



ROCKINGHAM  
MontessoriSCHOOL

# 2022 ANNUAL REPORT

General Purpose Financial Report  
For the year ended December 2022



# **Rockingham Montessori School**

Rockingham Montessori Schools (RMS) Infant Toddler Program runs from the Ar Rukun Mosque opposite the Rockingham Primary School site, located at 7 Attwood Way, Rockingham. The Lakelands Infant Toddler Program is held at the Lakelands Community House, 20 Dalona Parkway, Lakelands. The Port Kennedy Primary School site is located at 400-402 Saltaire Way and the Adolescent Program is located at 2 Blackburn Drive, Port Kennedy.

At the end of 2022 Rockingham Montessori School had 125 students attending the Adolescent Program, 176 children attending our ten primary classrooms, and a further 133 children attending our off-site Infant Toddler Programs. RMS sites have a small, close-knit community and children benefit from low student-to-teacher ratios. The school's grounds are beautifully maintained. In keeping with RMS's seaside location and focus on inclusivity, all our Primary School classrooms are affectionately named after sea creatures and local wildflowers with our Adolescent Program advisories incorporating the Noongar names for both land and sea creatures.

## **Mission Statement**

To provide a Montessori environment in which the needs of the whole child are met in a nurturing, safe, caring school, by encouraging independence, mutual respect and self-discipline so that students are prepared to take their place in the global community.

## **School Values**

The love of learning is the core of Montessori values. Alongside this runs independence and collaboration. Respect, integrity and speaking and acting with kindness are important values at our school. The Montessori Method is founded on the principle of respect: respect for self, respect for others and respect for the environment. Children and teachers develop a social contract based on these values to create an environment conducive to work and growth. We hope that our mission and values will guide the activities of children, parents, staff and volunteers within our school community.



# **CONTENTS**

<b>SCHOOL ENRICHMENT</b>	<b>3</b>
<b>STUDENT AND PARENT SATISFACTION</b>	<b>4</b>
<b>BOARD REPORT</b>	<b>6</b>
<b>FINANCIAL SUMMARY</b>	<b>8</b>
<b>STAFFING INFORMATION</b>	<b>9</b>
<b>STAFF RETENTION AND SATISFACTION</b>	<b>10</b>
<b>STAFF ATTENDANCE</b>	<b>11</b>
<b>STAFF PROFESSIONAL LEARNING</b>	<b>13</b>
<b>PRINCIPAL REPORT</b>	<b>14</b>
<b>EDUCATIONAL MATTERS</b>	<b>18</b>
<b>GRADUATION RATES AND TERTIARY</b>	<b>18</b>
<b>ENTRY PLACEMENTS</b>	
<b>REPORTING TO PARENTS</b>	<b>19</b>
<b>STUDENT ATTENDANCE</b>	<b>19</b>

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## **School Enrichment**

Rockingham Montessori School is proud to offer a nationally accredited Montessori Program. In 2018 we received the maximum five-year accreditation in the Montessori Australia's Quality Assurance Program. In 2022 we were a pilot school for Montessori Schools and Centres Australia's Genuine Montessori Pathway to set targets for improvement. Along with providing a quality Montessori classroom education, Rockingham Montessori School enriches the experience of our children through the following:

## **Community**

- Cooking activities
- Electronic Communications
- Community Spirit Committee
- Gardening activities
- Healthy eating practices and activities
- Non-government school psychologist services
- Parent Education Evening
- Parent Liaison roles
- Parent Observations
- Performing Arts Events
- School Meetings
- Collaboration with community groups eg Narragebup
- Sustainable practices- reduce, reuse and recycle
- Work experience for TAFE and University students
- RMS Student internship placements

## **Curriculum**

- Excursions and Incursions
- Teachers Registration Board registered teachers
- Montessori National Curriculum
- Montessori trained staff
- Performing arts
- Specialist equipment and materials
- Music program and music specialist teachers





## **Student and Parent Satisfaction**

Satisfaction amongst families is evident in several ways throughout Rockingham Montessori School. There was an increased number of retained students in 2022 across all areas of the school from both the Rockingham and Port Kennedy sites. Our student cohort in both the Rockingham and Lakelands Infant Toddler Programs (Playgroup) grew and across the five school programs: Children's House, Lower Primary, Upper Primary in the Primary School and Middle School and Senior School within the Adolescent Program also saw solid student number growth. In 2022 we opened our two new Port Kennedy sites to cater for expansion of our student population. We ended 2021 with 211 students and increased through the twelve months to 301 students in December 2022.

