

**ANNUAL  
REPORT  
2021**



# OUR MISSION

*"Nurturing independence so that our children find their place in, and contribute to, a better world."*



# INTRODUCTION

Established in 1977, the Beehive Montessori School is now recognised as one of Australia's most well respected and authentic Montessori schools. Beehive is situated in modern purpose-designed premises beside the sea in Mosman Park, Western Australia. We are a co-educational learning environment catering to children from 18 months to 15 years.

At Beehive Montessori School we believe that education is a lifelong process of self-discovery, that learning should be a joyful experience, and that Montessori pedagogy is the most effective and successful model of education available today to meet this end. It is a sophisticated and ingenious method of responding to the developmental needs of children in order to make education an enjoyable, effortless and meaningful experience.

## OUR VISION

### *TO PROVIDE EXCELLENCE IN MONTESSORI EDUCATION*

Our board members at Beehive through strategic planning have developed a clear structure for how we can best attain this vision, and how this occurs is described under four pillars;

**SECURE FUTURE,  
EDUCATIONAL EXCELLENCE,  
EDUCATIONAL ENVIRONMENT  
& COMMUNITY CITIZENSHIP.**

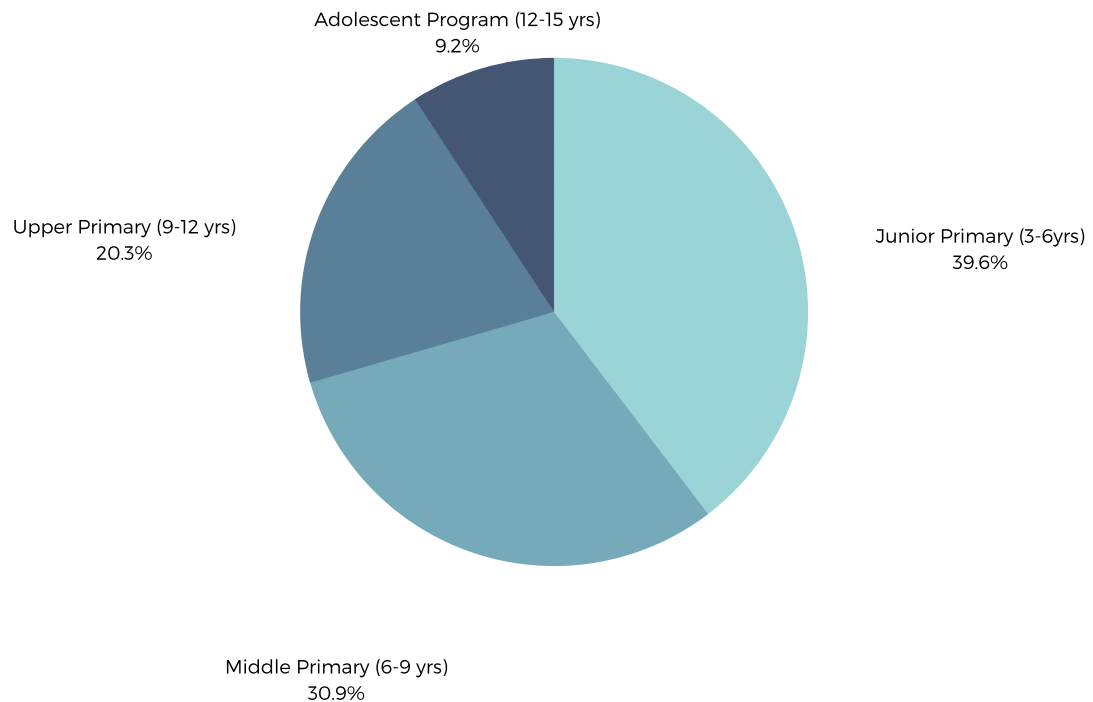
This annual report articulates how we meet these pillars, and continue to work strategically toward this vision.



# SECURE FUTURE

## *Student Numbers*

Beehive numbers remained stable during 2021. Our school population at December 2021 reached 212 students (3-15 years old) with an additional 62 children enrolled in our Playgroup (18 months - 3 years old). None of our population identified as Indigenous.



