



Beechworth MONTESSORI School



2014 Annual Report

"Fostering the Potential of Every Child – Education for Life"

School No.2042

BEECHWORTH MONTESSORI SCHOOL

Mission, Vision, Values and Goals

Mission

A sustainable learning centre providing excellence in child-focused Montessori education for 0-12 year olds.

Vision Statement

As our children take their first steps towards independence, our aim is to provide them with a warm, positive and inspiring experience of education – one that will build a foundation of a love of lifelong learning.

Our Values

We value:

- Relationships within and between all members of our school community including students, staff, parents, COM and the broader community.
- A connected and cohesive school community and appreciate the valuable contributions and support provided.
- The philosophy and principles of Montessori education and endeavour to deliver our education program with honesty and integrity.
- Excellence in Montessori education that caters for the needs of the individual student in a peaceful and respectful learning environment.

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This Annual Report reflects the operations of Beechworth Montessori School for the 2013 school year and is a requirement of registration with the Victorian Registration and Qualifications Authority (VRQA). The Annual Report is publicly available on the VRQA website and the Beechworth Montessori School website. An electronic copy is distributed to all enrolled families with a printed copy available upon request and in the school foyer.

The operations of Beechworth Montessori School across the kindergarten and primary school sections have been included although only the operations of the primary school are required to be reported on. Many of the sections in this report have information that is relevant to Cycles 1, 2 and 3 classrooms, not just Prep - Year 6 and this information has been included in the interests of clear communication and transparency.

Heather Gerrard
Principal

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School Overview

Beechworth Montessori School (BMS) operates from a purpose refurbished site in Gilchrist Ave. It commenced operations there in October 2013 after moving from the Mayday Hills site. It is the only Montessori Educational facility in North East Victoria and operates as an independent, not-for-profit, incorporated body with a voluntary, community operated Committee of Management. All members of Beechworth Montessori are welcome and encouraged to join our committee or Parent & Friends group.

The group commenced operations in 1997 as the Beechworth Montessori Children's Group to provide a Montessori preschool program for three and four year old children. Tiny Tots program was established in 2002 for children aged up to three years and this acts as an introduction for both parents and children to the Montessori philosophy. In 2006 the preschool program expanded to include five year old children.

In 2007 a primary school for children aged 6-12 years old opened, enabling children to complete their early childhood and primary school learning within the Montessori educational philosophy.



A Transition Program for children aged from 2½ years to primary school age commenced in late 2011 and provides children who are preparing to enter our programs an opportunity to become independent without a carer whilst getting used to a routine that will assist them into settling into a Cycle 1 room. Beechworth Montessori is an incorporated body with a voluntary, parent-operated Committee of Management.

Committee of Management

Committee members are members of the wider community and parents of children at BMS who have volunteered their time and skills to the organisation. They may have experience in the areas of administration, business management, strategic planning, marketing, finance, law, education health or fundraising. Or they may be enthusiastic parents with skills from another field altogether who are happy to contribute in another way to their child's education.



In 2014 the Committee of Management was composed of the following positions.

- President
- Vice President
- Treasurer
- Secretary
- General Members - Five

The Committee oversees the growth and evolution of BMS and supports the Principal who manages the day to day operations. In addition the Committee works with the Principal to develop strategic plans and policies.



Members are nominated and elected by other parents in the organisation at the Annual General Meeting held in Term 1. Committee of Management meetings are held monthly and are scheduled to meet the needs of the members. Meetings are open to members of the school community.

Beechworth Montessori Principles

The school logo depicts a peacock which in many cultures represents kindness, compassion, wisdom and patience. For a period of time, a wild peacock adopted our school as its home and spent several years as a free bird that chose to live within our grounds. One year after the summer break we returned to find that it had gone, however its legacy remains. When the

school rebranded in 2009 the children were involved in redesigning the logo. They chose the image of a peacock!

Beechworth Montessori provides an enriching, holistic education for children, guided by Montessori philosophy and curriculum, in a peaceful and harmonious learning environment. Our philosophy is

“Fostering the Potential of Every Child - Education for Life”

Beechworth Montessori School aims to encourage respect for one’s self, respect for others, and respect for property, including the environment. A safe, secure and cooperative environment is provided through a climate of active listening and communication, positive role modelling, human relations education and through adherence to a fair and effective set of procedures. These are basic principles of behaviour to be practiced by ALL members of our school community. Montessori education at Beechworth Montessori School works with the whole child’s development – socially, emotionally, physically, spiritually and intellectually. Connecting head, heart and hands in education leads to deeper understanding.

What is ‘Montessori’ at Beechworth?

Simply stated, Montessori is a different approach to teaching and learning. The name comes from Maria Montessori, an Italian doctor who dedicated her life to working with young children, and studying how they learn naturally. Around the world, educators have seen the potential for her approach, and have been developing and refining it ever since.

The keystone to Montessori is fostering a love of learning – using a child’s innate passion for learning, they are given opportunities to engage in spontaneous, purposeful activities with the guidance of a trained adult.

All of our teachers are dual qualified – in addition to their normal teacher qualifications, they possess post graduate qualifications in Montessori education. Most class rooms also have full-time teaching assistants, which means excellent staff to student ratios and is something which distinguishes our school from many other primary school settings.

By design, each class has a 3 year range of ages, and uses very specific equipment and materials across all areas of the curriculum, everything from geometry to botany. Typically, teachers present lessons to a child or children in small groups, who then use the materials to achieve a level of mastery.

Within guidelines, children have more choice in their learning than is generally seen within a conventional classroom. They cover all areas of a normal curriculum – the difference is that they have more flexibility in how this is done. They also have more scope to extend in areas of their interest.

This is not to say that a Montessori environment is unstructured – in fact there is a strong focus on social and physical order. Rooms are designed to be beautifully presented and maintained, and are generally characterised by low noise levels. Respect for self, others and the environment is an underlying theme which guides everything about Montessori learning. Peaceful conflict resolution is another approach that is used throughout the organisation.

Since 2011, the Montessori National Curriculum has been recognised as an alternative national curriculum framework – which means it has been acknowledged by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as delivering comparable educational outcomes for students to those based on the Australian National Curriculum.

Committee of Management - President's Report

BEECHWORTH MONTESSORI CHILDREN'S GROUP INC PRESIDENT'S REPORT FOR AGM 18 MARCH 2015

It was barely 12 months ago that our school community moved itself from its home at Mayday Hills to Gilchrist Ave. This time was a period of great change and one which set our students, staff our parents and ourselves as committee members with some real challenges. It was wonderful to see these challenges largely met through the commitment, volunteerism and passion of our school community in an environment of scarce resources and uncertain funding from the federal government.

This commitment, volunteerism and passion should be cherished and celebrated as it truly provides the difference between average schools and great schools, and indeed average communities and great communities. I think Maria Montessori would be pleased. The last twelve months since our move, has been, consciously a time of consolidating and refining our educational program in our new environment, whilst tidying up some unfinished moving loose ends and setting a financial platform for the sustainable and targeted improvement of our infrastructure. We have been very fortunate to have had a highly efficient and diligent principal to develop a seven pillars approach to planning and controlling our future development. For this, Heather we thank you sincerely. The crucial role of principal is a difficult one and I have admired your grit in a challenging year.

