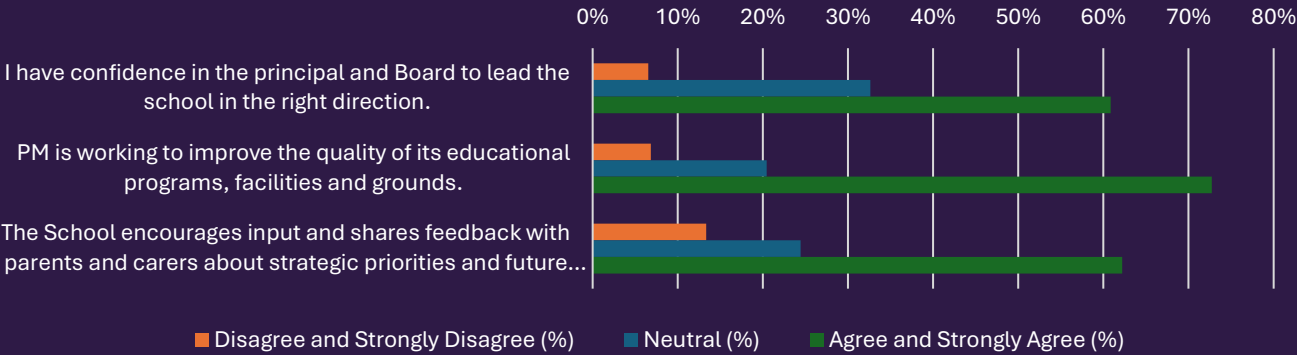
STUDENT ENGAGEMENT AND WELLBEING



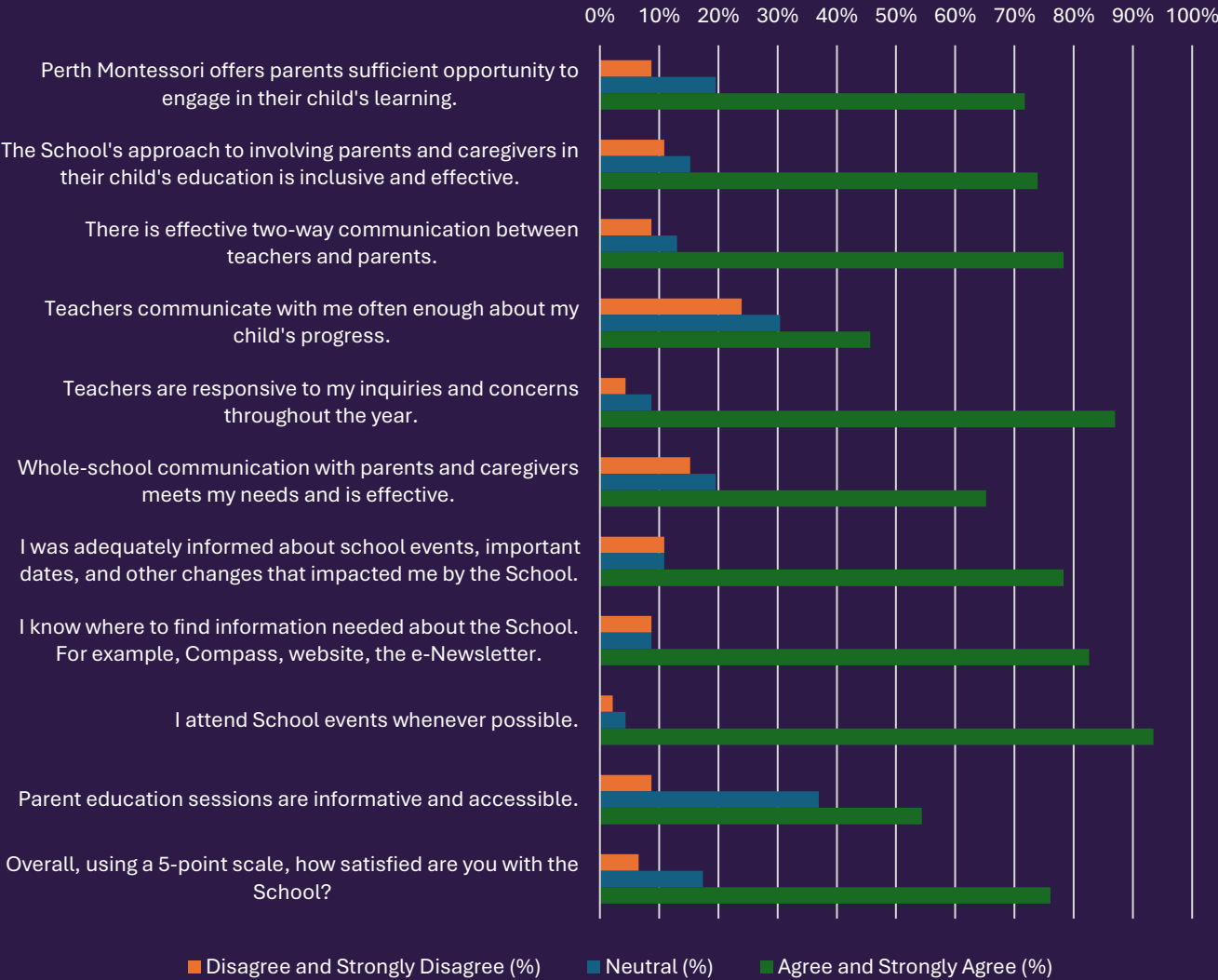
Appendix B

Parent Feedback Survey Charts 3/3

CONTINUOUS SCHOOL IMPROVEMENT



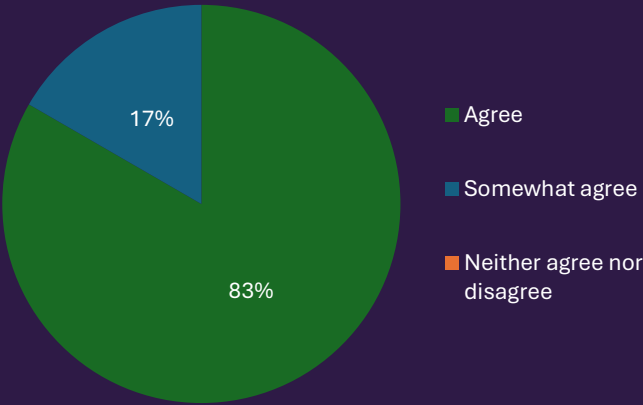
PARENT AND CARER ENGAGEMENT IN LEARNING



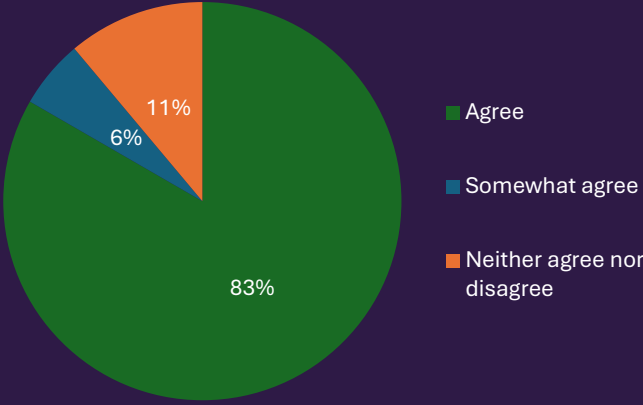
Appendix C

Staff Feedback Survey Charts

