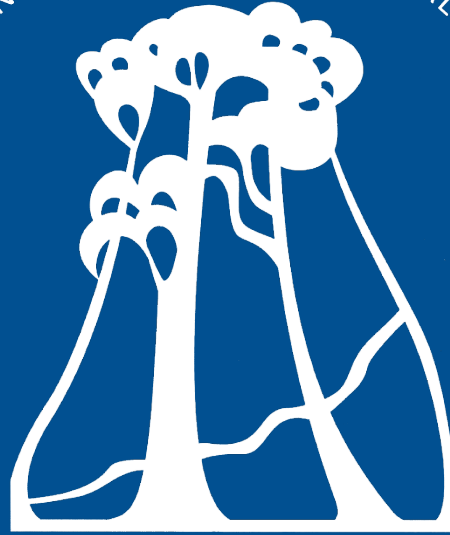


PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE



TREETOPS

A Montessori and International
Baccalaureate School



ANNUAL REPORT 2023

Preparing the individual to make a world of difference

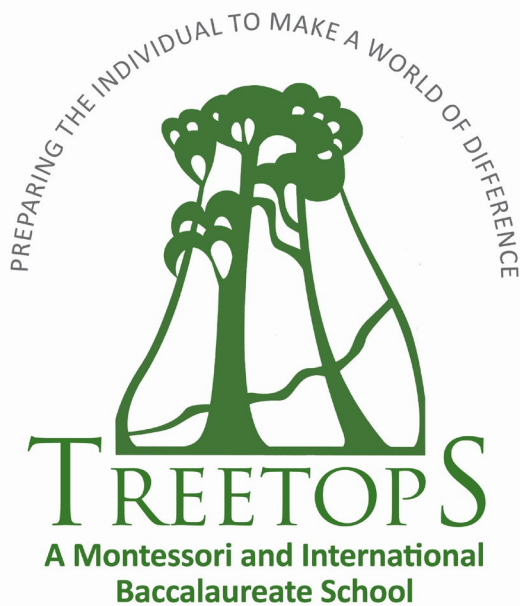
Annual Report Information

This document is Treetops Montessori School's annual report, including analysis of school performance that meets Australian Government requirements. The *Australian Education Act 2013* requires each school to publish an annual report on the internet. The annual report is required to include:

Item	Information
A	Contextual information about the school, including characteristics of students at the school.
B	Teacher standards and qualifications (as mandated in the State or Territory in which the school is located).
C	Workforce composition, including Aboriginal and Torres Strait Islander composition.
D	Student attendance at the school, including: (i) The attendance rates for each year of schooling; and (ii) A description of how non-attendance is managed by the school.
E	Student results in NAP annual assessments.
F	Parent, student and teacher satisfaction with the school, including (if applicable) data collected using the National School Opinion Survey.
G	School income broken down by funding source.
H	For a school that provides secondary education: (i) Senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training or training in a trade and the percentage of Year 12 students attaining a Year 12 certificate of equivalent vocational education and training qualification; (ii) Post-school destinations. <i>Australian Education Regulations 2013, Part 5, Division 3, Subdivision H.</i>



A Contextual Information About Treetops Montessori School



Treetops offers education from Playgroup to Year 12 and is a day-school. We are members of the Association of Independent Schools of Western Australia (AISWA) and are registered by the WA Department of Education.

The Montessori Australia Foundation (MAF) developed a curriculum which has been approved by both the Australian and Western Australian education authorities. Treetops has approval from the School Curriculum and Standards Authority (SCSA) to use this Montessori curriculum, which is followed in Children's House, however is blended with the SCSA curriculum throughout the Primary years ensuring that students receive an education that is both true to Montessori and compliant with contemporary thinking in terms of the State and National curriculum standards.

In Secondary, the instruction is in line with the Secondary SCSA curriculum, however the Montessori philosophies are still applied and are an excellent fit to the philosophy which underpins the International Baccalaureate Organisation Diploma Programme (IBDP) which runs in Years 11 and 12. From 2021, the school commenced offering the WACE General.

Treetops Ethos:

Treetops holds at its core the value of each individual child as a learner who is at the centre of the learning process. As a community we exist to facilitate the best possible educational outcomes through shaping our programmes in response to individual point of need.

Treetops Core Values:

Education is the shared responsibility of students, family and school.