To our staff we thank you. The proof of your professionalism and commitment shows in the children who come home each evening and engage with us in a respectful, mature and energised way. Your work goes above and beyond meeting requirements (to use an inspiring term from the public sector). When we look around the school we get a real sense of educators who really care. As a committee we have made a commitment to establish a financial model which will allow for a staff pay scale and hierarchy which is respectful of your efforts and sustainable. After all the quality of our educational program is the key to our future and you are the drivers of this program.

To our committee members, I would like to thank you for the efforts you have made, often after long working hours to move our school forward. Our finances are in good shape thanks to the prudent and strategic guidance of our treasurer, Lara Block. It is not easy to deliver a quality educational program at a price which doesn't exclude a large section of our community and also develop our school's infrastructure sustainably. A look at the fees of other Montessori schools and private schools does show that we are significantly more accessible than nearly all. I know Lara will retire from the committee from the end of this term and look forward to someone stepping up to learn from her in this transition year. Another departing (temporarily) committee member who has been crucial to our development is Rachel Bohm. Rachel has been an invaluable contributor to the development of our built infrastructure over a long period of time, and has a commitment to honouring Montessori principles in her design and material choices. Thank you Rachel- you mean so much to this place.

To Pam Walpole our secretary, thank you for your attention to detail, critical thinking and load sharing during my absence through my own and family illness.

This coming few years represents an opportunity for our school to continue to build on the achievements we have made so far. The well documented seven key areas strategic plan and implementation plans developed by Heather and the committee, provide a rudder for the journey forward. I look forward to sharing this journey with you all, Skip and Charlie and wish the incoming committee all the best in improving the lives of our children through Montessori education.

Seane Pieper

President

Beechworth Montessori Children's Group Inc

Committee of Management - Treasurer's Report

BEECHWORTH MONTESSORI CHILDREN'S GROUP INC TREASURER'S REPORT FOR AGM 18 MARCH 2015

As the Treasurer of Beechworth Montessori I am pleased to present to the membership the audited Financial Statements for our organisation for the year ended 31 December 2014.

If anyone here would like to review the audited Financial Statements, you can do so by contacting me after the AGM and providing me with your email address and I will then forward you a copy.

For the purposes of today I will simply summarise our current financial position.

The total income or revenue for Beechworth Montessori for 2014 was \$1,485,428.00. This was up from our income in 2013 by \$198,115.00.

Our total expenses in 2014 were \$1,435,489.00, up from 2013 by \$181,007.00. The result for 2014 being an overall profit from ordinary activities of \$49,938.63. This is up from our 2013 profit from ordinary activities by \$17,107.00.

However, we also received the balance of our Commonwealth Building Refurbishment grant in this reporting period, which increased our overall profit for the year to \$106,392.63.

Our income was up \$150,712.00 on our original budget for a number of reasons including:-

1. Federal funding was greater than the original modelling predicted.
2. We received some disability funding that was not in the budget.
3. Some residual CAP funding from 2013 was paid in the 2014 reporting period.
4. We also received an additional \$50,000.00 in funding to compensate for the loss of the CAP funding that we previously received (but will no longer receive) as a rural school in Victoria.
5. Two early childhood grants were received including \$1,500.00 for IT and \$10,000.00 for floor coverings.

However, our expenses were also up by \$117,069.00, above our original budgeted expenses, largely due to an increased expenditure on wages and an increased provision for long service leave and sick leave allowances, an increased allowance for depreciation and electricity costs which exceeded our original budget expectations.

As treasurer I like to remind everyone that as an independent school we operate on a not for profit basis. This means that when we set fees it is not for the purpose of deriving a profit for the school, but only to ensure that we can cover the cost of delivering a quality Montessori education to the children attending the school on an ongoing basis. Our federal funding requirements also require us to budget for a cash surplus.

I am pleased to say that we now appear to be consistently achieving this goal and that we have hopefully reached a period of financial stability and sustainability.

This does not mean that the future is not without its challenges.

Specifically the future funding model for independent schools in Australia is still yet to be finally determined at both State and Federal Government levels.

The funding of independent schools will also be affected by the decision of the Government to drop the Education Maintenance Allowance as a payment to parents and to pay this funding directly to schools.

Furthermore, we are yet to finally complete the refurbishment of our building and to create the multipurpose indoor area required by a school of our size.

Whilst an application has been made for a grant to enable the completion of this area, the result of that grant application will not be known until 16 April 2015.

If we are successful in obtaining the grant the school will still need to come up with additional funds, either through increasing our loan with the ANZ Bank or alternatively, by paying off our existing loan at a faster rate than required by the bank, so that we have additional funds that we can draw on to complete the works.

In addition we continue to try and work towards pay parity with government schools for our teaching staff, so that we can continue to attract and retain the best teachers available.

As always, it is difficult to find a balance between increasing fees to enable the school to operate at the best possible level, whilst trying to make a Montessori education available to as many students in the area as possible by keeping our fees as low as we possibly can.

Whilst our organisation has come a long way in a short time, there is still a lot we need to achieve in our new building, and ongoing fee increases are inevitable.

However, having said that, we do not want to lose any of our current students because of an inability to pay the fees and so I would encourage anyone with concerns about paying fees to approach someone on our finance subcommittee, being the Principal, Heather, the Finance Manager, Howard or the Treasurer, myself to discuss the financial assistance that may be available to you under our Financial Assistance Program.

Thank you.

Lara Block

Treasurer

Beechworth Montessori Children's Group Inc

Principal's Operations Report

BEECHWORTH MONTESSORI CHILDREN'S GROUP INC PRINCIPALS' OPERATION REPORT FOR AGM 18 MARCH 2015

2014 saw the launch of the Vision and Values document which outlines the strategic vision for the school over the period 2014-2017. The focus areas for the strategic planning period as determined by the Committee of Management are:

- Complete our initial building and landscaping works and raise funds to secure grants for the construction of a multipurpose indoor facility for whole school gatherings and specialist classes.
- Move quickly towards pay parity for our teaching staff to ensure we are able to secure and maintain Australia's best Montessori teachers.
- Maintain our position as one of Australia's lowest fee charging non-profit Montessori Schools, allowing Montessori to be accessible to a large section of the community.
- Not exceed our enrolment cap of 112.
- Keep pace with the current CPI of 5.2% in the education sector to ensure financial sustainability.

This report will provide a summary over the key areas for the 2014 school year.

Key Area 1 – Educational Program and Practice

At the time of census, enrolment numbers in the primary school were at 93 students. This is the figure that funding is based on. We ended the year with enrolments of 94 students, spread across 2 x Prep classes (in the Cycle 1 program), 2 x Cycle 2 classrooms and 2 x Cycle 3 classrooms. In the funded kindergarten program there were 21 students. Children turning 3 were enrolled in the Transition program prior to entry into the Cycle 1 rooms and this program operated 3 days a week at times during the year. At times this number the Transition Program operated two mornings a week due to the number of children who were entering into the Cycle 1 rooms. After session care operated 5 afternoons from 12 noon – 3.15pm for children enrolled in the Cycle 1 programs but not yet staying for long days. The Tiny Tots program operated two mornings per week but numbers were lower than previous years.

Staff developed a three year curriculum plan to assist with the delivery of the curriculum and the entry and exit points for children in the cycles.

