



**Chrysalis Montessori
School 2020
Annual General
Meeting**

The background image shows a school library. On the left, there are white bookshelves filled with colorful books. In the center, two Australian flags are displayed on wooden poles. On the right, a banner features a silhouette of a person working in a field, with the text 'WE FORGE' visible. The overall scene is brightly lit and has a professional, educational atmosphere.

OPENING of the meeting and welcome

School Board Members 2019

Debs Sherlock – Board Chair

Paula Bruckard – Vice Chair

Vanessa Kirley – Secretary

Ben Tan – Treasurer

Shirley Tascone

Geneva Ohan

Natalie Morse – Exofficio

Mark Panaia - Exofficio

A background image showing two young boys sitting at a table, focused on playing a board game. The boy on the left is pointing at a piece on the board, while the boy on the right looks on. The board game has a blue track with white and red pieces. The text is overlaid on this image.

APOLOGIES

MINUTES OF THE PREVIOUS AGM MEETING on Wednesday 10 April 2019

To consider the minutes of AGM 2019, as circulated, and if approved to adopt them as a true and correct record.

BUSINESS ARISING FROM MINUTES

A group of children, mostly boys, are participating in a tug-of-war competition. They are wearing blue bucket hats and yellow t-shirts. Some are wearing blue checkered shirts. They are holding a thick white rope and pulling it with effort. In the background, there are other people, including adults and children, some wearing hats, watching the event. The scene is outdoors on a grassy area.

Chairperson's Report

To resolve that the Chairperson's report, as tabled, be accepted.

Chair's Report

AGM 8 April 2020

In the unprecedented times we are all quickly adjusting to our new, albeit temporary world. As a community we strive to continue to grow and learn together and to deliver the best education we can to our students. We are fortunate that technology allows us to remain connected as a community and that our dedicated teachers have quickly turned their skills to the virtual classroom. Together, we will remain connected and we will get through this.

Last year, following successful registration for another 5years (the maximum time allocated!), the Board said that we would focus on the following:

- **Strategic Plan**

The long term success of Chrysalis by continuing to involve the community to develop the 2030 Strategic Plan with an aim to presenting at this years' AGM. As we unravelled the complexity of developing such a plan, we realised that we would not achieve completion by this AGM. Rather, we broke it down into steps. The first being to clearly identify our 2030 purpose. Thank you to everyone within the community who were involved in the birth of our purpose:

To inspire individuals within a nurturing learning community so that they can live a connected and purposeful life

Mark has done, and continues to do, an excellent job of bringing community members to work together to develop our 2030 plan.

- **Values**

Another area we committed to was to clarify behaviours in line with our values. This was achieved through the teachers focusing on a couple of values per term within the classroom. The parents were entertained by the children enacting those behaviours through drama skits, song and dance at the school meetings. Thus, embedding our values in everything we do.

- **Culture and Community**

Last year we committed to focusing on embedding the positive education based well-being programme. Following 2018 's school wellbeing survey and discussions with teachers, we identified initial focus areas to support our community in the social and emotional space. Veronica and Paula have developed Chrysalis's own positive education based 'curriculum'. So far teachers, students and parents have experienced a first-class growth mindset programme, an importance of emotions program and classes are currently exploring character strengths. WA Education have recognised that mindfulness programmes should sit along-side the curriculum for a more wholistic education. When comparing against public education benchmarks, I am pleased to advise that Chrysalis is quite advanced in terms of our mindfulness programme.

In recognition of the many challenges that are placed upon our diverse community, we continue to review and develop flexible opportunities to help our families to balance their busy schedules. Having successfully trialled Before School Care, this is now a permanent service that is enjoyed by a number of students during term time. In addition, the voice of our community has resulted in the popular 3 year old program for our Childrens' House students.

Pre-COVID-19 we recognised that families were affected by the economy, as it was, resulting in a decision not to increase school fees for this year. We also thought it proper to introduce a bursary scholarship for primary children which we have reviewed and expanded in response to the COVID-19 virus conflict.

Finance and Risk

All financial and regulatory responsibilities have been met. The Board approved the school's annual budget and continued to complete monthly financial reviews with the Bursar, Denise Costanzo completing and presenting monthly financial reports. The Board conducted its' second internal assessment – with a consistently high rating for financial oversight – thanks to Denise and Ben. Internally, we will focus on receiving board papers earlier, so as to facilitate more efficient and effective meetings.

Staff Performance and Development

As part of our learning and growing together, Chrysalis staff strive to develop and maintain high standards of teaching and providing support to the school.

This year, Mark completed a performance review which involved a 360 assessment by myself, members of the Board and Chrysalis staff. Feedback was shared with Mark and assisted in setting some personal goals for this year. Key performance indicators have also been agreed to ensure that Mark and the Board receive adequate feedback throughout the year regarding the performance of the school. This will allow everyone to respond promptly if required.