Students are presented with a challenging and broad academic environment that encourages intellectual inquiry and critical-thinking.

Nurturing curiosity and creativity is the key to stimulating exploration and discovery throughout life.

Students learn best when they are actively engaged in authentic learning experiences.

Treetops Vision:

Preparing the individual to make a world of difference.

Treetops Mission:

Treetops provides a dynamic inquiry-based education that empowers the individual to reach their unique potential within a natural and respectful setting.



Principal's Report



A highlight of 2023 was when Treetops was selected by the Association of Independent Schools WA (AISWA) to be the only independent school in WA to represent them federally as an example of excellent school-based wellness approaches.

As a result of this, Independent Schools Australia (ISA) spent time at Treetops developing a report on our unique blend of curricula and pedagogies used to support students. ISA then selected Treetops to be one of only three schools across Australia to represent them to the Federal Education Minister, Jason Clare. This meeting is scheduled to occur in March 2024. Part of a wider initiative to promote private schooling, the ISA is seeking to showcase the role private schools play in addressing the diverse needs of Australian students.

Treetops enjoyed record growth in student numbers throughout 2023, primarily in our Lower Secondary School. With this growth came the need to rethink rooming in our Secondary School and a new, much larger Science lab was developed along with a new Secondary staff room. Toward the end of the year work began on converting the former Playgroup and Learning Support Rooms into a new and enhanced Visual Arts and Technologies classroom. The Treetops Playgroup now operates at the Darlington Family Playgroup providing the school with additional exposure to the local community.

Stuart Harris
Principal

Feeling Valued, Feeling Seen

Case Study: Treetops Montessori School, Perth Hills, WA



Treetops Montessori School is located in the picturesque surroundings of Darlington, in the hills east of Perth, WA, and blends the Western Australian Curriculum with Montessori and International Baccalaureate philosophies. Treetops prioritises a highly individualised learning focus for over 170 students from early childhood through to year 12 in a non-comparative and non-competitive educational setting. The school's overarching commitment to wellbeing combined with a holistic, inclusive and student-centred educational environment is evident in their flexible approach to student needs.

ISA's visit to Treetops highlighted the key role that Principal Stuart Harris plays in the school's vision to build a strong Treetops community. The many opportunities to converse with staff and students provided a real sense of the school's culture and how wellbeing is embedded across the community.

Treetops is a school of choice, offering the ability to meet individual student need through an innovative and highly personalised delivery of education. In achieving this, Treetops is a nimble and responsive school, not wedded to any one educational philosophy or pedagogical approach.

Treetops School Board 2023

The School Board is made up of members of the Beenong School Association who are elected at the Annual General Meeting (AGM), co-opted members from the community, and the Principal.

The Board is responsible for planning and overseeing the administration of the school and setting policy pertaining to governance. The School Board has three office bearers; Chair, Vice-Chair, and Secretary, who are chosen at the first meeting of the new Board following the AGM. The Principal is a standing member of the Board.

All members of The Beenong School Association have voting rights for Board elections and parents are strongly encouraged to attend the AGM, usually held in May. Ample notice is given of the date of the AGM and nomination forms for candidates are available in advance from the school office. It is a requirement of anyone seeking election to be prepared to remain on the Board for a minimum of two years to ensure continuity and a certain level of experience among Board members.

During 2023, the Board was comprised of the following co-opted and elected members.

Chair: Amy Lomas
Vice Chair: Kegan Cameron
Secretary: Kerry Raak
Directors: Tamara Callaghan
Richard de Vries
Natalie McAllister
Michael Cunneen (to 20.09.23)
Julie Baker (appointed 30.11.23)
Brendan Fyfe (appointed 30.11.23)
Stuart Harris (Principal)



Chair's Report

Strategic Context

The School continued to deliver a strong performance against its Strategic Goals in 2023. The Treetops Strategic Plan 2020-2024 had four pillars: Governance and Leadership; Teaching and Learning; Engagement and Promotion; and Finance and Resourcing.

For each of these pillars we had a number of Strategic Goals. These included Board understanding of Treetops history and culture; promoting physical activity; an emphasis on STEM, art, music, and Aboriginal culture; developing a wellness program; pedagogical excellence; our reputation in the community; increasing enrolment levels; attracting and retaining high quality staff; being competitively priced; and offering alternative pathways for academic success.