Key Area 2 – Children's Health & Safety

Policy development and review continued throughout the year. Staff participated in professional development in Restorative Practices and implemented this with the children. This practice complemented the use of non-violent communication and supported children to repair relationships. The first year of a two year agreement to implement the blueearth program with students commenced. The program was successful and will continue in 2015.

Key Area 3 – Physical Environment

This is the biggest area requiring time and energy in an attempt to keep the physical environment development moving along – garden and landscaping remains a priority but requires a plan to enable a cohesive and thoughtful design. The Block Grant application commenced for the second stage of the refurbishment for the establishment of a multi-purpose space. Success in an Early Years Grant meant that with a contribution from the school from capital reserves the installation of marmoleum in Emerald, Amethyst and Ruby rooms could be completed over the Christmas break. Due to delays in the production of the floor covering, Amethyst will occur now over the Term 1 break. The installation of a shade structure in Cycle 1 stalled due to issues with the builder and a budget blowout in costs. This is still on the agenda for completion asap.

Key Area 4 – Staffing

Staffing in 2014 was relatively consistent with some unexpected changes occurring throughout the year. A Cycle 2 assistant resigned and a new appointment was made to commence during the year. There was strong interest in the vacancy. This is a change from previous years. Another Cycle 2 assistant required extended leave due to family reasons and return to her role later in the year. We are fortunate to have a committed relief teacher who fills such vacancies.

At the end of 2014 one specialist staff member resigned and this vacancy was filled prior to the end of the school year. For 2015 two staff members require study leave to enable them to complete their qualifications to remain in their job. A new staff member was appointed in the Early Years in a job share arrangement. She is Montessori trained and experienced.

As reiterated publicly previously I have the greatest admiration for the amazing team of educators at this school. Their passion and commitment to Montessori education cannot be questioned and they continue to give far beyond the expectations of their employment.

Key Area 5 – Relationships with Children

As a means of meeting some particular needs as a need for greater physical expression and to provide a male presence for the children we engaged the services of bluearth for fortnightly sessions. The program compliments the Montessori way and enables staff to become trained in bluearth. The year ended with children having teaching contact with 3 male teachers in specialist roles within the school.

Commenced the operation of student groups to enable students to be actively engaged in their school. It was difficult to co-ordinate as staff support was required and eventually the groups ceased functioning. The Events group did organise a disco and supported some small internal fundraising and the landscaping group undertook some work in the external environment.

Staff participated in restorative practices training for two days and we utilised the professional services of the facilitator to assist us with restoring relationships where there was conflict. Students not only became confident in engaging in restorative conferences where conflict arose but also in creating agreements to create the type of environment they wanted to see in the school.

Key Area 6 – Collaborative Relationships with the Community

The majority of social and fundraising events were carried out by a small number of parents. Whilst these were successful in bringing our community together there is the danger of burn out for these parents from carrying the load for the whole school, over the course of the year. Ideally there would be a larger group contributing a smaller amount of time and energy. It is hoped that this can be changed in the coming years.

Events held internally within the classrooms were many and varied and included the science fair, Harmony Day celebrations, Peace Day celebrations, excursions, mother's and father's day nights, parent information sessions, THRASS parent sessions, restorative practice parent session, lamb lunch, Easter Parade, Anzac Day, Remembrance Day, carols by candlelight, lemonade stall, loads of clothes market, gardening and working bees, pancake breakfast, family BBQ, Peace Day soup kitchen, graduation dinner, graduation assembly, 2014 school concert, end of year BBQ amongst the many other events, cross classroom and mixed cycle events that are held quietly within the day to day function of the school in the delivery of a rich, holistic curriculum. This list doesn't include the much appreciated parent help in the classrooms through supporting the curriculum work with the specialist knowledge or skills of such a diverse group of parents. I'm sure that this list does not include all the other happenings that have occurred quietly and without ceremony.

Key Area 7 – Leadership and Service Management

Heather attended professional development with Independent Schools Victoria on strategic planning and school improvement planning that lead to the Vision and Values document and the development of the strategic planning materials that the CoM will now use as the working materials.

The Vision and Values document has been placed at the IGA in conjunction with an advertising board. This document is being regularly replenished so it appears that the wider community are at least "having a look" at what we do and how we do it.

Relationships has been strengthened this year with meetings and visits from Montessori Australia Foundation members, Independent Schools Victoria key management and attendance at an Independent Schools Roundtable with the member for Indi Cathy McGowan.

Satisfaction surveys – we received 34 responses to the Satisfaction Surveys that were distributed to all families in Term 4 2014. The graph below represents the percentage of satisfaction in each of the key areas of the operations of the school

in 2014. Satisfaction amongst those that returned the surveys was strong with no responses recorded for strongly dissatisfied. Only a small minority responded with dissatisfaction in any of the key areas.

Thanks to Committee of Management – it has been a pleasure to work with a team of people (some long termers and some new to the CoM) who are committed to seeing this organise consolidate, grow and thrive. I have appreciated their willingness to support me in my role as Principal and to take on board the ideas that I have put forward so that we can all move forward in the one direction. I wish you all well in the future and thank you for what you have given to the school not only in 2014 but in the past. Having been a volunteer in the past I can truly appreciate what commitment and sacrifices are made by those who work on the Committee of Management of Beechworth Montessori School.

Whilst it is not very “Montessori” to single out individuals I feel compelled to do so in the case of Rachel Bohm. Rachel has worked side by side with me in the area of the Physical Environment key area and her support has been greatly appreciated. Rachel has the intimate professional knowledge of the building and the funding process to get to where we are and I would be lying if I said I wasn’t a little nervous at not having her here to work with me in 2015. I hope however that nowhere in Australia feels like home and that your journey brings you all back to us.

In summary 2014 was an incredible year of consolidation – much needed after many years of growth in sometimes trying circumstances. There are many reasons to celebrate the successes and milestones of our small Montessori school.