Following on from this, Mark has initiated a staff feedback process to enable staff to reflect on their own development; receive direct feedback from him, as well as provide and receive mentorship and coaching from their peers. The importance of feedback for growth and development is something the teachers are well aware of when it comes to students. By providing various forms of feedback Mark is providing a safe and supportive framework for the staff to receive the powerful benefits that feedback offers.

Board changes and remit

Vanessa Kirley stepped down as an appointed board member, and Secretary, after 3 years on the board. I would like to thank Vanessa for her valued contribution to the Board and her continued support in the development of the Chrysalis 2030 Plan. I would like to thank Natalie Morse (Ex-officio) for her contribution as the staff representative for the past 2 years and to welcome Jocelyn Gilroy-Widdis as the new ex-officio replacing Natalie. Jeneva Ohan was appointed to the Board at the 2019 AGM. Yvette Sholdas and Paul Jarrett joined the Board during the year and are nominated for election at this AGM.

Looking forward to 2020/2021

- The Board, with the involvement of the community, will continue to develop the 2030 and plan with an aim to presenting this at the next AGM.
- Continue to develop the well-being programme, particularly in light of the new challenges placed upon the school due to the COVID-19 virus.
- The Board supports the school's commitment to provide on-line education for the foreseeable future and until all of the students are able to return.
- Support the School to manage through the uncertainty that COVID-19 has thrust upon the global community. To minimise the negative effects and to maximise any government based opportunities that may be presented to Chrysalis. We will endeavor to keep you posted through our electronic communication channels.

Acknowledgements

As a whole community we work towards achieving great things for Chrysalis. The Board wishes to take this opportunity to acknowledge the following:

- The staff at Chrysalis for always giving their best (and some) to our children and their wholistic well-being
- Paula Bruckard and Veronica Massang for their passion and commitment to the Chrysalis Well-being programme
- My fellow Board Members for their support and dedication to the school

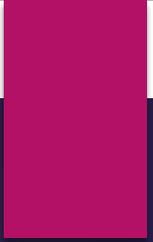
Thank you to all for a year of learning together and growing together. Going forward we will focus on the safety of our community and hope to soon be back to classroom teaching in the near future.

Debs Sherlock
Chair

A group of children in red and orange costumes with crowns, standing in front of a building with a mural. The children are wearing red long-sleeved shirts and orange and red layered skirts. They are also wearing red crowns with orange and red pointed tips. The background shows a building with a mural of a person in a colorful costume. The text is overlaid on the image.

Treasurer's Report

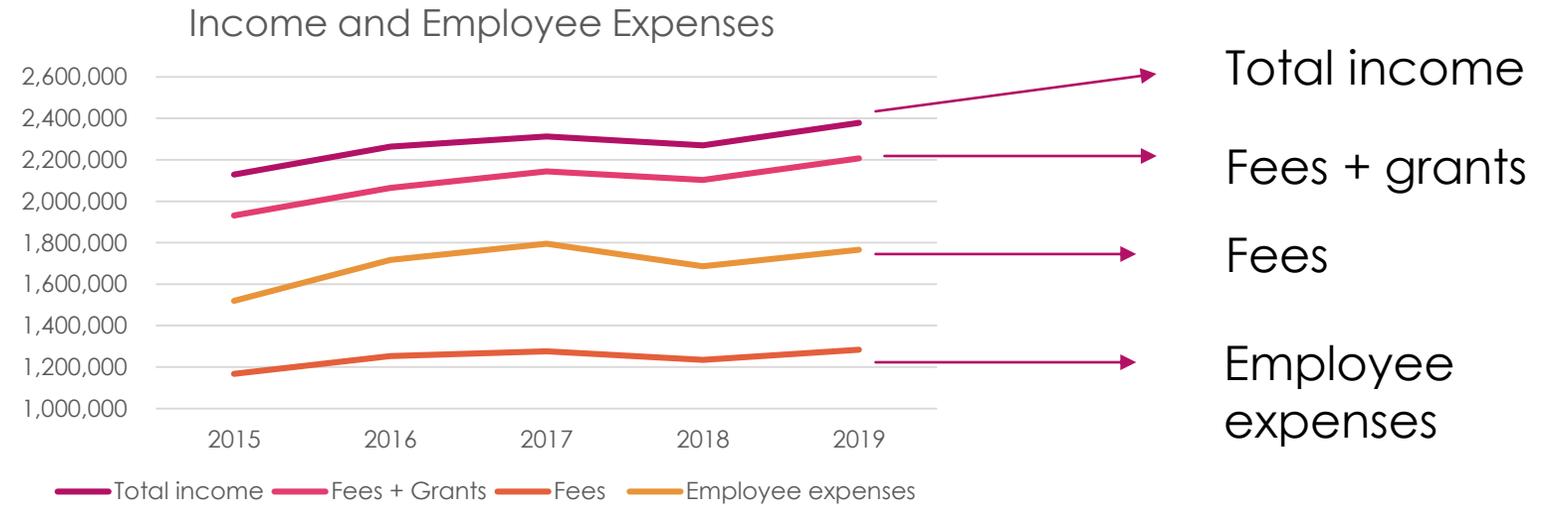
To resolve that the financial statements of Chrysalis Montessori School Inc. and the Treasurer's report, as tabled, be accepted.