In 2023, pre-planning commenced on a new Treetops five-year strategic plan. During Terms 2 and 3, staff worked collaboratively to complete two broad surveys seeking to garner what they considered to be the current strengths and weaknesses of Treetops from both a community and staff perspective. Staff then met to begin considering how these views could be practically applied within the context of, 'in 2029 Treetops will...'. In addressing this question, staff grouped responses under the headings of Pedagogy, Curriculum, Grounds, and Engagement. These results were then presented to the Board in the form of the 'Treetops Journey'.

In September, the Board settled on the approach for revising the Strategic Plan - to build and extend on the current strategic goals, rather than a wholesale refresh or a plan that takes the school in a very different direction. Work continued and this set the Board up for the approval of a new five-year Strategic Plan at the first Board Meeting of 2024.

Enrolments

Strong inquiries and enrolment growth was a key feature of 2023. After finishing 2022 with 147 students, Treetops had 149 students by February 2023, and peak student numbers of 155 in October 2023. Enrolments and inquiries during 2023 for 2024 were well ahead of this, particularly for Secondary. By mid-year we had enrolment waitlists in most areas of the school, and unfortunately needed to advise many families on the waitlist that there was no possibility of a place becoming available for their child or children in 2024.

Policy

The Board is responsible for setting, reviewing, amending, and removing policies. In 2023, the Board reviewed 17 policies and updated the Board Manual.

Keeping Children Safe

Schools are understandably heavily regulated services, and compliance is of paramount importance to ensure children are learning in a safe place. On 1 January 2023 the Reportable Conduct Scheme came into effect. This came about from the Royal Commission into Institutional Responses to Child Sexual Abuse. It compels heads of organisations to notify allegations of, or convictions for, child abuse by their employees (including volunteers, carers, and contractors) to the Ombudsman and then investigate these allegations. I would like to commend the school for its vigilance around the introduction of the Reportable Conduct Scheme, including educating and upskilling the Board, and reporting against the requirements throughout 2023.

Playgroup and Community Engagement

Playgroup is a valued service and has been the introduction point to Treetops for many of our students and their families over the years. In November 2020, COVID, financial pressures, and changes in regulation prompted the Board to initiate a three-year review of Playgroup. This review came to an end in November 2023 and the outcome was a decision to retain Playgroup, noting the community engagement benefits and profile created by the Playgroup. These benefits are particularly pertinent following the school's decision to run Playgroup from the Darlington Family Playgroup facility near Bilgoman Pool.

Finances and Investments

During 2023, with steady increases in enrolments, the school maintained a sound financial position whilst simultaneously investing in education initiatives, asset upgrades, and increasing staff salaries. Additionally, fee increases were modest, at 3%. This followed a major fee restructure from 2022 to reposition Treetops' place in the local area market. We are very proud of the

investments made in 2023, whilst maintaining Treetops' affordability, and we hope that our members appreciate the importance of enrolments in enabling all of these to happen. Every one of us is an ambassador for the school, and we each individually and collectively contribute to Treetops' reputation as a high-quality and unique education option.

Annual School Survey

To guide the school and the Board, and directly connect with our members every year, we conduct an Annual School Survey. Pleasingly, the results across students, staff, and families for our August 2023 Survey were overwhelmingly positive. Highlights included: Our students are happy and feel emotionally and physically safe; Parents stated that Treetops is meeting their education expectations in Primary and Secondary; Staff enjoy working at Treetops and feel supported and valued; Parents and students highly value our staff. (Please see Section F for more detail.)

Conclusion

On behalf of the Board, I would like to acknowledge and thank our Principal, Stuart Harris, for his continued high-level leadership of the school in ensuring that Treetops holds at its core the value of each individual child as a learner, who is at the centre of the learning process.

The Board also wishes to thank all the school staff, whose professionalism, passion and dedication make Treetops an exceptional school for our students and families. Thank you to the Directors on the Board for their ongoing strategic input and commitment and thank you to the many families who volunteer their time and energy into a range of school activities.