Many families join our Infant Toddler Program uncertain as to which path they seek for their child's education. RMS is discovering more and more families are deciding to continue at the school, thereby applying for a place for their child in the Children's House. Families joining are now making a choice to stay with the School through both the Primary and Adolescent Programs. In 2022 52% of our students in the Adolescent Program had come through from our Primary School and eight of our nine primary school graduates transitioned into the Adolescent Program.

Parent involvement is evident with the amount of volunteer work undertaken throughout the year. There are many families who give over and above their obligations in time and effort to develop a strong and cohesive School community. These voluntary contributions are highly appreciated by the school community. Due to Covid 19 social events were limited this year however our Community Spirit group did manage to arrange the following;

- Weekly Snack and Chat events rotating between Rockingham and Port Kennedy sites
- Regular lunch orders including sushi and subway wraps
- School disco for Primary and School Dance for Adolescents
- Busy Bees to assist with set-up of the new sites
- Carols on the Green
- Book Club and two book fairs

These events were all well attended and helped to build school cohesion and engagement by and for families.

The school buzzes with an atmosphere of purpose and cohesion. All families are united by a passion for their child's wellbeing and education. This creates an environment of like-minded families, all striving positively forwards.

Student and parent surveys were completed for the whole school in 2022. The top 4 rated areas from the parent survey were Learning Environment, Values & Culture, Teaching Standards and Reporting.



Key Area	Satisfaction	Variance
Learning Environment	4.11	7%
Values + Culture	3.98	4%
Teaching Standards	3.97	3%
Reporting	3.97	3%
Parent Engagement	3.94	3%
School Communication	3.94	3%
Student Transition	3.88	1%
Leadership + Direction	3.88	1%
Student Engagement	3.83	0%
Resources + Facilities	3.82	-1%
Curriculum	3.80	-1%
General	3.69	-4%
Learning + Extension	3.57	-7%
Pastoral Care/Wellbeing	3.51	-9%
Co-curriculum	3.50	-9%
Average Score	3.84	

Excellent
Good score
Requires attention
Immediate action
Above average
Below average

General, Learning & Extension, Pastoral Care/Wellbeing and Co-curriculum received the lowest satisfaction scores. It was pleasing to see Learning Environment move from our lowest levels of satisfaction in 2021 to our top-rated area in 2022 indicating families are happy with the new Port Kennedy sites opening. Budget allocation has been made to increase specialist teachers across the school and three program coordinator roles have been developed across the Primary Schools and two in the Adolescent Program to support pastoral care and curriculum development for all students.

With regards to student satisfaction surveys, the key positive themes were as follows:

- Staff at Rockingham Montessori School show respect for each other
- My teachers tell me when I do something really well
- Rockingham Montessori School does its best to make new students feel welcome
- Doing my best at Rockingham Montessori School is important to me

However there was also the feel that not all of the students were well behaved in class along with not all students keeping the grounds clean and tidy.

Overall results are shown in the table below:

Key Area	Satisfaction	Variance
School Communication	3.97	9%
Student Transition	3.92	7%
Reporting	3.83	5%
Student Engagement	3.82	5%
Values + Culture	3.77	3%
Co-curriculum	3.74	2%
Learning	3.72	2%
General	3.71	2%
Teaching	3.65	0%
Leadership + Direction	3.57	-2%
Curriculum	3.48	-5%
Resources + Facilities	3.47	-5%
Parent Engagement	3.43	-6%
Environment	3.42	-6%
Behaviour	3.18	-13%
Average Score	3.65	

Excellent
Good score
Requires attention
Immediate action
Above average
Below average

# **Board Report**

## **Office bearers for 2022 were as follows:**

<b>Chairman:</b>	Andrew Holmes/Kristina Lemson
<b>Vice Chairman:</b>	Barry Down/Evan Darcy
<b>Secretary:</b>	Jocelyn Tan/Kristina Lemson/Justine Daly
<b>Treasurer:</b>	Rachel Walker
<b>General Member:</b>	Shea O'Neill/Kendall Drew/Janet Laing

**Principal:** Vanessa Aikins (ex Officio)

The School Board is responsible for School governance and strategy. It comprises independent professionals and current or past parents who have shown dedication to Montessori education and the success of the School. Members are nominated and elected annually by members of the Rockingham Montessori School Association or co-opted by unanimous agreement of the Board if a vacancy arises at another time.