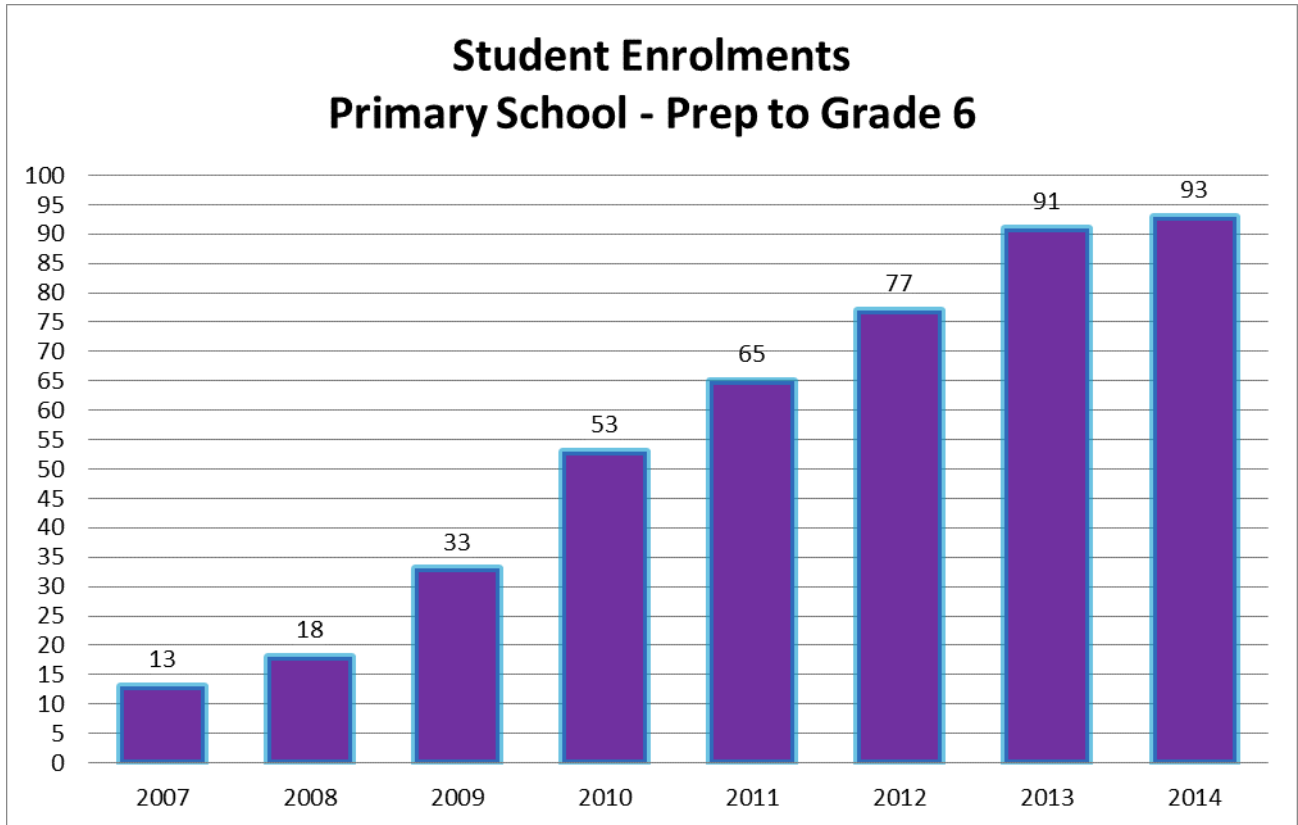
Heather Gerrard
Principal
Beechworth Montessori Children’s Group Inc

Student Progress & Achievements

Enrolments

The student enrolment graph below refers to the number of students enrolled in the primary school from levels Prep – Year 6. It does not include children enrolled in the Tiny Tots, Transition and Kindergarten programs. There are approximately an additional 50 children in the early year’s programs. Primary School census occurs twice annually and the number of students represented refers to the February census date. There is typically some variation in numbers throughout the school year.

Enrolment has been capped in the primary school at 112 across the prep to year 6 levels.



Enrolment Composition

93 Total full time enrolments – Prep – Year 6

55 girls

38 boys

1% indigenous students

0% language background other than English

Student Learning

At the commencement of the 2014 school year, when student registrations were required by ACARA, 14 children in Year 3 and 13 children in Year 5 were registered for the NAPLAN tests.

Three children were withdrawn at the request of the parents (2 Year 5, 1 Year 3), equating to 89% of eligible students attempting the NAPLAN tests with 11% withdrawn by parent request.

Students demonstrate a positive attitude to the tests and whilst staff do not teach to the content of the tests they do use the materials and results to guide them as to the competencies of the students. Beechworth Montessori School delivers the National Montessori Curriculum which is diverse and includes history, geography, cultural and physical sciences, zoology, botany and astronomy. Language and numeracy are not the only focus. In addition to the development of the child's intellect, the school works collaboratively to develop the social, emotional, physical and spiritual aspects of each child so that they can construct themselves as an individual.

Detailed school results in the test areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy may be found at

<http://www.myschool.edu.au/SchoolProfile/Index/87694/BeechworthMontessoriSchool/46382/2014>

Year 3 NAPLAN Summary 2008 – 2014

Beechworth Montessori School Year 3 results in comparison to average **all** Australian schools results.

These students were:

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2008	Student population below reporting threshold	<i>Narrative style</i> Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold
2009	substantially above	<i>Narrative style</i> close to	substantially below	above	above
2010	substantially above	<i>Narrative style</i> close to	close to	close to	close to
2011	substantially above	<i>Persuasive style</i> close to	close to	below	close to
2012	substantially above	<i>Persuasive style</i> above	above	above	above
2013	substantially above	<i>Persuasive style</i> above	above	substantially above	close to
2014	Substantially above	<i>Persuasive style</i> above	above	Substantially above	above

Note: With relatively small numbers of children sitting NAPLAN each year, results can be significantly impacted upon by the abilities of a few. Comparisons with like schools is statistically irrelevant as individual students can affect outcomes. Variations in achievement reflect individual capabilities. The NAPLAN tests do not cater for those with learning differences and disabilities.

Analysis of these results

- The results indicate that the Year 3 students at Beechworth Montessori School in 2014 were above or substantially above the all Australian schools average in all areas of testing.
- Following 2010 data, specific programs were put in place for 2011 and beyond, specifically punctuation and grammar lessons and writing lessons. These programs continue in the classrooms but they are not the focus of the teaching and learning.
- Gains in numeracy are attributed to increased rehearsal and practice with sample NAPLAN tests as they present material in a manner very different to which our children are accustomed – however we do not compromise on the pace at which abstract concepts are presented which can disadvantage some of our students with numeracy assessment.
- Changes in the spelling program included implementation of different ways of presenting spelling such as identifying misspelled words as this is common in NAPLAN. However, the focus has always been, and will continue to be that children correctly spell words when writing.
- A concerted effort was also put into the further implementation and use of THRASS across Cycle 2, followed by Cycle 3 in 2012 and Cycle 1 in 2013.
- The Montessori language curriculum continues to deliver above average results.

Future intentions We will continue to:

- Pursue improvements in the writing processes of the children however we will not teach to the NAPLAN tests.
- Utilise THRASS in conjunction with the Montessori materials to improve spelling.
- Incorporate multi-sensory learning for children with learning disabilities.
- Present special punctuation and grammar material to children when ready.
- Continue the current reading program by introducing a wider range of reading materials.
- Utilise small reading groups and target specific comprehension strategies.
- Increase the use of measurement in the maths curriculum.
- Strengthen word problem solving skills and comprehension of written mathematical questions.
- Maintain and continue current Montessori education programs.
- Assist students with exposure to testing conditions and circumstances.
- Teach numeracy using Montessori equipment and processes.

Year 5 Naplan Summary 2008 – 2014

Beechworth Montessori School Year 5 results in comparison to average **all** Australian schools results.

These students were:

Year	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2008	Student population below reporting threshold	<i>Narrative style</i> Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold
2009	Student population below reporting threshold	<i>Narrative style</i> Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold
2010	Student population below reporting threshold	<i>Narrative style</i> Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold	Student population below reporting threshold
2011	substantially above	<i>Persuasive style</i> close to	substantially below	close to	above
2012	above	<i>Persuasive style</i> below	below	close to	below
2013	close to	<i>Persuasive style</i> close to	below	close to	close to
2014	substantially above	<i>Persuasive style</i> close to	close to	substantially above	substantially above

Note: With relatively small numbers of children sitting NAPLAN each year, results can be significantly impacted upon by the abilities of a few. Comparisons with like schools is statistically irrelevant as individual students can affect outcomes.