Amy Lomas
Board Chairperson



2023 Calendar of Events

January

Children's House Student Orientations
Staff PD/Team Building Day
Youth Mental Health First Aid

February

Shibori Art Workshop Planning
Parent Information Sessions
State Census
School Photo Day
Karri/Wattle AusEarthEd Science Incursion

March

OLNA Testing
Marri West Oz Wildlife Incursion
PPEP Men's Talk (Zero2Hero)
PPEP Pelvic Pain and Endometriosis Talk
Three-Way Conferences (Parent/Teacher/Student Interviews)
Karri Excursion to Perth Mint
NAPLAN Testing
Wattle Excursion to AQWA
Wattle/Marri St John Ambulance Incursion
Children's House Dino World Incursion
Swimming Lessons

April

Swimming Lessons

May

Children's House Fire Brigade Incursion
Year 7 & 10 Vaccinations
Treetops Annual General Meeting
Year 12 Exams
Children's House Kanyana Talk
Walk to School Day
Shibori Workshop
Children's House Ambulance Incursion
Jarrah/Mallee Art Gallery Excursion
Wattle Kings Park Excursion

June

Shibori Workshop (Secondary)
OLNA Writing Testing
OLNA Year 10-12 Reading & Numeracy
Children's House Better Beginnings Visit
Children's House Morning Tea
Karri Zoo Excursion
Playgroup Cuddly Farm Excursion

July

Primary School Three-Way Conferences
(Parent/Teacher/Student Interviews)
NAIDOC Week

August

State and Federal Census

Secondary Information Evening
Scholastic Book Fair
Science Week
Science Fair

Children's House Hospital Incursion
Wattle Kanyana Excursion
Wattle Morning Tea
Children's House Morning Tea
Book Week
Book Character Dress Up Day

September

Children's House Science Incursion
Performing Arts Night
Children's House School Nurse Visit
Montessori Schools Formal
Children's House (PP) & Wattle Sleepover
Year 12 Class Party
Colour Run
Year 12 Graduation Dinner
International Day of Peace

October

Year 12 IBDP Mock Exams
Year 12 IBDP Final Exams
Health VR Pilot Incursion
Wattle Living Eggs Delivery
World Teacher's Day
Karri Puberty Talk with Community Nurse
Children's House Excursion to AQWA
Karri Fremantle Prison Excursion

November

Year 12 Final IBDP Exams
Darlington Arts Festival Weekend (Treetops Stall)
OLNA Testing
Wandoo Coastal Change Excursion
Year 5-6 Healthy Bodies/Menstruation Talk
Kaboom Music Incursion
Wattle Bushwalk
Wattle Remembrance Walk to St Cuthberts
Year 7 Vaccinations
Wattle Kalamunda History Village Excursion
IBDP Biology Excursion
Outdoor Classroom Day
Student Transition & Orientation Day
Year 3-5 Camp to Ern Halliday
Year 6-11 Camp to Bickley

December

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

B Teacher Standards and Qualifications

Staffing in 2023

All teaching staff at Treetops are registered with the Teacher Registration Board of Western Australia (TRBWA) and are qualified to teach in Western Australian Schools.

Teaching Staff		
Stuart Harris	Principal Teacher (Economics, Politics & Law)	Grad Cert HSE 2008 Grad Dip Ed 1997 BA in Social Sciences 1995
Sharon Crossman	Primary Coordinator Wellness Coordinator Teacher (Languages – Japanese)	Grad Dip Ed 2013 BA Asian Studies
Kim Steimer	Secondary Coordinator IB Coordinator Teacher (Science)	Masters of Education Bachelor of Science (Biological Anthropology & Chemistry)
Jayne Simpson	Enrichment Coordinator Teacher (Enrichment)	RSA Dip SLD Distinction 1988 Bachelor of Education 1982 (Hons)
Daniel Beebe	Teacher (Enrichment)	Bachelor of Education Primary 2008 Cert IV Training & Assessment 2009 Cert III Outdoor Power Equipment 1999
Suzanne Blake	Teacher (Enrichment, Science, Psychology)	PGCE Secondary Science 2001 BSc Hons Biology 1998
Paul Gillespie	Teacher (Mathematics)	Grad Dip Ed (Secondary) 2015 Post Grad Dip Applied Science 1997 BSc Geoscience
Hylton Hayes	Teacher (HaSS, Health, Physical Education)	Bachelor of Education (Primary) 2019
Kasey Hayman	Teacher (English, HaSS)	CELTA Certificate 2018 Grad Dip Ed (Secondary) 2012 Bachelor of Arts 2011
Pooja Mathew	Teacher (Primary Art, Technologies, Health)	Bachelor of Education (Primary)
Mary Pollard	Teacher (Music)	Bachelor of Education (Secondary Music) 2006 Cert IV Classical Music 1999
Selenee Van Der Steen	Teacher (Psychology)	Bachelor of Education (Primary)
Peter Zylstra	Teacher (Art, Design & Technology)	Grad Dip Ed (Secondary Art) 2014 MA Fine Arts 2003 BA Fine Arts 1998
Katie Simpson	Teacher Karri (Years 5-6) (Terms 1 & 2)	Bachelor of Education (Primary) 2019
Marie Sherwood	Teacher Karri (Years 5-6) (Terms 3 & 4)	Bachelor of Arts Graduate Diploma of Education (HaSS/EaLD) Graduate Diploma of Psychology
Caitlin Morey	Teacher Marri (Years 3-4)	Bachelor of Education (Early Childhood) 2022
Natalie Boyd-Ratcliff	Teacher Wattle (Years 1-2)	Master of Education 2019 Grad Cert ECE 2015 Grad Dip Ed (Primary) 1995 BSc Hons (Geography) 1993
Anene Lamb	Teacher Children's House (Pre-K to PP)	Early Years Practice 2012 Preschool/ Kindergarten Montessori Teaching Diploma 2005 Cert in English Language 2003