The Principal is employed by the Board, and is an ex-officio member responsible for school operations.

## **Tasks undertaken throughout the year include:**

- Ongoing compliance with legislative and other external requirements;
- Strategic planning including revision and Review of the RMS strategic plan.
- Formulation of the budget and cashflow forecasting;
- Review and development of Board policies and procedures;
- Review and monitoring of the RMS Strategic Plan
- Active support of the training and development of Montessori teachers;
- Establishment of the new Port Kennedy Primary School site
- Relocation of the Adolescent Programme to Port Kennedy;
- attending “Briefing the Board” professional development, run by AISWA; and
- attending joint WA Montessori School’s meeting to strengthen relationships.

2022 was a significant year for Rockingham Montessori School, with the opening of new campuses at Port Kennedy bringing change in multiple ways. These sites have given the school a new public face, enable us to consider ongoing growth and renewal at our established Rockingham campus, and have prompted changes to the school’s leadership structure. The Board itself has experienced internal change, with members in several key roles retiring from membership.

The planning and implementation of the Port Kennedy expansions was an enormous task, and the school community owes a great deal to the dedication of Mr Andy Holmes in his role as Chair. Andy stepped down from this position in September and retired from the Board with the completion of the project. We offer our sincere thanks for his expertise and significant contribution to the future of the School.

We are very pleased to see the continued growth in the Adolescent Program and retention of students from primary into the high school. Being able to offer a quality Montessori program across the full range of childhood and adolescence is a great achievement, and reflects the commitment of staff and caregivers to our vision. The end of 2022 came with the pleasing news that we had been successful in applying for a grant to undertake works at our core Rockingham site, which the Board is pursuing in 2023.



Strategic planning is a central role of the Board, and there has been much discussion of 'what comes next'. In line with the School's adoption of the Genuine Montessori Pathway, the Board has been reflecting deeply on the future needs and direction of the school. Consolidating the gains of 2022 is a priority, and means ensuring that we maintain a sound financial base and enrich the skills of all our staff. Implementing a new financial management system and support for the Montessori teacher training in early 2023 are two ways these goals have been put into action already.

We thank all students, staff, and families for your support in 2022 and look forward to continuing our journey as a community in the year to come.

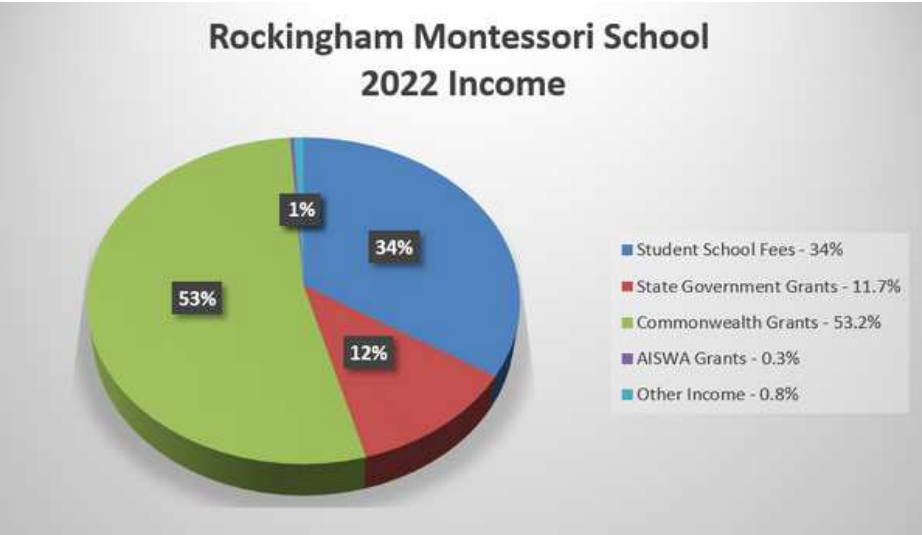
**Kristina Lemson**  
**Chair of the Board**