Analysis of these results

- Students who have not been through the Cycle 1 and 2 programs entered the Cycle 3 classroom sat the tests and without the background in Montessori curriculum they tend to perform at a lower level, academically. With small numbers, results can quickly change.
- Students generally dislike persuasive writing activities although they are able to verbally express good ideas. They do not like non-student initiated style of writing.
- Spelling improvement is due to adopting THRASS school wide. Continuous improvement is anticipated because THRASS is now being used with children from the age of three years and retention rates of children moving through the cycles is high.
- Grammar is explicitly taught in the Montessori curriculum. With greater numbers of children moving through the cycles, consistent improvement is anticipated.
- Grammar and punctuation data is likely to be influenced by punctuation difficulties for children.

- Numeracy results are skewed as previously a gifted individual has altered the outcome. With small numbers of students, results are dramatically altered.
- Anxiety regarding the tests can lead to some students not completing all of the tasks in the allocated time frame.

Future intentions we will continue to:

- Explicitly teach all writing genres.
- Provide different text types and media to enhance reading and responding to questions regarding text.
- Continue to utilize The Great Books reading program that focuses on analysis and comprehension.
- Strengthen word problem solving skills and comprehension of written mathematical questions.
- Teach THRASS and target individual writing errors.
- Incorporate new techniques developed through professional development such as multi-sensory approaches to teaching and learning.

Student Attendance

Average attendance of students in the Primary School (Prep – Grade 6) was 93% in 2014. This represents a 1% increase in student attendance.

Attendance at school is marked twice daily. Parents may notify of their child's absence in person, through phone calls, School Stream smartphone app, emails or in writing. All unreported absences are followed up by administration staff. Truancy is not usually an issue at the school. Late arrival or early departure from school is recorded and where necessary staff will communicate with parents if attendance or punctuality variations are causing issues for the child's learning.

Factors influencing the attendance rate percentage:

- long weekends visiting friends/family or having those people visit
- regular skiing days for several families
- families who have a parent who works away
- family holidays over a period from 1 – 3 weeks
- overseas trips
- extended periods of time absent due to medical reasons
- high incidence of absence due to illness in Term 3
- grade 6 students investigating possibilities for their secondary education

We have a number of families with two or more children who will travel up to an hour to bring their children here. For these families, when one child is sick, the parents, will more often than not, choose to keep all the children home instead of driving a sick child on the school run.

Being a school that offers an alternative education, we naturally attract a variety of parenting styles. Many of these will have different priorities in terms of raising and educating children and prioritise family days, trips to see art galleries, displays or performances as important elements of their child's education.

Many of our families also choose to take holidays outside of school holidays due to cheaper rates and flights. They see family time and travel as an opportunity to expand the education of their child and for their child to experience other cultures and lifestyles.

Post-School Destinations

At the end of 2014 eight students graduated from Cycle 3, Grade 6 at Beechworth Montessori School.

Destinations included:

Catholic College Wodonga - 2 students

Montessori Adolescent Program @ Beechworth Secondary College – 6 students

One Year 5 student was offered a place at the Flying Fruit Fly Circus Albury/Wodonga.

Transition included students attending a number of visits to the schools to participate in organised classes and activities. Staff from the destination schools were invited to observe the Montessori students in their classroom environment.

The students transitioned with ease and are enjoying their secondary education. On several occasions students have returned to the school to see students and staff, and in some instances, stayed for sessions in the classroom.

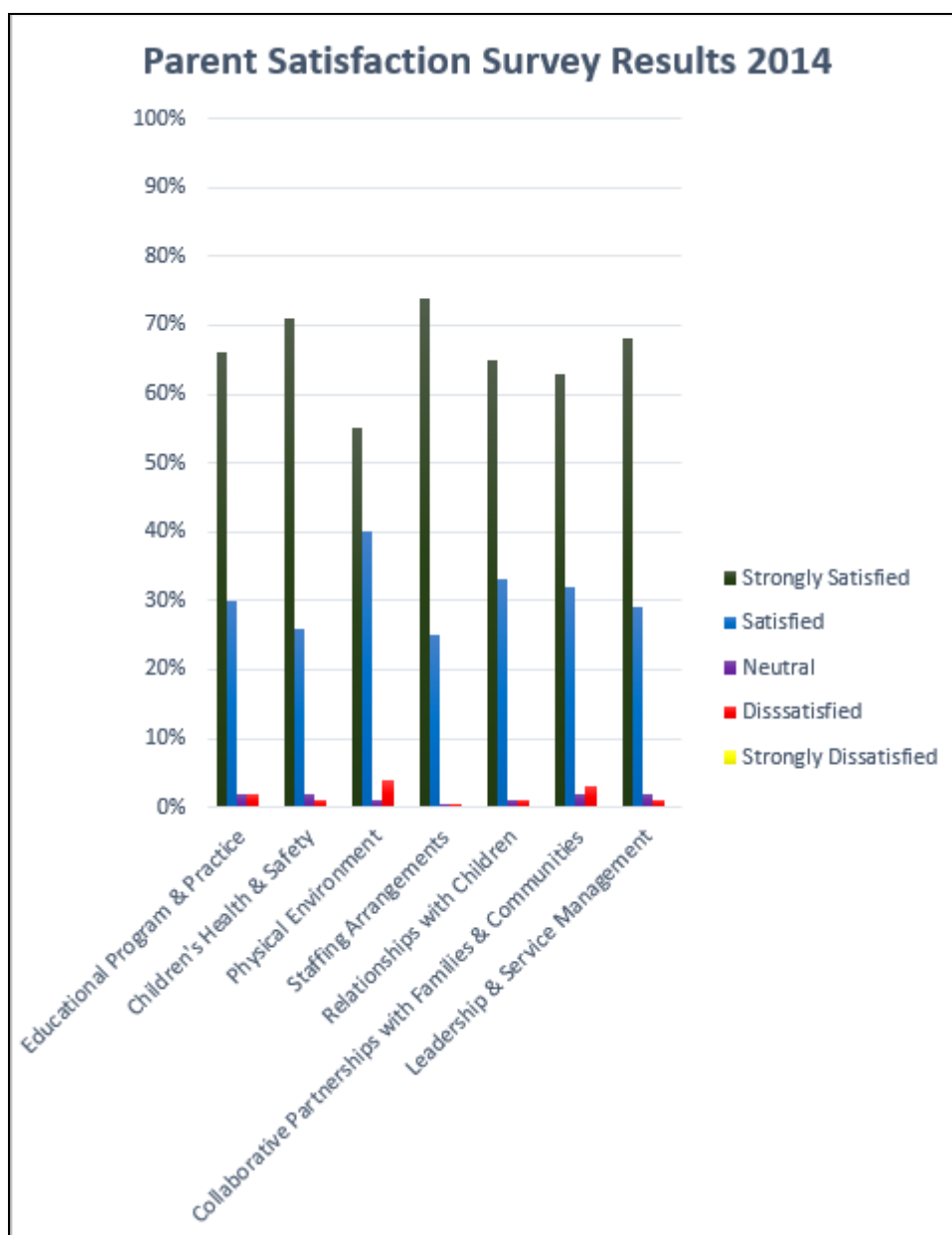
Parent Satisfaction

In 2014, the internal Satisfaction Survey was distributed to parents in paper based form. The survey posed a range of statements across the seven key areas of Educational Program & Practice, Children's Health and Safety, Physical Environment, Staffing Arrangements, Relationships with Children, Collaborative Partnerships with Families & Communities, and Leadership and Service Management.

Questions were stated in positive terms in each of the key areas. Results were collated and the results tabled below.