Teaching & Education Assistants		
Elizabeth Wilson	Teacher Assistant	Cert IV Education Support 2015
Cailey McMurdo	Teacher Assistant	Cert IV Education Support 2019
Sara Veasey	Teacher Assistant	Cert IV School Based Education Support Cert III School Based Education Support
Paige Uren	Education Assistant	Cert III Education Assistant
Melissa Turner	Education Assistant	Cert IV Teacher Assistant Special Needs Cert III Teacher Assistant
Amy Perren	Education Assistant	Cert IV Education Assistant Cert III Education Assistant
Sandy Eaton	Education Assistant	Cert IV Education Assistant 2013 Diploma Personnel Management.
Emma Slattery	Education Assistant	Cert IV Education Support Cert III Education Support
Giselle Thornton	Education Assistant Playgroup Leader	Teacher Assistant Certificate 2000
Vinischa Jager	Playgroup Leader	
Administration Staff		
Kerry Raak	Business Manager – Finance and Enrolments	
Helen Underwood	Business Manager – HR and Facilities	
Kate Myburgh	Administrator	
Tanika Dobosz	Receptionist	
Jessica Honda	Receptionist	
Liz Marjot	IT Specialist	
Hendrik Raak	Grounds and Maintenance	
Peter Gilenko	Grounds and Maintenance	
Levi Gilenko	Grounds and Maintenance	



Professional Development

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

All staff attended a team building event at Swan Valley Adventure Park. This was an opportunity to bond with colleagues and to learn new skills.

All staff undertook training in *'Mandatory Reporting'* and the *'School Code of Conduct'*. In addition, some staff undertook an in-house training course on *'Mandatory Reporting for Non-Teaching Staff'*. The school Board also participated in *'Mandatory reporting for Board Members'*.

For teaching staff in Secondary school, there was a continued focus on SCSA-related training on the curriculum. This included these training courses – *'SCSA Assessment Task review'*; *'Grading / Moderation Exercise'*; *'Middle Years Humanities and Social Sciences - Heads of Learning Area Assessment and Reporting Workshop'*; *'Introduction to Project-based learning'* and *'Heads of learning area Science Assessments'*.

There was a focus on Learning Support training in 2023 – various staff members were trained in *'ADHD'*; *'Autism'*; *'Autism - Early Indicators'*; *'Take a Day for Dyslexia'*; *'Demand Avoidance'*; *'NCCD Reporting'*; *'Student LE Accommodations'*.

The Early Years' team undertook training in the new Early Years Framework – and attended courses including *'EYLF Leadership'*; *'EYLF Fundamentals'*; *'EYLF Extended Training'*. They also attended the *Early Childhood Excellence Conference* in September. In addition, the Early Years' classroom teachers attended training on *'Aboriginal Storytelling in Early Childhood'*; *'English Phonics and Word Knowledge'*; and *'Environmental Arts Project'*.

Other teaching and support staff underwent professional development with the following courses: *'Diabetes in School Training (internal)'*; *'Exploring Power of Visual Texts'*; *'Scaffolding Adolescent Literacy'*; *'SHARP Reading'*; and *'Maths for EAs'*.