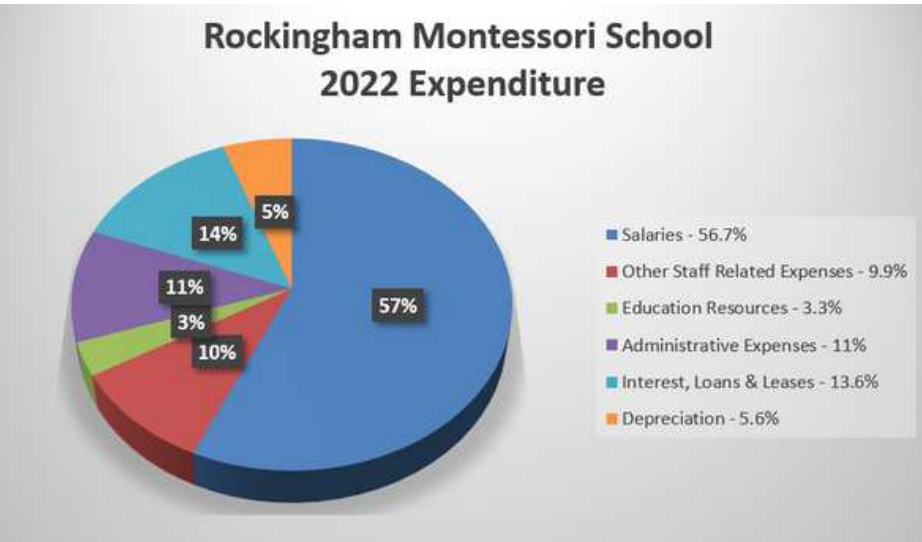
# Financial summary

The school results for the year ended 31st December 2022 show the school is trading profitably. Enrolment numbers increased which in turn, resulted in an increase in tuition and government funding. The Port Kennedy Primary Campus opened in January 2022. The Port Kennedy Adolescent Program Campus was opened in July 2022, enabling the board to deliver on their commitment of expanding the high school size to provide an environment where all students are able to connect. The board is committed to expanding the high school size to 200 students which is 2 sub schools. Work will continue at the AP site over 2023 and 2024 to add new facilities to expand the range of activities offered to the students.



An Out of School Hours Care (OSHC) program is running at both primary campuses to provide a continuity of care for the children of working parents. While this program is only returning a very small profit, the board feels it is important to offer this program for families of the school. In 2022 the playgroups attendance was still affected by COVID restrictions, however the service is proving popular again in 2023.

The expenditure relating to staff salaries and other staff related expenditure continues to remain our largest expenditure.



The school continues to maintain the leases on three sites in Port Kennedy. The lease on the Murdoch Adolescent Program campus was finalised in July 2022. The rent-free period on the lease of the Port Kennedy Adolescent Program building finished on the 30th June 2022 and full rent was payable from July 2022 onwards.

Leases were accounted for under Australian Accounting Standard AASB 16 Leases. We are required to capitalise the value of the lease and then have a corresponding liability for the lease payments. This is required to give more information to interested parties on the leases the school is liable to pay. This "Right of Use" asset is then amortised over the life of the lease.

The School has a commercial bill that was originally sourced to secure the purchase the Karnup properties. Any excess funds the school has at any time are offset to this bill to keep the interest cost low. In 2021, the commercial bill facility was increased to \$2,537,000 to enable the school to fund the developments at Port Kennedy. Quarterly capital repayments of \$50,000 will commence in March 2023. The balanced owed as at December 2022 was \$2,093,479.

In 2022 we invested in a new computer system called TASS and we continue to roll out the various different areas of the system. This is something that was long overdue for the school and has allowed us to streamline the accounting process and provide additional support to the teachers. In 2023 the board is focused on paying down debt and upgrading the Rockingham site.



# Staffing Information

All teachers hold as a minimum a Bachelor of Education or Diploma of Education along with a current Working with Children’s Card and Teachers Registration Board certification.  
Our staff is comprised of a range of cultures.