Approximately 75 family surveys were distributed with 34 surveys returned for analysis from across all programs.

	Strongly Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
Educational Program & Practice	66%	30%	2%	2%	0%
Children's Health & Safety	71%	26%	2%	1%	0%
Physical Environment	55%	40%	1%	4%	0%
Staffing Arrangements	74%	25%	0.50%	0.50%	0%
Relationships with Children	65%	33%	1%	1%	0%
Collaborative Partnerships with Families & Communities	63%	32%	2%	3%	0%
Leadership & Service Management	68%	29%	2%	1%	0%



Additional information gathered from the survey:

- ***What would you like offered in 2015?***

Information for parents on Maths, THRASS, Montessori Philosophy, Montessori in the teenage years
Sports & Science Carnivals

- ***What events would you like to see in 2015?***

Breakfasts, Lamb Lunch, Autumn Lunch, Sustainability Fare, School Open Day, School Fete,
School Assemblies or the like to bring the whole school together,
Bring your pet to school day

- ***What are the best things about Beechworth Montessori?***

Student/ teacher ratios, Class sizes
Respect of the child,
Individualised learning, personal validation & approach
The wonderful, amazing STAFF
Engagement & excitement of the child in learning
Fostering independence
Support & nurturing environment
Sense of community
Teaching the 'big picture'/ the whole community/ the world
The Montessori materials, curriculum & breadth of teaching
The new school environment

- ***Could anything be changed to improve Beechworth Montessori?***

Children's outdoor play areas,
Have an 'odd job' register for parents to do
More sports & physical movement
Avoid fee increases

Staffing

Staff & Position at BMS in 2014

Principal	Heather Gerrard
Finance Manager	Howard Russell
Enrolment and Administration Officer	Feona Roscouet
Administration Assistant	Nicola Bussell
IT	Andrew Croft
After Session Care	Michaela Rouch, Lisa O'Connor
Tiny Tots Director	Michaela Rouch
Transition Director	Michaela Rouch
Transition Director & Assistant	Melanie Mayer
Cycle 1 Director Emerald	Lynda Raymond
Cycle 1 Director Amethyst	Tameeka Thommers
Cycle 1 Assistant Emerald	Wiggy Brennan
Cycle 1 Assistant Emerald	Geraldine Denis-Hickey
Cycle 1 Assistant Amethyst	Lisa O'Connor
Cycle 1 Assistant Amethyst	Melissa Scott
Inclusion Support	Zoe Pinard
Cycle 2 Director Moonstone	Susi Allen
Cycle 2 Director Turquoise	Karen Bowey
Cycle 2 Assistant Moonstone	Sally Richardson
Cycle 2 Assistant Turquoise	Sonja Tilev
Cycle 3 Director Topaz	Terie Quealy
Cycle 3 Director Tigereye	Kat Beaton
Literacy & Numeracy Support	Lyn Male
Italian Language & Cultural Studies	Andrea Belci
Physical Education	Josh Carr
Music	Conrad Forrer

Staffing Qualifications

All teachers in Victorian schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at;

<http://www.vit.vic.edu.au/media/documents/imported-files/Qualification-for-Teacher-Registration-2013.pdf>

Additional teacher qualifications include Montessori education.

Qualifications of teachers and assistants across the Tiny Tots, Transition, Kindergarten and Primary School programs in 2014 were as below.

Teacher, Assistant & Admin Qualifications	Number of Staff
Certificate III in Children's Services	3
Certificate III in Information Technology	1
Associate Diploma of Social Science in Childcare	1
Diploma of Teaching (Early Childhood)	2
Bachelor of Arts	2
Bachelor of Business	1
Bachelor of Education	3
Bachelor of Teaching	2
Bachelor of Teaching & Learning	1
Bachelor of Economics	1
Bachelor of Science	2
Graduate Diploma of Education	5
Graduate Diploma of Applied Psychology	1
THRASS	1
Independent Schools Great Books	1
Montessori Qualifications	Number of Staff
AMI Montessori Music	1
AMI Children's House Assistants Course	1
NAMC International Montessori Teaching Diploma	4
MWEI Diploma of Education (Montessori)	1
MWEI Diploma of Early Childhood & Primary Education	1
MWEI Graduate Diploma of Education (Montessori)	3 in progress
MWEI Montessori Leadership	1 in progress

Workforce Composition & Retention

Seventeen staff were employed to deliver programs and offer teaching support to the staff of the kindergarten, primary school (prep - grade 6). An additional two staff worked in the Tiny Tots parent/toddler and Transition programs.

In total, nine staff were employed to deliver the early childhood program for the 0 – 6 year olds on various time fractions. Two staff concentrated on delivering the early childhood program.

Ten staff were employed to deliver in the Primary School program.

Nine staff were employed on a full time basis of which six were employed in the Primary School.

Four staff worked in specialist roles delivering Italian, Music, Physical Education and Literacy/Numeracy Support.

The Admin team comprises a full time Principal, two part time Administration Assistants and a part time Finance Manager. There is also a part time Enrolment Officer.

Staffing changes during the year were due to a variety of reasons.

- A Cycle 2 Assistant resigned during Term 2. A new Assistant commenced during the term.
- A part-time Music Director was employed to commence during the middle of the year. This position was on a contract basis as the Director is a music specialist but not a registered teacher.
- The part-time Physical Education Director resigned after she accepted an offer at another school with increased hours.
- A new Physical Education Director was appointed at the commencement of Term 3.
- The part-time Italian Language and Culture Director resigned at the end of the year to accept a full time position at another school.
- Staff undertaking study to enable qualification in Montessori education were supported to enable their study and practical commitments.

Staff Absence

The average number of days absent per staff member due to illness, carer's leave, long service leave or leave without pay was 6 days per year.

There were however variations within the classrooms, with some staff absent for more than 6 days term and some staff never absent. All absences were replaced with qualified staff.

Wherever possible staffing absences are filled with part time staff who are already employed at the school. These staff already know the children, understand the day to day operations and in many cases, have Montessori training.

The school has a pool of relief staff who are encouraged to observe in the classrooms, undertake readings on the Montessori philosophy and work as an assistant with an existing Director prior to acting as the relief Director. This assists the relief staff member to develop a deeper understanding of the different role they undertake in a Montessori classroom. Where assistants are employed in the room, the Director acts as the qualifications person in the room, whilst the assistant manages the day-to-day functionality.

Directors were also involved in professional development days and specialist release time that were conducted during school hours. Participation in these events has not been included in the average number of days absent.

Staff Participation in Professional Learning

Teaching and assistant staff have been given opportunities to participate in professional learning throughout the year, such as THRASS, Montessori Australia Foundation sessions, qualification updates, National Quality Framework, Restorative Practice workshops, workshops at Independent Schools Victoria, Montessori Institute workshops, mentoring. In addition to this the school has supplemented the professional learning by holding internal workshops and meetings. Staff may also observe in other Montessori schools throughout the year.



The Manager
Beechworth Montessori Children's Group Inc
PO Box 306
Beechworth VIC 3747

March 13, 2015

Dear Sir / Madam,

RE: AUDIT MANAGEMENT LETTER

I wish to advise that the audit of the **Beechworth Montessori Children's Group Inc.** for the year ended **31 December 2014** has recently been completed.