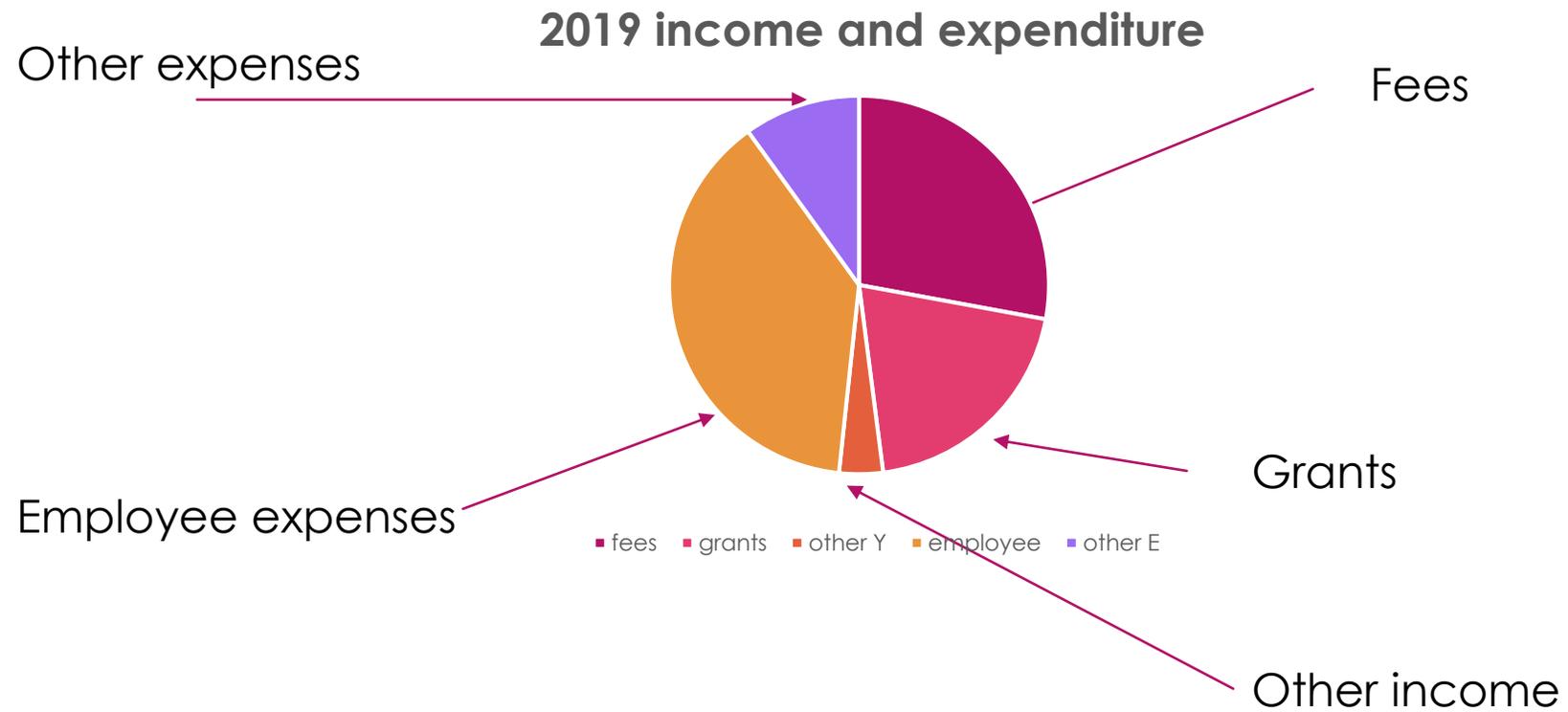
Treasurer's Report 2020

CHRYSALIS MONTESSORI SCHOOL

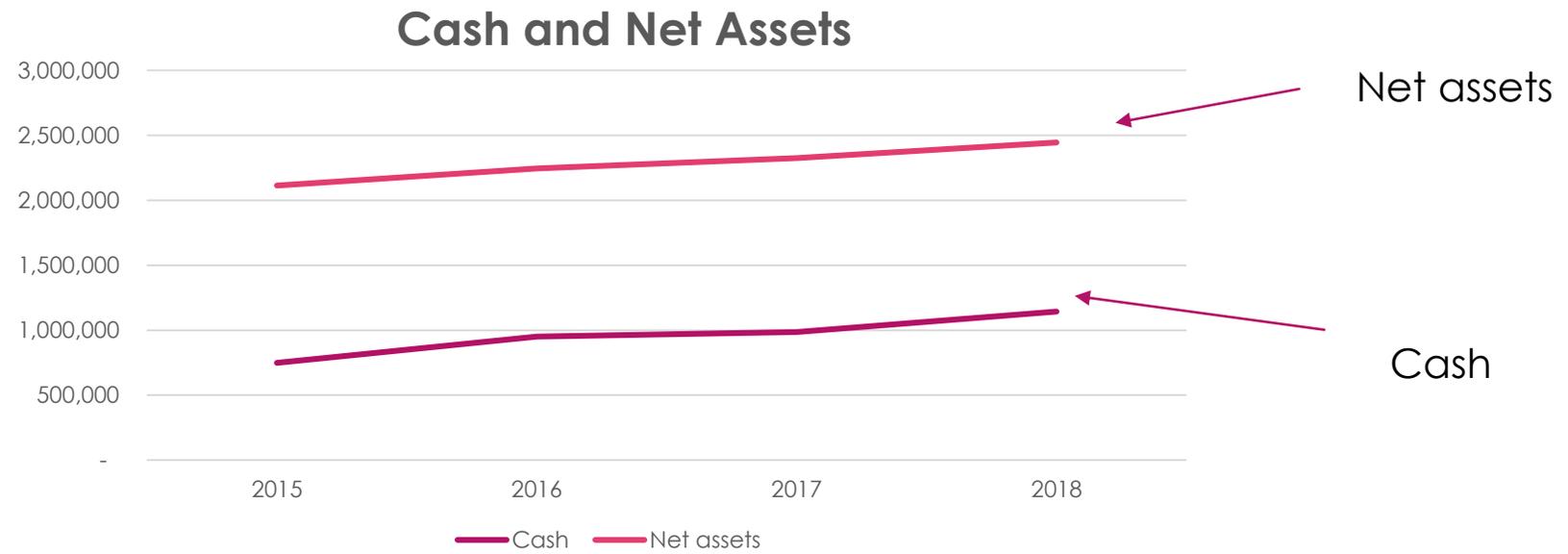
Total Income



Total Surplus



Cash Position



2020 Fee structure

- ▶ Fees have been held stable
- ▶ Commonwealth grants increase by 3% and States increase by less than 1%
- ▶ Employee expenses increase on average 2%

Budgeted a breakeven result for 2020.

However, we anticipate revising our budget around the middle of this year when the impact of COVID19 is better understood.

We understand the impact this is having on your lives and we will do the best we can to mitigate these pressures. Stay tuned and stay safe!

Thank you!



- ▶ Ben Tan
- ▶ Denise Costanzo
- ▶ Auditors – Walker Wayland: Richard Gregson and Paulo Cue

A group of children in a school hallway, some wearing costumes like a Stormtrooper and a Star Wars character. The image is faded and serves as a background for the text.

Auditor's Report

To resolve that the Auditor's report, as tabled, be accepted.



Principal's Report

Staffing 2019

Triangles – Jocelyn Gilroy-Widdis/Kalpna Chandaria (EA)/Robyn Clarkson (EA)

Skippers – Sandra Johnson/Natalie Risinger (EA)/Bianca Morris (EA)

Papillon – Natalie Morse/Laura Rawlings (EA Semester 1)

Mariposa – Veronica Massang (Deputy Principal) /Marta Zagorska

Spitfires – Julie Pemberton/Margaret Lindsay (EA)

Swordtails – Zana Jancic

Support – Carly Brockis/Jacqueline Walters (EA)

Playgroup - Alba Ursino

Before/After School Care - Marc Benazera

Music Teacher - Andrew Partington

Science Teacher - Laura Rawlings (Semester 1)/Tanya Takayama (Semester 2)

French Teacher – Marc Benazera

Sport Teacher - Tanya Takayama

A woman with blonde hair, wearing a white jacket and a blue patterned scarf, is smiling at the camera. In the background, a child in a white, fluffy costume is looking at a laptop. The setting appears to be an office or a storage room with shelves in the background.