Student breakdown by age grouping Dec 2021

# Financial Security

The Beehive Montessori School Finance Committee currently comprises of one external member - Mr Andrew Hull, the Treasurer of the Board - Mr Aaron Whitelaw, the Principal - Mrs Bronwyn Hope and the Finance Manager - Ms Elisa Main. In 2021, Mr Aaron Whitelaw chaired the Committee.

The Committee meets formally 10 times a year, has direct responsibility for overseeing the financial operations of the School, and undertakes:

- the review of the School's annual budget for submission to the Board for adoption;
- the review of the management accounts and monitoring of the budget reporting every 3 months to the Board;
- the review of the School's longer term forecast of financial performance in relation to the strategic plan and position and the School's capacity to fund expenditure;
- approval of the annual financial statements.

The Committee reports to the School Board and provides rigorous and regular monitoring of all financial operations of the School.

Beehive Montessori School has built on its strong financial position through continued prudent financial management including the ongoing reviews of its operating procedures and by conducting regular tenders for goods and services.

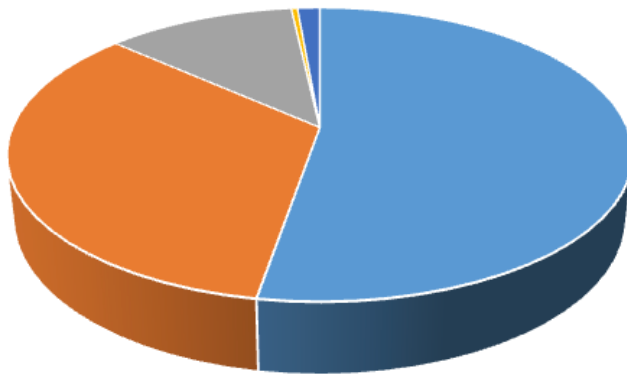
The School prepares annual financial statements that are audited by the accounting firm - Francis A Jones.

These accounts include the revenue and expenses of the School.

The School's derives the majority of its operating revenue from tuition fees to fund the annual operations of the School. When setting the annual budget, the School seeks to minimise increases in tuition fees and to operate with a modest operating surplus (after depreciation costs).

The surplus or deficit naturally varies from year to year depending on enrolment numbers and expenditure incurred.

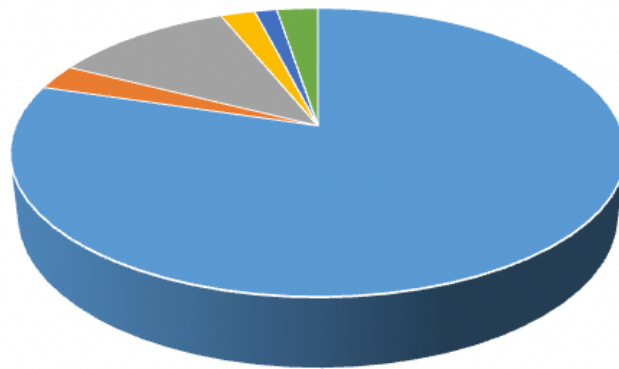
### Sources of Income



- Fees by parents
- Commonwealth Grants
- State Grants
- Interest Income
- Other

Source of Income	2021		2020	
Fees by parents	\$ 2,266,700	53.0%	\$ 2,019,703	52.7%
Commonwealth Grants	\$ 1,352,199	31.6%	\$ 1,299,093	33.9%
State Grants	\$ 448,395	10.5%	\$ 446,627	11.7%
Interest Income	\$ 61,288	1.4%	\$ 14,679	0.4%
Other	\$ 149,054	3.5%	\$ 52,830	1.4%
<b>Total Income</b>	<b>\$ 4,277,636</b>		<b>\$ 3,832,932</b>	

## Areas of Expenditure



- Employee benefits expenses
- Administration
- Technology
- Maintenance
- Furniture/Improvements
- Interest & Principal

<b>Expenditure</b>	<b>2021</b>		<b>2020</b>	
Employee benefits expenses	\$ 3,120,863	77.9%	\$ 2,976,542	79.7%
Maintenance	\$ 130,858	3.3%	\$ 105,609	2.8%
Administration	\$ 470,817	11.8%	\$ 424,272	11.4%
Furniture/ Improvements	\$ 29,939	0.7%	\$ 81,058	2.2%
Technology	\$ 56,805	1.4%	\$ 52,071	1.4%
Interest & Principal	\$ 194,651	4.9%	\$ 96,257	2.6%
<b>Total Expenditure</b>	<b>\$ 4,003,933</b>		<b>\$ 3,735,809</b>	

# Governance & Compliance

Beehive continues to work hard to ensure that we comply with all legislative and regulatory requirements. We most recently gained reregistration status in 2019 for a further 5 years, which represents the highest level of registration possible for an independent school. This registration will carry us through until 2024.