In order to remain updated with current legislation and process, as well as to create opportunities for mutual support with other local schools, in the event of a bushfire, or catastrophic fire conditions, the Principal and Business Manager (Facilities) attended the *Annual Principals Bushfire Workshop* in November; This was followed with a whole school staff induction into *'Drills and Alarms – Lockdown and Bushfire PD'*.

The main focus of the Business Managers' training in 2023 was related to upcoming changes to Industrial

Relations and other changes to legislation. The Business Managers and Principal therefore attended multiple relevant training courses and legal seminars, including attendance of several *'Schools Business Managers Network'* meetings; *'LawSense: School Employment Law'*; *'AISWA: Reportable Conduct Scheme'*; *'LawSense: Update - Navigating the New Reportable Conduct Scheme'*; *'AISWA: On-Line Legal PD - FWC and Industrial Relations'*; *'Enterprise Bargaining Agreements at WA Chamber of Commerce'*; *'Australia Wide Taxation & Payroll Training'*; *'WWCC Amendments Information Session'*; *'Managing Psychosocial Hazards'*; *'ASBA Webinar: Hope is not a Strategy'*; *'Working with Children Checks - Changes are coming'*; *'CCIWA: Workplace behaviour'*; *'LawSense: School Excursions, Camps & Trips'*; and *'CCIWA: Employment Law'*.

The Principal attended a training course about *'Mastering the Media'*.

With a continued emphasis on staff and student wellbeing, the Wellbeing Co-ordinator attended monthly Wellbeing Pilot Project meetings through AISWA. In October, we welcomed the Independent Schools of Australia (ISA) case study visit, which looked into the unique Treetops offering and Wellbeing support processes.

At the start of the school year all staff were trained in a 2-day event - *'Youth Mental Health First Aid'*. The Principal attended the quarterly *'Small School Collegiate Meetings'* to continue communicate and sharing of information with other similar AISWA schools in WA.

The Primary and Secondary coordinators were also trained in *'Gatekeeper Suicide Prevention'* plus staff undertook development as *'Accidental Counsellor'* and *'PD Mentors for Early Career Teachers'*.

Other interesting training courses that some staff undertook in 2023, include *'Puppets PD'*; *'Virtual Reality'*; *'AI in Education'*; *'Musical Futures'* and *'Shibori Tie-Dye Training'*.

To summarise, our staff continued with many strands of personal development and training in 2023, specifically focusing on the curriculum and supporting the students. There was a focus on regulatory compliance and new workplace legislation. Treetops ensures that staff are adequately trained and given opportunities to increase their knowledge base and interactions with their peers outside the Treetops environment.

Helen Underwood
Business Manager – HR & Facilities

C Workforce Composition

Workforce Composition 2023:			
Teaching Staff (Number)	Male	Female	Total
Primary	0	6	6
Secondary	2	3	5
Both	2	3	5
Total Teaching Staff (Number)	4	12	16
Non-Teaching Staff (Number)	Male	Female	Total
Primary	0	7	7
Secondary	0	1	1
Both	2	7	9
Total Non-Teaching Staff (Number)	2	15	17
Total Staff (Number)			33
Teaching Staff (FTE)	Male	Female	Total
Primary	1.3	5.8	7.1
Secondary	2.4	4.2	6.6
Total Teaching Staff (FTE)	3.7	10.0	13.7
Non-Teaching Staff (FTE)	Male	Female	Total
Primary	0.5	7.5	8.0
Secondary	0.5	3.3	3.8
Total Non-Teaching Staff (FTE)	1.0	10.8	11.8
Total Staff (FTE)			25.5



D Student Attendance



Attendance is recorded twice daily by Primary teachers and entered into the SEQTA student management system. In Secondary, attendance is taken every period and entered into the SEQTA student database. Administration staff contact the families of students who are not in attendance by 9:30am via email. If a student is absent for a third day, Administration will contact the parents to request a written, signed note explaining the absence.

Students who are late, attend the Office before joining their class. The receptionist completes a late note including the student's reason for late attendance. These are sent back with the student to the class teacher for their records.

Treetops is in full agreement with the evidence that suggests that any days absent or consistent late arrivals has a negative impact on student learning. Our student database systems and processes around attendance are regularly reviewed and updated.