Principal - Mark Panaia
Deputy Principal - Veronica Massang
Bursar - Denise Costanzo
Reception/Admin - Louise Naveau/Caryn Sabath
Finance/Admin/Library - Debbie Griffiths
Gardening/Maintenance - Geoff Pinel

Staff Leaving 2019

We bid farewell to the following staff in 2019 and wish them all the best as they move on to new horizons and we thank them for their presence and service at Chrysalis Montessori School:

Laura Rawlings – Science/Relief/Papillon/Spitfires

New Staff 2019

Marc Benazera – French Teacher

Enrolments

By the end of 2019, 139 students were educated at Chrysalis Montessori School. School tours and Open Days were held each term and continue to showcase the school to new and prospective families. Many families who experience the Playgroup also enrol in the Children's House.

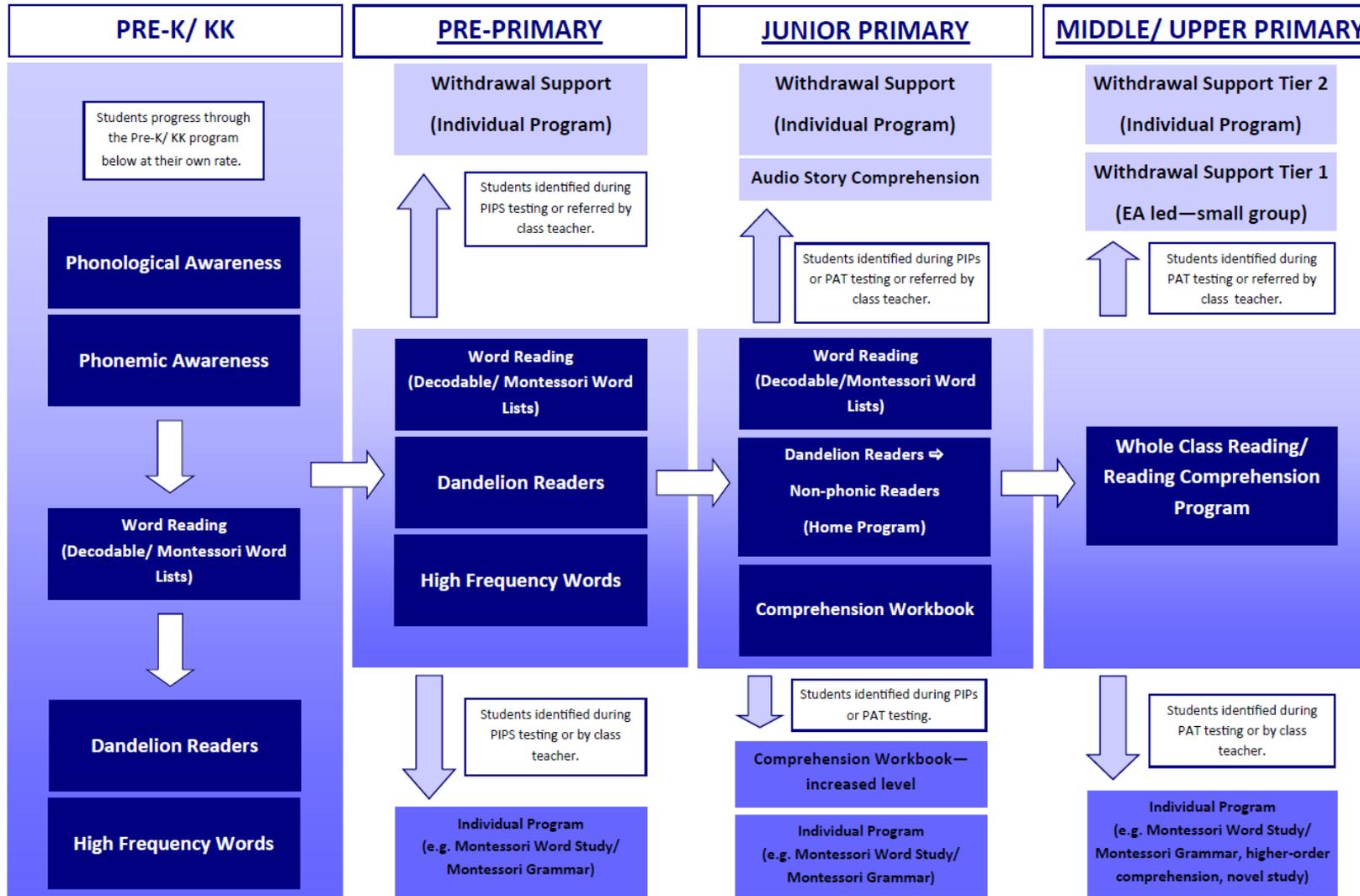
In 2019 14 Class 6 students left to begin their next learning adventure.