Chairperson	Ronald Crichton
Deputy Chairperson	Samantha Owen
Treasurer	Aaron Whitelaw
Secretary	Kate van Koesveld
Board Member	Martin Black
Board Member	Serena Grant
Board Member	Don Surjan
Board Member	Lindsay Boladeras
Board Member	James Townsend
Principal	Bronwyn Hope
Staff Representatives	Carolyn O'Toole & Lucy Clarkson Fletcher

There were 8 Board meetings and 1 meeting of the Executive Board held during the year and the AGM was held on Monday 29th March at Beehive where the Financial Audited Statements for 2020 and the Schools Annual Report for 2020 were tabled.

The Board Strategic Planning meeting day for 2021 was postponed and will take place in 2022 to inform our future planning directions.





# EDUCATIONAL EXCELLENCE

Beehive Montessori School is recognised for its commitment to a high quality Montessori education in accordance with Association Montessori Internationale (AMI) principles. This is achieved through a highly trained, dedicated, passionate and experienced team of Montessori educators and support staff, and our adherence to the Montessori National Curriculum which has been recognised by national and state regulatory organisations. The Beehive staff also undertake continuous professional development, and we maintain ongoing subscriptions to various educational associations in order to stay abreast of ongoing developments in education.

## SCHOOL MEMBERSHIPS

Association of Independent Schools of WA (AISWA)

Montessori Schools and Centres Australia (MSCA)

Montessori Australia (MA)

MSDS

Department of Primary Industries and Regional Development -  
Agriculture (Bees)

Dyslexia-Speld Foundation

Independent Private School Heads of Australia (IPSHA)

Montessori Teachers Association of WA (MTA)

Reconciliation Action Plan (RAP)

Teachers Registration Board WA (TRBWA)

# Staffing

Beehive aim to attract, promote, mentor and retain AMI trained teachers across all areas of the school to maintain educational excellence in accordance with the Montessori Method and AMI Guidelines.

## Workforce Composition

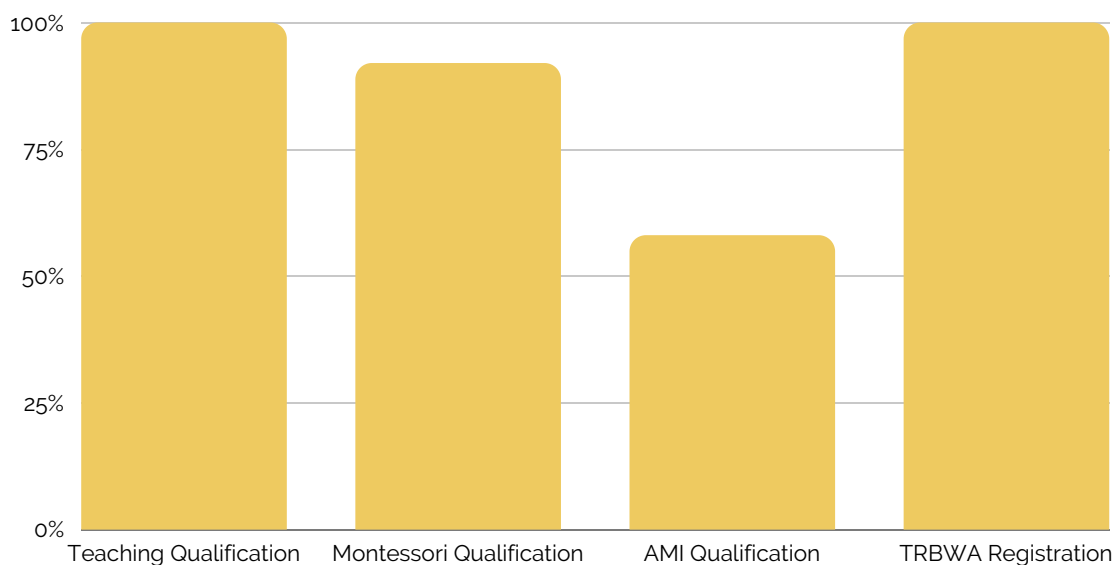
Beehive has a total number of 39 staff members, equivalent to 32 full time staff members. No staff members identify as Aboriginal or Torres Strait Islanders.