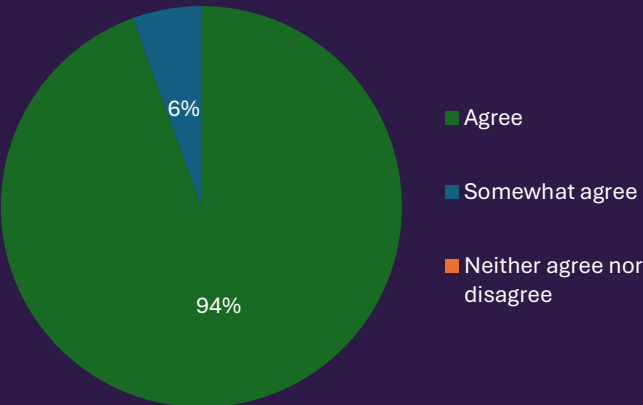
The school respects and values its staff



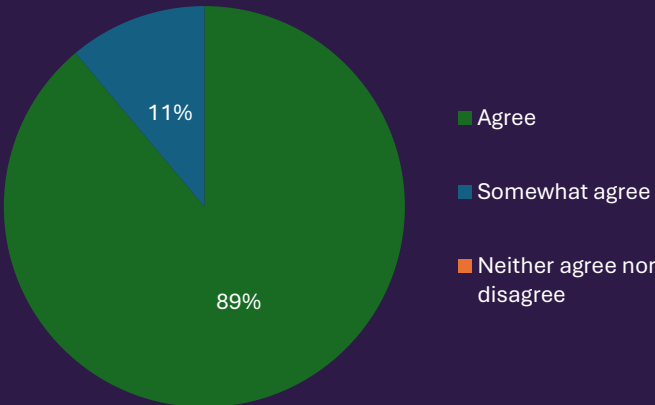
The school backs me up when dealing with parents



I have a positive relationship with the leadership team



I have a positive relationship with my colleagues



Overall staff satisfaction
(5-point scale, 5 being highest, 1 lowest)