- 4 graduates attend Shenton College
- 3 graduates attend Churchlands Senior High School
- 3 graduates attend Bob Hawke College
- 1 graduate attends St Mary's College
- 1 graduate attends Carine Senior High School
- 1 graduate attends Hale School
- 1 graduate at Greenwood Senior High School

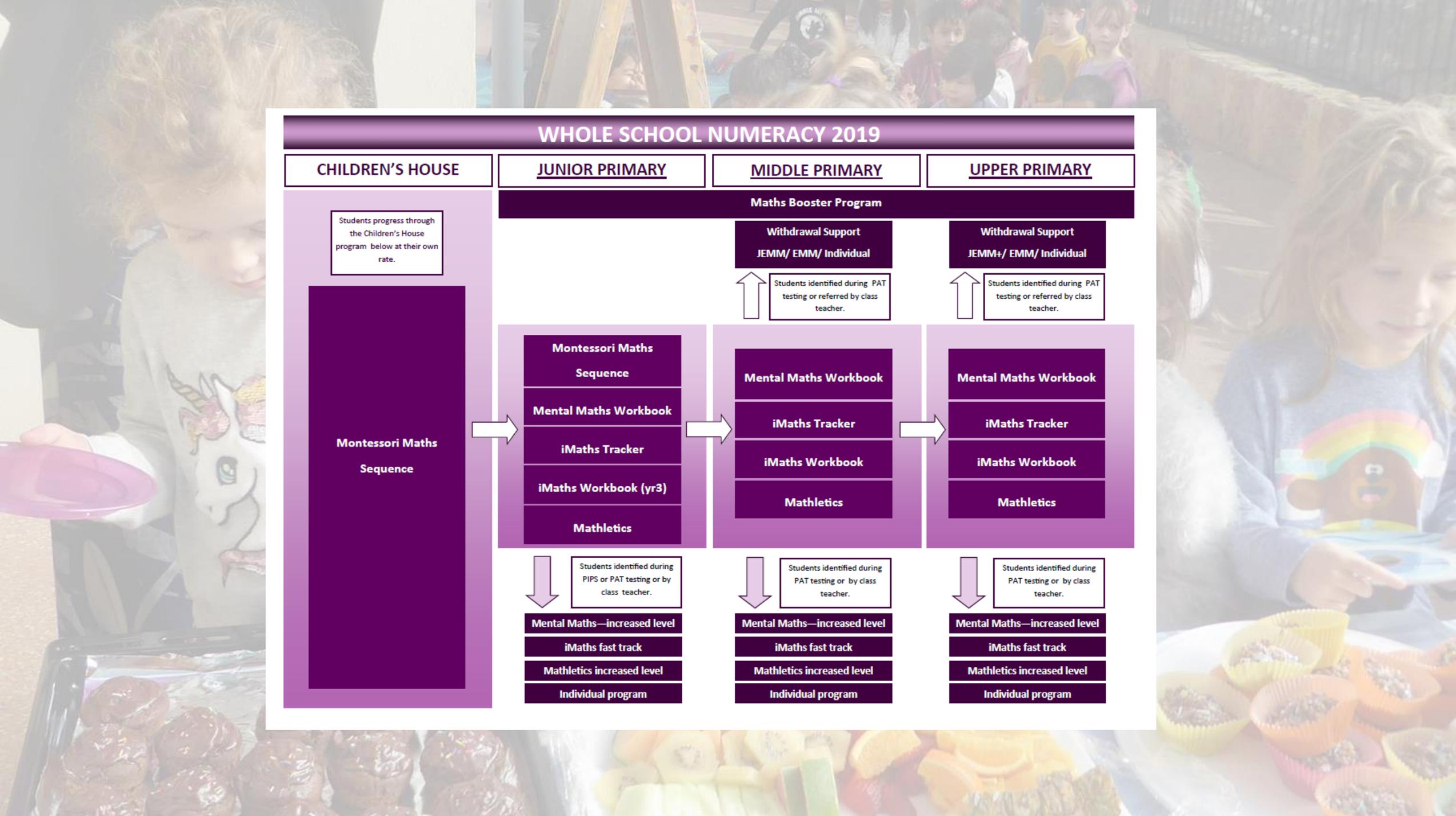
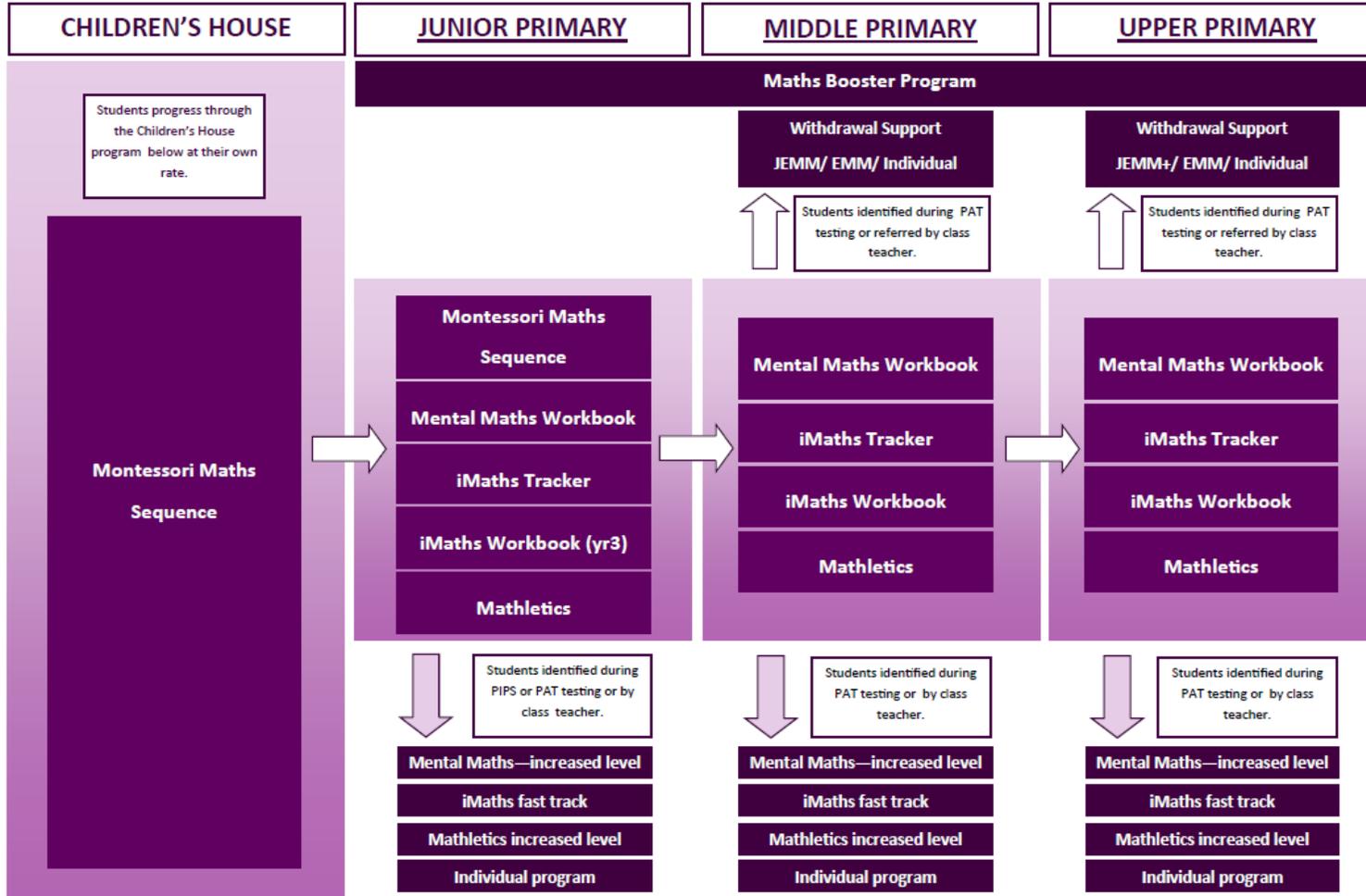
Chrysalis School Priorities 2018 -2019