	Female		Male		Total	
	No	FTE	No	FTE	No	FTE
Principal	1	1	0	0	1	1
Deputy Principal	1	1	0	0	1	1
Teaching	11	10.8	2	1.7	13	12.5
Specialist Support	4	2.12	0	0	4	2.12
Educational Support	13	10.25	0	0	13	10.25
Admin & Operations	4	3.6	3	1.53	7	5.13
<b>Total</b>	<b>34</b>	<b>28.77</b>	<b>5</b>	<b>3.23</b>	<b>39</b>	<b>32</b>

# Teacher Qualifications

Beehive aim to attract, promote, mentor and retain AMI trained teachers across all areas of the school to maintain educational excellence in accordance with the Montessori Method and AMI Guidelines.

All teachers are registered with the Teacher's Registration Board of WA and all have current Working with Children registration. All teachers are academically well qualified with strong Montessori qualifications and/or experience. All teachers have completed training in Child Protection and Mandatory Reporting.



Full time classroom teacher qualifications

# Professional Development

Continuous professional learning in our staff is integral to professional growth and improved student outcomes. Total costings for the 2021 year came to \$13,200.00.

Formal professional development included the following;

CONFLICT RESOLUTION: BUZ RANGERS  
CYBER SAFETY  
ON-LINE LEGAL SESSION (NOTE TAKING)  
EMBEDDING ABORIGINAL PERSPECTIVES,  
HISTORIES, AND CULTURES IN THE  
CLASSROOM: RECONCILIATION THROUGH  
THE CLASSROOM  
THE MONTESSORI APPROACH TO AGED  
CARE AND DEMENTIA  
BACK TO SCHOOL WITH MICROSOFT 365  
HYBRID LEARNING  
HLTAIDO012 EMERGENCY FIRST AID  
RESPONSE CERT & PRACTICE  
HOW NOT TO MAKE ABORIGINAL ART  
MONTESSORI PRINCIPLES THROUGH A 6-  
12 LENS  
SOUNDS WRITE: A HIGH QUALITY  
EVIDENCE BASED PHONICS PROGRAM  
WORKSHOP  
GATE KEEPERS SUICIDE PREVENTION  
MENTAL HEALTH FIRST AID

WA POSITIVE SCHOOLS CONFERENCE  
2021 SCHOOL REGISTRATION SEMINAR  
MANDATORY REPORTING  
SECURING EDUCATIONAL DATA  
ALFIE KOHN – THE PROGRESSIVE SCHOOLS  
OUR CHILDREN DESERVE  
AMI MONTESSORI DIPLOMA INFORMATION  
SESSION  
IDENTIFY AND ASSIST STUDENTS AFFECTED  
BY TRAUMA, ANXIETY SCHOOL REFUSAL  
AMI REFRESHER 6-12 YEARS  
SEXUAL BEHAVIOUR IN CHILDREN IN THE  
PRIMARY YEARS  
SEXUAL BEHAVIOUR IN CHILDREN IN THE  
SECONDARY YEARS  
SEXUAL BEHAVIOUR IN CHILDREN AND YOUNG  
CHILD PROTECTION & MANDATORY  
REPORTING  
DEFINITIV (SOFTWARE)  
REPORT WRITINGS PROTOCOLS  
ELECTRONIC RECORD KEEPING

# Student Outcomes

## LITERACY & NUMERACY ASSESSMENT

NAPLAN testing was able to take place in 2021 for our Year 3,5,7 and 9 Students, and our students performed above almost all state and national benchmarks.