## Administration Staff

Principal	Vanessa Aikins
Business Manager	Amanda Hunt
Administration Manager	Dee Dance
Receptionist	Debbie Nye
Accounts Officer	Gina Tribbeck
Enrolments Officer	Tanya Parkinson
Adolescent Program Administration	Wendy O'Dea

## PRIMARY SCHOOL

Associate Principal	Jodi Kerslake
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## Infant Toddler Program

Rockingham	Orla Dineen
Lakelands	Carla Darcy

## Children’s House

Children’s House Coordinator	Ayesha Meer
Dolphins Teacher	Debbie Dwyer
EA's	Renea Russell/Carla Darcy & Nurjana Momunkulora/ Rafiah Meer/ Helen Weckman
Penguins Teacher	Class Closed
EA's	
Seahorse Teacher	Ayesha Meer
EA's	Shelley Diamond & Nurjana Momunkulora/Rafiah Meer
Kara Teacher	Simmi Manjanit
EA	Sam Fuller

## Lower Primary

**Primary School Coordinator**

Claire McCaskie

**Jelly Fish Teacher  
EA**

Robyn Walker  
Mark Simms

**Starfish Teacher  
EA**

Vanita Sutherland  
Lizeth Palomino & Regan Waymouth

**Sea Lions Teacher  
EA**

Manmeen Kaur  
Cathryn Drew / Kaitlyn Todd

**Mooja Teacher  
EA**

Di Edmonds  
Nicole Fenton-Clark

## Upper Primary

**Dugongs Teacher  
EA**

Claire McCaskie  
Jess Simmons

**Turtles Teacher  
EA**

Ruth O'Dwyer  
Zahhira Baleem

**Janda Teacher  
EA**

Venus Olsen  
Emma Thomsen & Sandy McNeill

## Adolescent Program

**AP Associate Principal  
AP Program Coordinator**

Tony Gillespie  
Scarlett Farrell

## Maambakoort Sub school

**Kwila Advisor  
Boodalong Advisor  
Djildjit Advisor  
Manyin Advisor  
Maarmong/Bamba Advisor**

Mark Dove (Humanities)  
Jenny Short (Phys/Health Education)  
Leo Keith (Digital Technologies)  
Scarlett Farrell (Humanities/Generalist)  
Andrew Wollstein (Sciences/Maths)

## Barna Marlak Sub school

**Koobalong/Kwenda Advisor  
Noorn Advisor**

Gurmayll Kaur/Julie Lindstead (Maths/Science)  
Rebecca Wraight (Humanities/ Generalist)

**Design & Technologies  
Music Teacher  
Education Assistant  
Indonesian**

Tony Gillespie  
Julie Linstead  
Stella Onderwater & Martin Ingledew  
Pania Reynolds (PS) / Gurmayll Kaur (AP)



## Staff Retention and Satisfaction

With the establishment of the two new sites in Port Kennedy, two new Associate Principal roles were created to ensure each site was managed effectively. Tony Gillespie was appointed Associate Principal of the Adolescent Program and Jodi Kerslake was appointed Associate Principal of the Rockingham Primary School site.

Vanessa Aikins remained the Principal of the School and relocated to the Port Kennedy Primary School site. The high rate of staff retention is a testament to personal job satisfaction. Regular staff meetings, the open-door policy of the Principal/Associate Principals and middle management team, clear whole school planning, and increased professionalism by all, contribute to the overall satisfaction of all staff in the school.

Through 2022 all staff undertook Performance Management identifying areas they would like support in to improve their performance. This process consolidated staff as a team working independently to achieve a whole. All academic and administrative staff enjoy a high level of respect from both the parents and students in the school community.

In 2022 a whole staff survey was undertaken with the purpose to explore job satisfaction, ensure all members had the ability to make a difference and had a long term commitment to the school.

Results show Training Professional Development, Career Prospects, Resources and Communication are areas for focus in the coming year to continue to meet staff needs.

Key Area	Satisfaction	Variance
Procedures	4.26	6%
Teamwork	4.17	3%
Team Leadership	4.15	3%
Staff Engagement	4.14	3%
Organisation	4.12	2%
WH&S	4.08	1%
Work/Life Balance	4.06	1%
School Leadership	4.06	1%
Empowerment	4.03	0%
General	3.99	-1%
Equality	3.97	-1%
Recognition	3.96	-2%
Training/PD	3.92	-3%
Career	3.92	-3%
Resources	3.91	-3%
Communication	3.63	-10%
Average Score	4.03	

Excellent

Good score

Requires attention

Immediate action

Above average

Below average

## **Staff Attendance**

Staff took 66.27% of their eligible sick leave in 2022 compared to 56.46% in 2021. (In 2022 the number of Long Service Leave days taken were 71.)