Chrysalis School Priorities 2018 -2019								
Baseline Data	Teacher Observations and Anecdotal Records Social emotional and behavioural issues (observed and recorded) External Testing (NAPLAN and PIPS) School based testing (standardized) PAT Comprehension, PAT Grammar and Vocabulary and Math Assessments							
Curriculum Focus	<ul style="list-style-type: none"> • Social and Emotional Learning (Health) • English – Writing and Reading • Math – Filing in the gaps; extension • Familiarisation and Implementation of Technology Curriculum 							
Action	Lead Teachers	Timeline for activity		Resources Required			Monitoring plan	Success Criteria/Measurable Outcomes
		Begin	End	Resource	PL	Cost		
MATHEMATICS <ul style="list-style-type: none"> • Math Interviews with new students • Ongoing monitoring of students on the Math Fluency Continuum • Refresh and extend use of Montessori maths materials in Primary years • Assess consistency of math programs and individual classroom practice • Implementation of iMaths fasttrack 	Veronica Carly Class Teachers	Ongoing – all Students moving to JP are interviewed Continue monitoring and placing students on continuum in Primary	Ongoing	Upgrading Booster packs Parent help Student mentors	Carly to train parents and student mentors Refresher training by Sheryl Ridout	\$350	<ul style="list-style-type: none"> • Frequent monitoring of basic facts strategies Assessment tasks and questioning to assess mastery of skills • Teachers learning/ updating/refreshing Montessori lessons • Immediate feedback to students 	<ul style="list-style-type: none"> • Students achieving standards at or above year level • Students demonstrating quick recall of math facts and fluency in math activities • All students equal or exceed the National average value added between Year 3 and 5 NAPLAN testing. (Allowances made for students with documented learning differences)
Action	Lead Teachers	Timeline for activity		Resources Required			Monitoring plan	Success Criteria/Measurable Outcomes
		Begin	End	Resource	PL	Cost		
ENGLISH <ul style="list-style-type: none"> • Implement Whole School writing program • Use school assessment data to identify and develop higher order comprehension strategies, such as linking information within the same text and making inferences • Extend more able readers to ensure continued progress 	Class teachers Veronica Carly	2018	Ongoing	Organise novel studies for groups of readers 6 Kindles for digital class book sets	Bright path PD In-house refresher on Talk for Writing	Novel sets \$100 \$750	<ul style="list-style-type: none"> • Daily/Weekly/Fortnightly assessment and goal setting in writing • Cold Write assessments and tracking on Brightpath software • Feedback to students • Class observations 	All students equal or exceed the National average value added between Year 3 and 5 NAPLAN testing. (Allowances made for students with documented learning differences) Brightpath Assessment Program – students moving along the continuum PAT Reading test
TECHNOLOGIES – Design and Technologies and Digital Technologies <ul style="list-style-type: none"> • Continue familiarisation with Technologies Curriculum • Integrate Technologies Curriculum in Teaching programs • Develop whole school plan for Technologies Curriculum • Continue with Challenge Days to address and supplement Technologies Curriculum outcomes (in consultation with class teachers) 	Class teachers Veronica Carly	2017	Ongoing	Digital technologies Hub Materials for activities on Challenge days and other Technology projects	AISWA Professional Development Days Staff Meetings to discuss and share strategies on introducing and integrating Technologies curriculum	\$500	Staff meetings to assess and evaluate implementation of Technologies Curriculum “Show and Tell” meetings on classroom projects and activities Professional development for teachers	Teachers are familiar with the Curriculum and Achievement Standards for each level Teachers incorporate elements of the Technologies Curriculum into their teaching and learning programs. Teachers use achievement standards to assess student learning in Technologies projects and activities
SOCIAL EMOTIONAL LEARNING <ul style="list-style-type: none"> • Continue to trial SEL programs – Aussie Optimism, Zones of Regulation. • Introduce Mindfulness program in to school • Develop suitable methods for planning and assessing progress of students in selected areas of SEL • Teachers to implement Personal, Social and Community Health component of Health and Phys Ed Curriculum 	Paul Natalie Veronica	Ongoing	Ongoing	In school SEL programs Playback Theatre Virtues program	Class Observations Professional Development on Mindfulness in Classrooms Staff presenting SEL resources and sharing ideas at meetings	\$100	<ul style="list-style-type: none"> • Incident Book • Anecdotal records • Individual Behaviour Plans • Parents and students to receive feedback on student progress toward demonstrating specific behaviours • Staff Meetings – evaluate programs and strategies 	Social and emotional concepts and strategies are regularly integrated into all areas and functions of the school There is consistent use of SEL concepts and strategies in adult and student interactions. Health Achievement Standards Students self-regulating their behaviour