Year		Reading	Writing	Spelling	Grammar/ Punctuation	Numeracy
3	National Mean	437	425	421	433	403
	State Mean	426	426	410	421	395
	Beehive School Mean	502	422	402	454	423
5	National Mean	512	480	505	503	495
	State Mean	505	481	503	497	489
	Beehive School Mean	557	487	521	537	533
7	National Mean	542	522	549	533	551
	State Mean	538	527	547	530	549
	Beehive School Mean	612	585	585	625	596
9	National Mean	578	551	580	571	588
	State Mean	587	564	583	576	596
	Beehive School Mean	667	629	631	642	638

All students of primary schooling age also take part in PAT standardised testing in literacy and numeracy each year as part of our internal assessment program.

# Communicating Children's Progress

The School records and communicates all students' progressive achievement within the School for the purpose of reviewing curriculum delivery and teaching strategies, and reporting to parents in a manner that is both meaningful and consistent with the ideals of the Montessori Method.

Throughout the year, at their own discretion, parents and guardians are encouraged to book an observation within their child's classroom, to see their child in action, at work. This is always followed by a meeting with the classroom teacher before or after the school day. Parents are also free to view their child's portfolio of work samples at the end of each school day.

Formal reporting occurs semesterly in the form of mid-year portfolio reporting and more formal report meetings with classroom teachers, parents/guardians and students at the end of the year. This occurs for all students from Pre Primary through to Yr 6. In 2021 our Adolescent Program students received both first and second semester reports, and had formal report meetings both mid and end of year, as an alternative to portfolios.

Portfolio Reporting occurs at the end of Term 2 where the classroom teacher is available to answer questions. The portfolios of children's work are evaluated using the achievement standards described in the Western Australian Curriculum and Assessment Outline.

The end of the school year reporting provides parents with a written report on progress in all learning areas, student attributes such as attitude, behaviour and effort, and an overall teacher and student comment. These reports show student progress in relation to the Western Australian Achievement Standards as required by SCSA.

In addition to all of the above, student records are kept on 'Transparent Classroom', an online record keeping and reporting platform, which is accessible for parents any time to view their child's progress.

# Student Attendance

At Beehive there is a strong emphasis on the development and maintenance of a nurturing, safe and positive learning environment which promotes student wellbeing, engagement and participation, and this impacts positively on the management of regular school attendance.

Year	Semester 1 %	Term 3 %	Average
Y01	92.06	90.85	91.45
Y02	89	87.28	88.14
Y03	92.37	89.36	90.86
Y04	94.94	94	94.47
Y05	93.57	91.96	92.76
Y06	95.54	93.05	94.29
Y07	96.25	87.23	91.74
Y08	94.38	86.17	90.27
Y09	94.66	88.09	91.37

Student Attendance data for 2021



## Management of non- attendance & punctuality

Parents are required to inform the school when their child will be absent or late from school by 9.00am that day. This year the school implemented the use of school stream, a smart phone communication app for schools. This allows parents another way to inform the school of absentees using the in-app form. Parents can also inform the school by email, or by providing a hand written note. If a student is absent and we have not received notification by 9am, the teachers inform the receptionist, who then rings the parent, records the contact in the absentee register and requests a written notification of the absence.





# EDUCATIONAL ENVIRONMENT

## The Montessori Prepared Environment

At the Beehive we work hard to ensure classrooms, outdoor spaces and general facilities provide a learning environment which facilitates well-being, safety and belonging, and meets the developmental needs of students across all age ranges.

To this end, \$23,930 was spent on new classroom Montessori equipment for use by the whole school population. New classroom furniture was also purchased for both Upper Primary classrooms.

During 2021 the building committee continued to advance in terms of planning for building new facilities for those classes still housed in old buildings, and move towards demolishing the old buildings for further playground space. Due to the current busy construction industry in WA, this work is still ongoing.