## **Staff Professional Learning**

Our first two School Development Days for the year and following two consecutive Saturdays included training our Adolescent Program staff on Peace Learning Circles / Tribes Learning Communities to provide a focus on building community amongst the school cohort. Our Primary School staff on the School Development Days were involved in Ed Med, Anxiety and Zones of Regulation workshops which are all designed to support pastoral care for students and particularly those with specific needs.

In Term Two we joined the Montessori Teachers Association Conference with the keynote presentation by Acknowledge This! educator Rhys Paddick. Rhys addressed Aboriginal cultural awareness and seeded ideas for cultural application within our Montessori classrooms. This event also provided the opportunity to network with staff from five other Western Australian Montessori Schools.

In semester two our Primary School staff undertook the four days of Peace Learning Circles / Tribes Learning Communities training and the remaining staff helped out at the beginning of term with the moving of the Adolescent Program.

In Term 4 all staff undertook the First Aid refresher course or completed the entire course if not current with this qualification. Those remaining staff completed the Ed Med training and all staff were taught the new TASS School Management System that was being integrated.

RMS was delighted to host the very first Association Montessori International (AMI) diploma courses held in Western Australia. In July the AMI 3-6 Diploma commenced and in December the AMI 12-18 Diploma commenced. Both of these courses continue through to 2023 and we had three 3-6 Diploma participants and five 12-18 Diploma participants from our staff with a further RMS parent attending the 12-18 Diploma course. This initiative supports Montessori in Western Australia and helps to future proof the staffing of Rockingham Montessori School.

Individual staff attended a variety of workshops based on their professional needs and these included; Montessori Institute and Sydney Montessori Training Centre workshops, Big Picture training on portfolios for University entry, MSCA Head to Head Forum, MSCA Down to Business Forum, MSCA Grassroots Forum, MSCA Meeting in the Middle Forum, Sounds Write training, Mental Health First Aid and a variety of Big Picture workshops.

Several staff also regularly attended network meetings including; Small Schools Collegiate, Montessori Principals meetings, VET network meetings, Be You Network, SCSA Secondary Principals updates, Kwinana Industries Council Principals meeting, Montessori 15-18 years network and the Rockingham Early Years Network.

Total funds expended on teacher professional learning in 2022 amounted to \$117,079.00 of which \$67,373.00 was allocated for five Adolescent Program staff to complete the AMI 12-18 years Diploma. This amount includes course fees for staff attendance at Professional Development minus relief coverage.





# Principal Report

We were delighted to see the opening of the new Port Kennedy Primary School campus at the beginning of the year. Of the 64 children who commenced in Term 1 at Port Kennedy, 45 of these students transitioned from the Rockingham site. The Children's House class was named Kara, the Lower Primary class became Mooja and the Upper Primary class group, that moved from the Rockingham site was renamed Janda. Each of these class names are Noongar names for native flower species. The results of the site survey conducted in week 3 showed our PK families were very happy with all aspects of the new site and would like to see more shade and drinking water in the playground. We were delighted to receive approval to extend our OSHC (Out of School Hours Care) program to include the Port Kennedy campus. The continued growth of student numbers through the year also highlighted the success of this strategic move by the School to support families in the southern Peel region.

Our first term was again overshadowed by Covid restrictions with the WA border now open and WA seeing regular Covid cases arise in our schools. RMS offered short term online external programs for students suffering from Covid or those reluctant to attend due to infection rates. Numbers for our Children's House classes dropped and the Penguins class was closed. We thank Doctor Marianne Inglis, a parent of a Children's House child, who conducted Covid information sessions and produced a handbook for staff focusing on what is Covid19 and how can we ensure we are keeping our self and others safe against contagion.

Dugongs and Turtles classes were combined at the beginning of the year, Claire McCaskie was appointed the Upper Primary class teacher and through semester one new students were transitioned and enroled into these two classes. By mid-year these two classes were separated and Ruth O'Dwyer was appointed the Turtles teacher. Through second semester these two classes grew to capacity.

