



ANNUAL REPORT

Gisborne Montessori School 2020

VISION

Delivering an exceptional Montessori program which guides and inspires our students to become empathetic leaders and lifelong learners.

Our School

School Philosophy

At Gisborne Montessori School we actively empower your children by encouraging, facilitating, and guiding their development to allow each child to reach their own potential. We encourage in children the skills to enable them to look within themselves for self-approval and wisdom. Respect for self, each other, the community, and the environment are core values of Gisborne Montessori School.

Our Values

At Gisborne Montessori School our core values underpin all that we do and they are embedded in all that we undertake.

- Respect
- Kindness
- Gratitude
- Creativity
- Environment

Our Vision

Delivering an exceptional Montessori program which guides and inspires our students to become empathetic leaders and lifelong learners.

Our Mission

Gisborne Montessori School provides education for students from early childhood to Year 6 using the Montessori Method of education to ensure a safe, positive learning experience. Sustainable principles as well as the Montessori philosophy are embedded in all aspects of the school enabling all individuals to contribute meaningful.

“Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future.”

Dr. Maria Montessori

School Details

- School type: Independent P – 6
- Enrolments: 71
- Co-educational
- Regional

Gisborne Montessori School Limited is a not-for-profit company limited by guarantee with primary objectives to provide educational facilities within the Montessori philosophy. Gisborne Montessori School Limited is managed by a Board of Directors, consisting of no less than three elected members and no more than nine members. The primary role of the Board is strategic planning, financial and corporate governance and the appointment of the principal.

The Board delegates responsibility for the day-to-day management of the school to the principal.

Principal's Report

COVID was an unprecedented year for everyone, let alone joining a new school, as a new principal at the height of the Victorian lockdown. To meet students, staff and families via an online platform was a new experience for me and it was months before I had the privilege of meeting our community face to face, but what this experience did highlight, was that we are resilient, we are flexible, we are adaptive, and we are committed. Committed to our children, committed to their learning and committed to the school and our Montessori philosophy.

For some families and children, the pandemic provided challenges, for others, opportunities, and for some a time to connect, reflect and be thankful for all around us. The importance of building our community was so important during this time. Our community, our students and our families were at risk of being disconnected, to be held together by connecting with families, friends and staff through our digital world. We have learnt so much and come so far, we are stronger and we have proven that we can succeed under any circumstance.

As the principal, I am so very proud of our young people, their love of learning, their grace and courtesy, their empathy and their compassion. We as a community are well on our way to be one of the best Montessori Schools in Australia and I am so excited to share this journey with you, our community.

Principal – Elizabeth Lonergan

Chairperson's Report

When COVID occurred and disrupted the way we live and learn, the board of GMS decided that this was an opportunity for our school and for our children. We would approach this challenge through the lens of 'what does this allow us to achieve?'

When forced to conduct all meetings online, it allowed us to expand our capacity and our network of personal and professional mentors and contributors, building relationships with prominent figures within the Australian Montessori Community and with Principals and Board Members of local independent Schools.

In conjunction with our new network, we focused on developing our skills and knowledge and strived to reflect and learn during those tumultuous times.

With the appointment of a new Principal, the Board made significant strides with the completion of the

- GMS 2020 – 2024 Strategic Plan,
- 2020 – 2024 Master Plan and the
- 2020 – 2024 Business Plan.

As the chairperson and a parent of children attending GMS during these times, I was proud by the way our staff and students handled 2020. Their resilience, adaptability and positive attitudes have sown seeds that will hold them in good stead for any future challenges they may face.

Chairperson – Derek Stallard

Our Objectives

Montessori education is an approach supporting the full development of the human being. As an educational system, it is used in over 22,000 schools worldwide and has a longer track record of success than any other educational approach in the world. The Montessori approach to education inspires children to a lifelong love of learning, by following each individual child's natural developmental trajectory. Children become confident, responsible and independent learners who trust in their own abilities.

Montessori education is grounded in a deep respect for the child as an individual. We aim for every child to be working to their potential through all areas of the curriculum. Our goal is for them to become independent, self-directed learners who achieve at or above expected national and state standards in all areas of the curriculum. Each child will do this in their own way, depending upon their individual learning style, individual aptitude and learning needs.

We enact our philosophy through three main pillars.

- 1 Montessori materials are hands on learning tools that allow each child to manipulate them until they have fully understood each concept before moving to the abstract.
- 2 All aspects of schooling are based on mutual respect and developing a deep sense of responsibility to themselves and to the world around them. We do this through Montessori's five great stories and through specific wellbeing and environmental programs.
- 3 We encourage all children to develop a strong sense of self, a keen desire to be independent learners, and to develop strong executive functioning skills through the way we work with each child as an individual.

Services provided by the School

Gisborne Montessori School currently offers early learning and primary school programs for children from 6 months to the end of Year 6 (approximately 12 – 13 years). The Montessori philosophy and method forms the basis of the curriculum structure providing an enriched curriculum that encompasses the Australian Curriculum. The Strategic Plan outlines direction for the introduction of a Secondary School from Years 7 – 12 within the next five years.