# School Culture Satisfaction Surveys

Beehive ask for feedback from all stakeholder annually- the parent body, staff and students. We also undertake a more detailed survey on a bi-annual calendar. Information provided helps to inform our operations and future planning for the school community. The following pages outline some of the results from these surveys, which speak to our healthy school culture in 2021

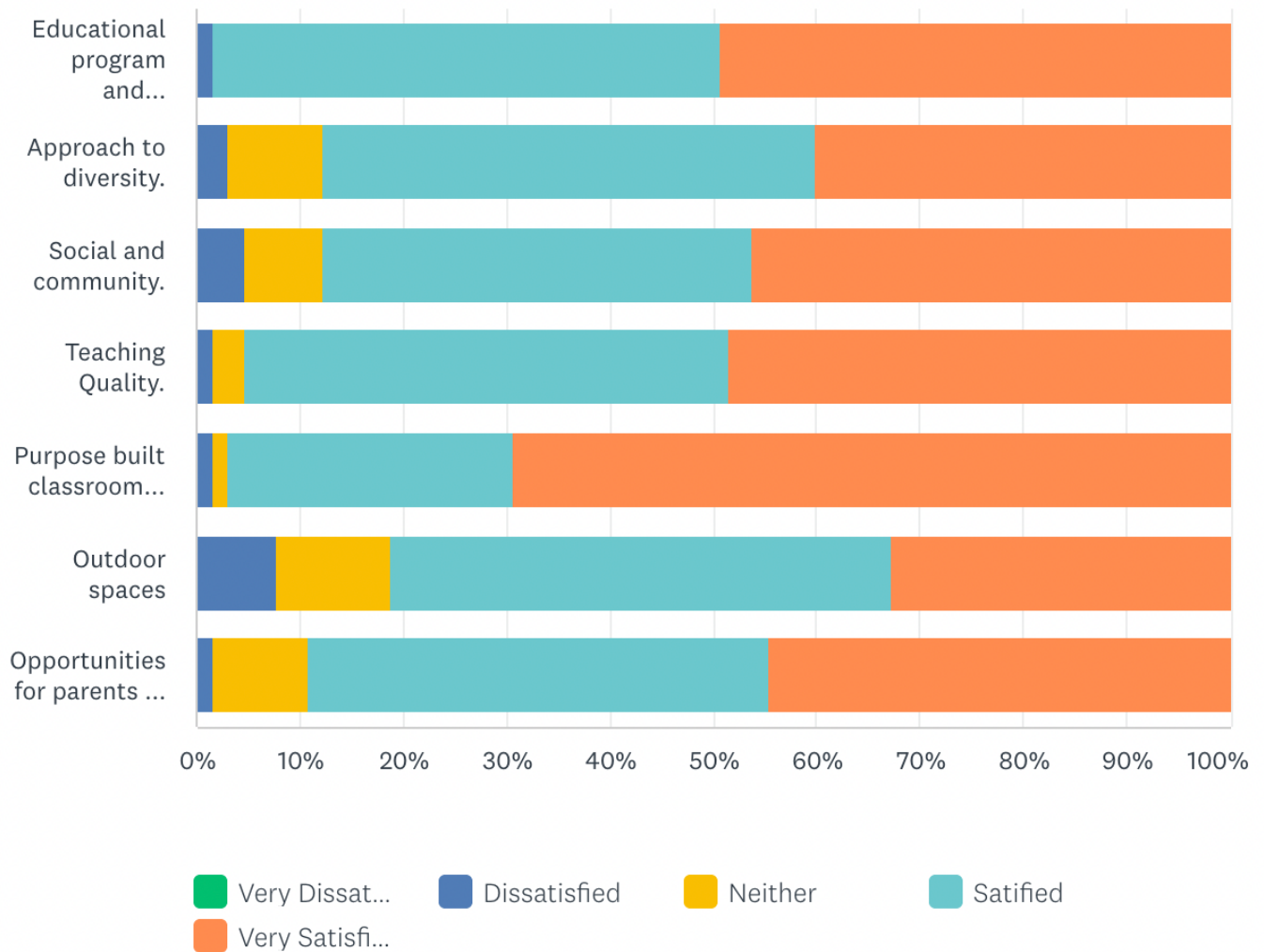
## Parent Survey

### PARENT COMMENT

“

*We are delighted with the care and attention our children receive.*

”



## Parent Survey results showing levels of satisfaction in;

1. Educational programs and outcomes
2. Approach to diversity
3. Social and community
4. Teaching quality
5. Purpose built classroom environments
6. Outdoor spaces
7. Opportunities for parents to understand the environment, process & outcomes