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

Year Level	Attendance
Kindy	93.67 %
Pre-Primary	83.84 %
Year 1	87.49 %
Year 2	87.05 %
Year 3	91.87 %
Year 4	94.08 %
Year 5	88.92 %
Year 6	94.41 %
Year 7	92.74 %
Year 8	88.18 %
Year 9	85.80 %
Year 10	84.24 %
Year 11	80.51 %
Year 12	86.59 %

As reported in the 2023 STATS Census (data for Years 1 to 10)

Semester 1 2023:

ALL STUDENTS	INDIGENOUS STUDENTS	NON-INDIGENOUS STUDENTS
90.56 %	95.46 %	90.53 %

Term 3 2023:

ALL STUDENTS	INDIGENOUS STUDENTS	NON-INDIGENOUS STUDENTS
88.69 %	94.41 %	88.66 %

E Student's Results in NAP Annual Assessments

NAPLAN Results

At Treetops, we believe that the focus of learning should be based on the individual needs of each student. We deliver an interesting and broad curriculum and complementary activities which support the student's natural love of learning. Montessori education in the Primary School especially involves the use of concrete materials before introducing more abstract learning.

All Treetops students, other than those withdrawn by their parents, sit NAPLAN testing. The subjects covered in NAPLAN are already part of our curriculum and no special classes or lessons are dedicated to the tests' outcomes. Our teachers use the results to assist in identifying strengths and weaknesses of our numeracy and literacy programs but we do not consider them as reliable as the ongoing assessments conducted by class teachers throughout the year.

We believe that NAPLAN is a snapshot of what a student can do at that time on that day.

We can look at the progress a student makes in three NAPLAN test phases over seven years. This helps us to gain some information about their achievement, but it does not tell us as much as our continuous and careful teacher observations, our assessments based on whether they have understood the material they have just been taught, or our standardised tests, giving us a sense of how they are going compared to their same aged peers, given by their class teacher in familiar circumstances.

We happily comply with NAPLAN as part of the government assessment of the system that helps to fund us, but we do not put pressure on our students to perform and we conduct it in as relaxed an atmosphere as possible.

	Reading		Writing		Spelling		Grammar		Numeracy	
	Treetops	Australia	Treetops	Australia	Treetops	Australia	Treetops	Australia	Treetops	Australia
Year 3	403	405	354	416	337	404	350	411	393	407
Year 5	499	496	468	483	474	489	474	497	472	488
Year 7	570	536	527	534	563	539	571	539	577	538
Year 9	588	564	583	567	578	568	556	557	589	568

	No. Students in Year Group	No. Students who sat NAPLAN
Year 3	10	10
Year 5	14	12
Year 7	14	13
Year 9	13	13



Parent, Student, and Staff Satisfaction

The 2023 survey identified the following:



For Students:

Students from Year 3 to Year 12 completed the survey.

- 98.94% of students enjoy learning at Treetops.
- 98.94% of students feel like they belong at Treetops.
- 100% of students feel safe at Treetops.
- 84.04% of students feel that the school is helping them to solve problems with their friends.
- 81.91% of students know how to make a complaint at Treetops if they need to.
- 98.94% of students feel that they are listened to by staff at school.
- 98.94% of students feel that they are encouraged to learn to the best of their abilities.

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



For Parents:

The top reasons for choosing Treetops are: child-centred and individualised learning; Montessori approach; small school size; and ethos and values.

- 97.62% of parents agree that their child feels happy at Treetops, 96.61% agree that their child feels emotionally safe, and 100% of parents agree that their child feels physically safe at Treetops.
- 96.97% of parents feel that the school meets their expectations for their child's Primary education.
- 93.94% of parents feel that the school meets their expectation for their child's Secondary education.
- 96.97% of parents agree that the physical environment at Treetops allows their children opportunities for nature play, to be creative, and to take appropriate risks.
- 100% of parents agree that the school is governed effectively, and 100% parents agree that Treetops is led and managed effectively.



For Staff:

- 100% of staff enjoy working at Treetops.
- 100% of staff feel supported in their role by the school leadership and feel part of a supportive team/peer environment.
- 100% of staff are satisfied with the working conditions of their job.
- 95.64% of staff feel valued at work.
- 100% of staff feel the school is governed effectively, and 100% feel Treetops is led and managed effectively.

G School Income Broken Down by Funding Source



Finance Report

As per the constitution, the accounts of the Association for the year ending 31st December 2023 have been independently audited, and the audited financials have been made available for inspection by members of the Association.