RMS hosted the first 3-6 AMI Diploma course to be held ever in Western Australia. This course would run for 18 months from December 2021 and the Penguins class was set up as the training facility for the local, interstate and international participants in this course. We greatly appreciate Candice Shields, Ayesha Meer, Deb Dwyer, Helen Baronie, Carla Darcy and Vanessa Aikins for their time in volunteering to set up this classroom for the course.

We especially thank Amy Kirkham and Natasha Williams for their expertise in delivering this course. RMS now have three staff members on their way to becoming AMI 3-6 trained teachers.

RMS hosted the first 12-18 AMI Diploma course to be held ever in Australia. The course with lead facilitator Laurie Ewert-Crocker commenced online in December. The face-to-face components of the course will be delivered throughout January 2023 and 2024 at Fairbridge Farm in Pinjarra to enable the international, interstate and local participants to complete the residential and agricultural components of the course. RMS is delighted to have five staff members undertaking the diploma.





The development of the Port Kennedy sites continued through the year with shade sails and a sea container installed in the playground for storage of gardening and sports equipment. Tony Gillespie and the AP students set up compost bays, a shade house and vegetable gardens in the playground. Building Applications were submitted to the City of Rockingham for four sea containers and fencing to be installed in the carpark at the AP site to create a courtyard area. Through Term 2 and 3 Port Kennedy Primary School students worked with Jodi Davidson, artist in residence, to create soundproofing panels for each classroom and the AP students created artworks for the Timeline of Life which will be a feature throughout the new Port Kennedy AP facility.



The Rockingham PS site had rust in the undercover area treated and all outdoor areas painted. The Secret Garden was renamed the Koolangkara Garden which is Children's Garden in Noongar. The car tyres from this area were removed and the concrete was cut and reshaped to create a more natural flow for the garden beds. These beds were planted with Bush Tucker plants and the children created name plaques to educate others about the natural healing properties of the flora.

RMS was a pilot school for MSCA's (Montessori Schools and Centres Australia) Genuine Montessori Pathway program which is an audit of the School's Montessori practise. This process will now be utilised annually to create our School Improvement Plan in each of our cycles. NAPLAN was conducted by Years 3 & 5 as paper-based tests and by Years 7 & 9 online for the first time. Tony Gillespie and a group of Middle School students competed in the Peddle Prix competition at Perth Airport in May. Upper Primary students from Rockingham and Port Kennedy were involved in the Adopt a Beach planting program during June.

In November the Picnic in the Park was held in Rockingham with Blue Gum Montessori and RMS attending. All Upper Primary and Adolescent Program students attended Remembrance Day Services at Port Kennedy and Rockingham.

The School Board engaged a consultant from Element Planning regarding the Karnup Development. The recommendation is to apply for the rezoning of the site for a training facility which can then later be updated for a school. The Principal provided an update and tour of the Karnup sites for the new mayor of Rockingham, Deb Hamlin. Three rounds of the Flourish Program were run from the Karnup facility. These programs were opened by Deb Hamlin, mayor of COR and were designed to help women return to work after maternity leave.

In July a Capital Grant Application was completed for an upgrade of the Rockingham Primary School staff room area to include breakout spaces for specialists to work with children. The School was notified in December that \$110,000.00 had been allocated by the Federal Government for this project.

In the second semester, Middle School students ran a Science Fair at the new AP site and hosted a dance for the high school students. The Senior School students presented a drama production for the whole school in the new facility. Wicking beds were created and planted with vegetables and passionfruit vines to add shade in the chillout grassed area. Natural logs were installed across the carpark end so cars can not drive on the grass. Middle School students undertook their expedition at Margaret River and the Senior School Odyssey took place in Denmark.

A marketing plan was developed for the School and included the preparation of two new pull-up banners. These were used for marketing the Infant Toddler Programs, Children's House, Primary School and the Adolescent Program when off-site promotional opportunities arise eg. holding information stalls at the Lakelands and Secret Harbour shopping centres and holding a stall at the City of Rockingham's Teddy Bears Picnic event.





Facebook marketing proved to be an extremely successful method of spreading news of our School as did radio advertising and updating our video footage on the website along with our parent prospectus/handbooks. Following strong enrolments across the School, the Board committed to reopening the Penguins class in Term 1 2023. In October the Sports Day was held at the Blue Park and a whole school photo was taken of our 300 students which was commemorated in a jigsaw that was available for families to purchase.