# Staff Survey

## COMMENT FROM STAFF SURVEY



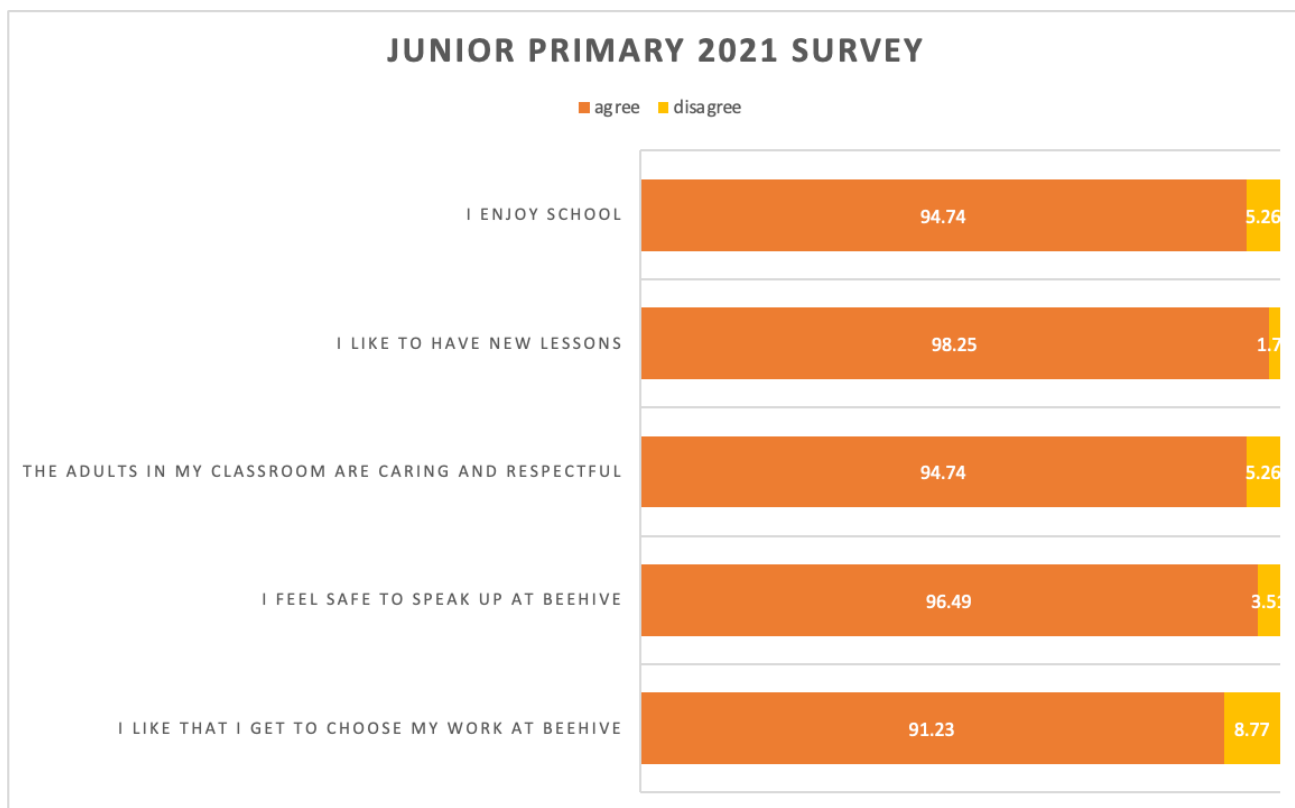
*“I love it at Beehive, it has a great community spirit.”*