Auditors are encouraged by the Australian Auditing Standards to issue management letters at the completion of each audit as a means of advising the members of any matters noted during the course of the audit.

My audit work involves examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report in order to form an opinion as to whether, in all material respects, the financial report is fairly stated in accordance with the accounting policies described in the notes thereto. Further, my audit work involves examination, again on a test basis, of evidence supporting compliance with certain requirements of the Associations Incorporations Act 2003.

I advise that I have not encountered any matters during the course of the audit that I believe should be brought to your attention.

Should you wish to discuss the above, please do not hesitate to contact the undersigned.

Yours faithfully,
Tony Hyndman Accountants & Auditors

A handwritten signature in black ink that reads "Tony Hyndman".

Tony Hyndman
Principal

WANGARATTA
53a Reid Street, PO Box 487, Wangaratta VIC 3676 Phone: 03 5722 9216
WODONGA
Suite 22, Enterprise House, 3 Stanley Street, PO Box 1435, Wodonga VIC 3689 Phone: 02 6024 0426
Fax: 02 6056 3722 Mobile: 0409 469 311
Email: thyndman@dragnet.com.au Web: www.tonyhyndmanaccountants.com.au

Registered Company Auditor/Tax Agent



Beechworth Montessori Childrens Group Inc

ABN 50 110 481 830

Financial Statements
For the year ended 31 December 2014

**PO Box 306
BEECHWORTH 3747**

Phone: 03 5728 2940 Fax: 03 5728 2500

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Committee's Report
For the year ended 31 December 2014

Your committee members submit the financial accounts of the Beechworth Montessori Childrens Group Inc for the financial year ended 31 December 2014.

Committee Members

The names of committee members at the date of this report are:

Seane Pieper
 Lara Block
 Pamela Walpole
 Helen Sellar
 Rachel Bohm
 Karen Smith
 Matt Davidson
 Colin Bowey

Principal Activities

The principal activities of the association during the financial year were: day to day running of a Montessori School.

Significant Changes


No significant change in the nature of these activities occurred during the year.

Operating Result

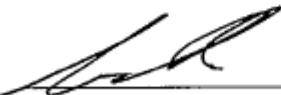
The profit from ordinary activities after providing for income tax amounted to

Year ended 31 December 2014	Year ended 31 December 2013
\$	\$
106,392.62	1,018,591.20

Signed in accordance with a resolution of the Members of the Committee on 18th March 2015:



 Seane Pieper - President



 Lara Block - Treasurer

The accompanying notes form part of these financial statements.

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Income and Expenditure Statement
For the year ended 31 December 2014

	2014	2013
	\$	\$
Income		
School fees - Cycle 1	113,923.98	101,966.69
School fees - Cycle 2	127,809.95	113,417.84
School fees - Cycle 3	93,637.60	94,060.00
School fees - extended days	51,440.75	41,236.55
School Fees - Transition Program	19,486.25	19,562.75
School fees - Tiny Tots	5,322.50	6,005.00
Childcare Transfer Fee	1,459.00	1,822.50
Excursion income	12,820.57	9,239.42
After session care	20,411.32	
Fund raising income	12,420.38	6,313.20
Fund raising levy		50.00
Maintenance levy		1,900.00
Membership fees	1,750.00	1,900.00
Uniform/Book/Thrass Sales	1,350.75	
Building Fund Levy	4,350.00	
Miscell Income - Aide Assistant	9,000.00	
Donations	2,895.31	1,950.87
Donations - Building Fund	235.50	
Interest received	9,211.31	15,709.05
Other income	6,537.18	5,100.00
State Grant - recurrent	204,658.03	189,989.86
State grant - EMA	300.00	795.00
State grant - Cycle 1	72,402.43	85,023.49
State Grant - Minor Capital Grants	10,000.00	
State grant - conveyance allowance	34,719.05	31,192.14
State Grant - Interest Subsidy	2,215.00	1,547.00
State Grant - Students with Disabilities	3,299.16	
State Grant - Developing Resiliency	1,040.00	1,036.00
Commonwealth Grant - recurrent	660,332.00	497,406.00
Commonwealth Grant - Literacy & Numeracy		10,840.00
Commonwealth Grant-Attendance Recording		3,500.00
Commonwealth Grant - Country Areas		41,177.08
Commonwealth Grant - Lanquages BCG		2,500.00

The accompanying notes form part of these financial statements.

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Income and Expenditure Statement
For the year ended 31 December 2014

	2014 \$	2013 \$
Commonwealth Grant - Indigenous Supp		2,073.00
Commonwealth Grant - NCCDSSD	2,400.00	
Total income	<u>1,485,428.02</u>	<u>1,287,313.44</u>
Expenses		
Advertising and promotion	1,282.50	805.95
AGM Expenses	245.01	170.63
Amortisation - Borrowing Costs	1,776.00	1,744.62
Art & Craft Supplies	5,255.13	2,341.31
Audit fees	2,250.00	2,450.00
Bank Fees And Charges	321.84	289.99
Bookkeeping expense	42,252.50	37,633.60
Books	8,705.46	3,769.64
Borrowing Expenses	457.50	1,160.00
Bus Conveyance	32,047.92	30,367.98
CAP Funding expenses		41,177.07
Cooking expenses	5,739.39	4,087.24
Cleaning expenses	41,324.96	45,260.33
Computer related expenses	4,290.35	84.71
Consultants fees	1,560.50	970.00
Depreciation - plant	15,310.00	15,049.82
Depreciation - buildings	47,807.00	13,225.00
Depreciation - other	713.00	846.00
Electricity	23,673.67	5,438.83
Equipment purchases	36,202.06	36,443.54
Excursions	18,364.02	9,228.69
Filing Fees	492.40	2,034.50
Freight & couriers		18.18
Fundraising expenses	2,098.29	5,386.15
Gifts	195.06	1,168.70
Hire/rent of Plant & Equipment	218.20	280.08
Insurance	14,417.10	14,001.36
Interest - Australia	42,448.77	29,069.77
Lease payments	6,180.00	3,960.00
Literacy & Numeracy Funding		10,840.00

The accompanying notes form part of these financial statements.

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Income and Expenditure Statement
For the year ended 31 December 2014

	2014	2013
	\$	\$
Long service leave - provision movement	5,980.75	4,783.00
Music Equipment	1,362.68	572.79
O, H & S	2,156.21	815.76
Photocopier costs	4,773.30	3,146.88
Photo's - Children	5.36	404.18
Playgroup Victoria Fees	520.45	545.45
Postage	506.19	597.67
Printing & Stationery	7,076.53	8,095.67
Rates - Council & water	9,312.46	1,075.45
Recruitment expenses	1,299.44	1,355.55
Rental expenses		24,030.18
Repairs & maintenance - rooms	517.94	349.99
Repairs & Maintenance - Buildings	4,926.12	1,857.57
Repairs & Maintenance - Office Equip.	2,459.96	580.86
Repairs & Maintenance - Grounds	6,019.22	6,401.34
Rubbish Removal		1,193.24
Security	580.70	90.86
Sick Leave - movement in Provision	7,314.34	3,112.49
Sports Equipment	640.30	
Staff Amenities	389.76	492.36
Staff - other expenses	2,846.82	1,873.21
Staff Training	9,380.55	9,831.07
Subscriptions & Memberships	11,670.74	11,443.65
Sundry Expenses	2,245.03	2,695.82
Superannuation	80,933.02	67,762.23
Targeted Programs Languages	(760.30)	2,500.00
Telephone	5,868.96	3,462.18
Travel & accommodation	374.32	1,373.06
Uniforms/Books/Thrass Charts	2,236.80	
Wages	895,528.12	762,343.57
Web & internet expenses	90.00	745.05
Workcover Insurance	13,604.99	11,647.42
Total expenses	<u>1,435,489.39</u>	<u>1,254,482.24</u>
Profit from ordinary activities before income tax	49,938.63	32,831.20

The accompanying notes form part of these financial statements.