Semester two Student Reports were completed on Transparent Classroom and incorporated a narrative comment instead of short subject-based comments. In the AP this was written to the student and in the Primary School, it was written to parents. Staff enjoyed the narrative as it allowed them more creativity in addressing the individual child's personality and progress. The administration team commenced implementation of TASS, the new School Management System and Digistrom for online enrolments as further progress was made to transfer our offices to paperless processes.

In December the first joint Primary School graduation was held at the Rockingham site where students gave speeches and received certificates and gifts. The Adolescent Program graduation was held at the end-of-term school meeting and final-year exhibitions were held the fortnight prior.

An application for a \$25,000 federal grant through the Department of Education was submitted in December. This is for an outdoor classroom upgrade of the Port Kennedy Children's House playground area (\$5K) and the installation of a sea container in the Port Kennedy playground area which will then be joined to the other container by a verandah-style roof to provide more shade and an outdoor classroom (\$20K).

In all 2022 was an extremely successful and transformational year for the School which has now provided a stable platform for the future provision of outstanding Montessori programs.

**Vanessa Aikins - Principal**

## Educational Matters

Our School delivers the Australian Montessori Curriculum and we have achieved Montessori Australia's top accreditation through the Quality Assurance Program. For the first time since implementation in 2020, all Senior School students undertook the Montessori curriculum in their final year at RMS. These students were able to combine the Montessori Curriculum with Vocational Education & Training Courses along with Internships within their chosen fields of interest.

Across the school, classes are arranged in three-year age spans, according to Dr Montessori's scientific observations of the different developmental stages of children.

Plane of Development	Class Cycle	Age Range
<u>Infancy</u>	Infant Toddler Program	1-3 years
	Children's House	3-6 years
<u>Childhood</u>	Lower Primary	6-9 years
	Upper Primary	9-12 years
<u>Adolescence</u>	Middle School	12-15 years
	Senior School	15-18 years

These groupings not only meet the needs of the children but also create a sense of community. The older child learns through teaching the younger child. The younger child is inspired to do more advanced work by having the older child in the environment. Each child's education program is individualised and carefully monitored and recorded. All children are assessed informally and formally in each phase of their education and we follow all mandated forms of assessment as directed by the State and Federal Government.

## Graduation Rates and Tertiary Entry Placements

Year of Graduation	Number of Graduates	Graduation Attainment	University Attainment
2015	4 students	4 WACE recipients	3 Tertiary placements
2016	2 students	2 WACE recipients	1 Tertiary placements
2017	3 students	2 WACE recipients	1 Tertiary placements
2018	3 students	2 WACE recipients	2 Tertiary placements
2019	3 students	2 WACE recipients	2 Tertiary placements
2020	5 students	4 WACE recipients	1 Tertiary placements
2021	11 students	10 WACE recipients	6 Tertiary placements
2022	4 students	WACE No longer delivered	1 Tertiary placement



# Reporting to Parents

We provide formal written reports to students and parents each semester. These reports are aligned to the Montessori National Curriculum and are for parents to gauge their child’s progress. They are something that the child can be proud of.

Parent - Teacher interviews are conducted at the end of each semester after reports are sent home. These interviews provide an opportunity for the teacher to report verbally to the parents and for parents to ask any questions. The teacher will go through the report, explaining the comments. Reports are a time of celebration of the child’s achievements and are a positive experience for all parties involved.

Students of the relevant age groupings for the National Assessment Program in Literacy and Numeracy (NAPLAN) as well as the Online Literacy and Numeracy Assessments (OLNA) undertake these assessments. Although formalised assessment is not usually undertaken in this format within a Montessori classroom, students are encouraged to see this process as another job that they would undertake in their regular school program and a minimised approach is taken to the results of these tests.

Our OLNA results for the past three years have demonstrated a strengthening in the levels of 3’s scored in the first round of testing which occurs in Year 10.

# Student Attendance

Student attendance rate is defined as a number of actual full-time equivalent student days attended by full-time students in Years 1–10 as a percentage of the total number of possible student days attended over the semester one period.

Student Attendance rate	Percent
Primary Students	91%
Indigenous Students	87.32%
Non-Indigenous Students	91.15%
High School Students	85.49%
Indigenous Students	87.68%
Non-Indigenous Students	85.33%