- Nido – 6 months to 1.5 years
- Plovers 1.5 – 3 years
- 3-year old kindergarten
- 4-year old kindergarten
- Foundation (prep) year
- Years 1 – 6

Child Safety

Gisborne Montessori School is committed to child safety and has zero tolerance for child abuse. We have implemented policies, procedures and processes to maintain a child safe environment and embed an organisational culture of child safety that meets the standards of Ministerial Order 870. All staff are trained in child-safe practices, mandatory reporting and reportable conduct. The school has three child safe officers. Children are encouraged and empowered to talk to their teachers or the principal if they feel unsafe.

Our Students

Many students who attend Gisborne Montessori School attended the Early Learning Centre before transitioning to the Primary School. The school accepted 14 new enrolments in 2020, from families who did not progress through the Early Learning Centre. These students enrolled at years other than prep.

NAPLAN testing – against National Standards

Due to COVID-19, the NAPLAN was not sat by schools in Australia in 2020. In 2021, the school will undertake ACER PAT Benchmarking Assessments in February to inform practices and students will sit the NAPLAN in May.

Student Retention

The retention rate from Kindergarten (2019) to Prep (2020) was 82%.

Attendance Data

Year	Attendance Rate
Prep	91%
Year 1	98%
Year 2	94%
Year 3	85%
Year 4	80%
Year 5	85%
Year 6	83%

Enrolments

There were 66 enrolments of whom 31 were boys and 35 were girls. Year 6 2020 students graduated to secondary schools including, Gisborne Secondary College, Braemar College, Alice Miller, Red Rock College and

Management of Attendance

Daily attendance was monitored twice per day using the SchoolEdge Data Management System. Absences were followed up by teachers and administration via email and phone calls. Reasons for absence were input into the system.

Factors

Factors influencing attendance rates:

- Families residing greater than 45 km from the school.
- Student with additional needs.
- Students attending medical specialist appointments.

The PassTab system recorded students arriving late or leaving early.

Our Staff

Teacher Qualifications

Below is a list of qualifications of the staff of Gisborne Montessori School. Some staff may have multiple qualifications and may be listed more than once. For example, a staff member may have a Bachelor of Education as well as a Diploma of Early Childhood. This staff member will be listed in both categories.

	Staff
PhD	1
Masters Degree	4
Postgraduate Diploma or Certificate	4
Bachelor	13
Diploma	8
Certificate IV	3
Certificate III	16
No qualifications	3

Employment Composition

In 2020 the composition of the full-time equivalent (FTE) number of employees at Gisborne Montessori School were:

Leadership	1
Teaching Staff	7.8
Education Support Staff	11.6
Early Learning Centre Staff	1.6
School Support Staff	5.2
Total	27.2

The split of male to female staff in 2020 was 14% males to 86% females.

No employees had advised the school that they were Aboriginal or Torres Strait Islanders.

The retention rate for teaching staff (2019 to 2020) was 86%. The staff turnover of 14% included two resignations and two fixed term contracts.

Professional Development

At Gisborne Montessori School staff engaged in both onsite and offsite professional development.

Learning included:

- First Aid HLTAID003
- Anaphylaxis
- Mandatory Reporting
- Microsoft TEAMS platform
- NCCD
- Learning adjustments
- Inquiry-based learning
- Mindfulness



Attitudinal Data

Gisborne Montessori School completed the Lead School Effectiveness Surveys as administered by Independent Schools Victoria. Attitudes were scaled from 0 – 10.

Student

Satisfaction Survey 2020

I am happy to be at this school	7.53
My school provides a learning environment which stimulates me to learn	7.07
My school is a safe place in which to learn	8.19
Students are encouraged to help each other	7.38
My teachers expect high standards from me	7.64
My teachers take a personal interest in each student	7.88
My teachers encourage me to improve the standard of my learning	7.93

Parent

Satisfaction Survey 2020

Overall I am satisfied with my decision to send my child to this school	6.73
The school provides an excellent environment in which to learn	7.36
The range of learning areas offered at this school is excellent	8.09
The school is a safe place to learn	7.73
The learning program at this school meets the needs of individual students	7.73
Students have access to high quality materials and resources that help them learn	8.00
Teachers in this school know and care about my child	8.27

Staff

Satisfaction Survey 2020

I am happy to recommend the school to people	7.64
The Principal / Senior Management team has a clearly articulated vision for the school	7.83
Students are well supported to help them improve the standard of learning	8.00
Staff have positive relationships with the school leadership team	8.09
I use a variety of teaching strategies and learning activities to help students learn	8.60
The school provides an excellent environment in which to learn	8.00
Students have positive relationships with staff	8.67

“The greatest sign of success for a teacher is to be able to say, the children are now working as if I did not exist.”

Dr. Maria Montessori

Financial Summary

Detail	(\$) Amount
Income – Main Income Details	
School Fees	408,509
Commonwealth Grants	1,579,269
State Grants	209,098
Other grants not listed	9,332
Donations and Contributions	964
Fundraising	5,230
Building Levy	275
TOTAL INCOME	2,355,018
Expenses – Main Expense Details	
Staff Related Expenses	1,806,215
Other Expenses	402,818
Capital Improvements	43,560
TOTAL EXPENSES	2,204,962

The Gisborne Montessori School 2020 Annual Report contains all the information as required under Regulation (60) of the Australian Education Regulations 2013.

The GMS Annual Report 2020 can be accessed through:

- VRQA State Register
- Sent via SkoolBag (email notification system to parents)
- ACNC Website
- School website www.gisbornemontessori.vic.edu.au
- From the school office