# School Culture & Student Surveys

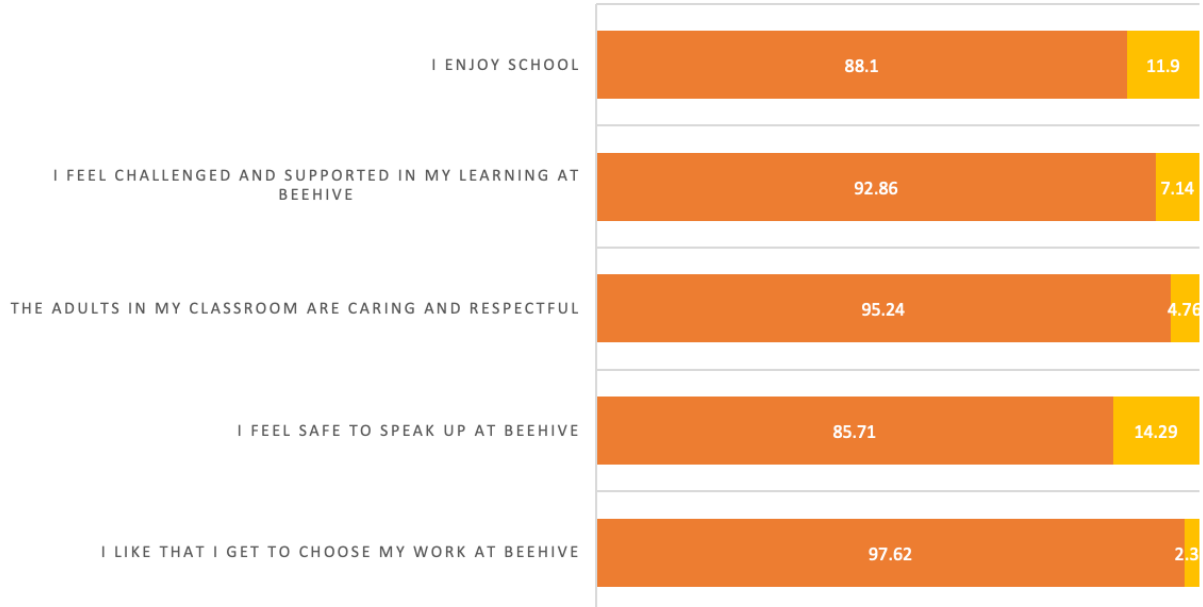
At the Beehive we work to ensure the schools policies, procedures and practices ensure a safe and caring emotional environment for all stakeholders. This is of particular importance with regard to our students. Beehive has a Student Council whereby 2 representatives from each Primary and AP classroom met weekly with the Principal to provide direct feedback from their classrooms on how the environments are working. This has proved a valuable communication channel and provides students another avenue to speak up and be heard.

In 2021 students took part in the Comissioner for Children & Young People's 'Speak Out' survey as well as taking part in our own student satisfaction survey and the responses can be seen below;



### PRIMARY & AP 2021 SURVEY

agree disagree



# COMMUNITY CITIZENSHIP

## Community Building

During 2021, Beehive were fortunate to be able to host a variety of social events for our parents and wider community.

These included the Annual School Sundowner, weekly school Corroborees, band, choir & primary music concerts, Family fun day, the Adolescent Program annual drama production, grandparents morning tea, the school Disco for MP, UP and AP students, a Working Bee, the Bush dance, the Arte Ricca bi-annual art exhibition and craft market and the Graduation Concert.



## Parent Education

Parent Education sessions form an important part of the Beehive calendar, as they provide opportunity to unpack Montessori pedagogy, as well as hear from relevant specialist external speakers.

Formal Parent education sessions in 2021 included;

- Beehive Open Days – What is Montessori?
- Orientation to Junior Primary (0-6 developmental theory & practice)
- Orientation to Primary (6-12 developmental theory and practice)
- Montessori's approach to Freedom & Discipline (Montessori Parenting)
- Nutrition & Sleep
- Cyber safety
- Home Room Meetings





## Wider Community Engagement

One of our greatest connections with the wider community to take place in 2021 was the Arte Ricce art exhibition. This was a great success and a fabulous opportunity to welcome the wider community into our school to share the works of local artists. The commission the school made as a part of this will feed back into an artist in residence program which will take place in 2022.

We also continued to maintain engagement with the wider community through our sporting school grants, which allowed us to connect with local sporting groups.

Fortunately in 2021, camps were able to go ahead, and so our students were able to visit Fairbridge (MP), Point Peron (UP), Cape to Cape (AP) and Shark Bay (Graduate yr 9's)

We also benefited from ongoing visits from DPIRD- Department of Agriculture and Food WA who visit our beehives that are managed by the Adolescent Program students. We also hosted teachers in training as practicum students from Curtin, UWA, NDU and MWEI.