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Income and Expenditure Statement
For the year ended 31 December 2014

	2014 \$	2013 \$
Profit from other activities before income tax		
State Grant - Early Learning Upgrade		290,000.00
State Grant - Reurbishment		346,714.00
Commonwealth Grant - Refurbishment	69,513.00	375,487.00
Loss on Sale/Scrapping-Fixed Assets	(13,059.01)	(26,441.00)
Income tax revenue relating to ordinary activities		
Net profit attributable to the association	<u>106,392.62</u>	<u>1,018,591.20</u>
Total changes in equity of the association	<u>106,392.62</u>	<u>1,018,591.20</u>
Opening retained profits	1,456,493.84	437,902.64
Net profit attributable to the association	<u>106,392.62</u>	<u>1,018,591.20</u>
Closing retained profits	<u>1,562,886.46</u>	<u>1,456,493.84</u>

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Statement of Financial Performance
For the year ended 31 December 2014

	Note	2014 \$	2013 \$
Revenues from ordinary activities		1,485,428.02	1,287,313.44
Revenues from other activities		69,513.00	1,012,201.00
Borrowing costs expense		(49,086.27)	(34,189.77)
Depreciation and amortisation expenses		(63,830.00)	(29,120.82)
Other expenses from ordinary activities		(1,322,573.12)	(1,191,171.65)
Other expenses from other activities		(13,059.01)	(26,441.00)
Profit from ordinary activities before income tax		106,392.62	1,018,591.20
Income tax revenue relating to ordinary activities			
Net profit attributable to members of the association		106,392.62	1,018,591.20
Total changes in equity of the association		106,392.62	1,018,591.20
Opening retained profits		1,456,493.84	437,902.64
Net profit attributable to members of the company		106,392.62	1,018,591.20
Closing retained profits		1,562,886.46	1,456,493.84

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Statement of Financial Position as at 31 December 2014

	Note	2014 \$	2013 \$
Assets			
Current Assets			
Cash assets		410,649.81	242,778.84
Receivables		420.00	550.00
Other financial assets		500.00	500.00
Total Current Assets		411,569.81	243,828.84
Non-Current Assets			
Property, plant and equipment		2,027,518.68	2,089,986.17
Other		5,091.00	6,762.00
Total Non-Current Assets		2,032,609.68	2,096,748.17
Total Assets		2,444,179.49	2,340,577.01
Liabilities			
Current Liabilities			
Payables		13,417.95	65,303.12
Current tax liabilities		47,265.07	23,198.73
Provisions		72,242.01	57,360.32
Other		40,223.00	35,576.00
Total Current Liabilities		173,148.03	181,438.17
Non-Current Liabilities			
Financial liabilities		700,000.00	700,000.00
Provisions		8,145.00	2,645.00
Total Non-Current Liabilities		708,145.00	702,645.00
Total Liabilities		881,293.03	884,083.17
Net Assets		1,562,886.46	1,456,493.84
Members' Funds			
Retained profits		1,562,886.46	1,456,493.84
Total Members' Funds		1,562,886.46	1,456,493.84

The accompanying notes form part of these financial statements.

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Statement by Members of the Committee
For the year ended 31 December 2014

In the opinion of the Committee the Statement of Financial Position, Statement of Financial Performance, Statement of Cash Flows and Notes to the Financial Statements:

1. Presents fairly the financial position of Beechworth Montessori Childrens Group Inc as at 31 December 2014 and its performance for the year ended on that date in accordance with Australian Accounting Standards, mandatory professional reporting requirements and other authoritative pronouncements of the Australian Accounting Standards Board.
2. At the date of this statement, there are reasonable grounds to believe that the association will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:



Seane Pieper
President



Lara Block
Treasurer

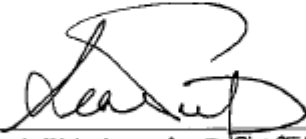
Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Certificate by Member of the Committee
For the year ended 31 December 2014

SEANE PIEPER 30 BARTSH ROAD

I, Pamela Walpole of 300 Flat Rock Creek Road, BEECHWORTH and I, Lara Block of 70 Factory Lane, WOORAGEE certify that:

- a. We attended the annual general meeting of the association held on 18th March 2015 .
- b. The financial statements for the year ended 31 December 2014 were submitted to the members of the association at its annual general meeting.

Dated



Pamela Walpole SEANE PIEPER
 Committee Member



Lara Block
 Committee Member

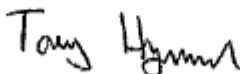
Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830
Independent Audit Report to the Members

Opinion

In our opinion, the financial report of Beechworth Montessori Childrens Group Inc is in accordance with the requirements of the Associations Incorporation Act 1991, including:

- (i) presenting fairly, in all material respects the association's financial position as at 31 December 2014 and of its performance for the year ended on that date; and
- (ii) complying with Australian Accounting Standards.

Signed on:



Tony Hyndman,
 Tony Hyndman Accountants & Auditors
 15-17 Ely Street, WANGARATTA VIC 3677

Beechworth Montessori Childrens Group Inc
ABN 50 110 481 830

Compilation Report to Beechworth Montessori Childrens Group Inc

We have compiled the accompanying special purpose financial statements of Beechworth Montessori Childrens Group Inc, which comprise the Income and Expenditure Statement and Balance Sheet as at 31 December 2014, a summary of significant accounting policies and other explanatory notes. The specific purpose for which the special purpose financial statements have been prepared is to provide financial information to the committee of management.

The Responsibility of the Committee of Management

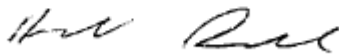
The committee of management is solely responsible for the information contained in the special purpose financial statements and has determined that the basis of accounting adopted is appropriate to meet the needs of the committee of management for the purpose of complying with the association's constitution.

Our Responsibility

On the basis of the information provided by the committee of management, we have compiled the accompanying special purpose financial statements in accordance with the basis of accounting and APES 315: Compilation of Financial Information.

Our procedures use accounting expertise to collect, classify and summarise the financial information which the committee of management provided, in compiling the financial statements. Our procedures do not include verification or validation procedures. No audit or review has been performed and accordingly no assurance is expressed.

The special purpose financial statements were compiled exclusively for the benefit of the committee of management. We do not accept responsibility to any other person for the contents of the special purpose financial statements.



Howard Russell
Finance Manager
PO Box 306
BEECHWORTH

4 March, 2015

As our children take their first steps towards independence, our aim is to provide them with a warm, positive and inspiring experience of education - one that will build a foundation of a love of lifelong learning.

Beechworth Montessori School is a proud member of:

ISV – Independent Schools Victoria

www.is.vic.edu.au

MAF - Montessori Australia Foundation

www.montessori.org.au

42 Gilchrist Avenue

PO Box 306

BEECHWORTH VIC 3747

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