For the 2023 financial year, the school made a net profit of \$296,981.68. This amount is an improvement on the \$83,402.00 profit in 2022. Student enrolments increased during 2023 from 147 students at February census, to 153 students at the end of the school year. This resulted in increases to fee and grant income.

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

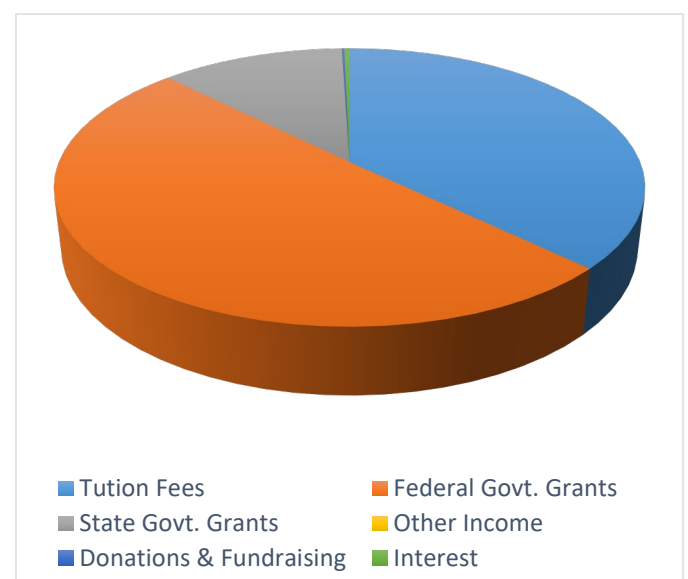
The school's debt reduction strategy remains in place. The debt reduction strategy is projecting that all loans will be finalised within the next 3 years.

The balance sheet has the net assets of the school increasing from \$1,192,601 in 2022 to \$2,220,582 in 2023. The school's cash reserves have increased due to this year's profit.

The financial position of the school continues to improve.

Kerry Raak
Business Manager – Finance & Enrolments

Treetops Montessori School Income 2023	
Tuition Fees	\$1,200,364
Federal Government Grants	\$1,525,808
State Government Grants	\$415,515
Other Income	\$932
Donations & Fundraising	\$2,290
Interest	\$0
Total Income	\$3,144,909



Treetops Graduates:

“Are life-long learners with highly developed critical thinking skills, cognisant of their strengths and weaknesses, who use that awareness to identify areas of growth to reach their full potential.

Model respectful, pro-social and principled behaviour to all individuals as they value everyone's unique contribution to local and globally diverse communities and their environments.”

Treetops works to craft unique academic pathways for our students, tailored to their strengths and goals, assisting them into optimal post-school occupational or academic pathways. Our International Baccalaureate Diploma Programme (IBDP) provides students with the breadth and depth expected of world-class curriculums and build upon the capacities enabled by Montessori learning approaches. These approaches place a high value upon curiosity, independence and problem solving, communication, respect, empathy and service.

Treetops graduates have the advantage of a holistic education which has prepared them for a lifetime of innovative response to a rapidly changing world. They are life-long learners who have the capacity to evaluate new and diverse circumstances, conceptualise appropriate responses and, perhaps most importantly, critically reflect upon their decisions.

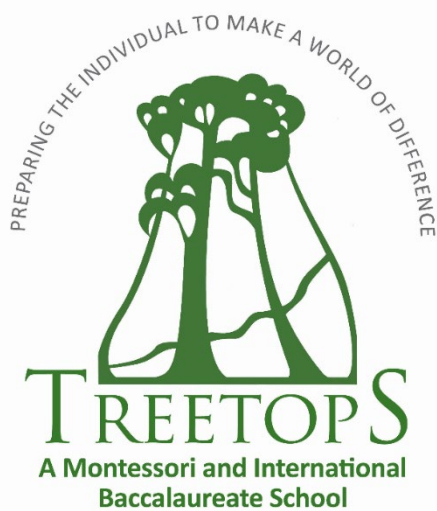
2023 Year 12 Outcomes

Treetops graduated three Year 12 student in 2023. All three students completed the WACE General.

Post-School Destinations

Of our WACE General graduates: one is currently taking time off from school to assist their family with looking after a new sibling; one is studying Sports Science at university full-time; the other was working at a sign making shop before moving to work as a Primary school education assistant.





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