WHOLE SCHOOL READING 2019



WHOLE SCHOOL NUMERACY 2019



WHOLE SCHOOL SPELLING 2019

YEAR 1

High Frequency Word Program
(Individual program)

Words Their Way
(Levelled groups)

YEAR 2

High Frequency Word Program
(Individual program)

Words Their Way
(Levelled groups)

Spelling age 15+
No significant features identified on
WTW assessment

Individual Program

YEAR 3-6

Spelling Mastery/
Spelling Through Morphographs

Spelling age 1 year + below chronological
age as determined by Spelling Age Test
OR S.A. Spelling Test

High Frequency Word Program
(Individual program)

Words Their Way
(Levelled groups)

Spelling age 15+
No significant features identified on
WTW assessment

Individual Program

Whole School Writing Program

Conceptual and Skill Breakdown

Children's House:	<ul style="list-style-type: none"> ● Conceptual – letter, word, sentence, purpose of punctuation ● Oral – generating sentences, re-telling events/ stories in sequence ● Handwriting - Letter formation, line placement, word spacing ● Punctuation – capital to start and full stop to end ● Writing – word writing/ labelling, sentence writing, experimentation with text types (recount and narrative) ● Text types taught through Talk for Writing with a large oral language focus
Junior Primary:	<ul style="list-style-type: none"> ● Conceptual (revision) – letter, word, sentence, purpose of punctuation ● Conceptual (new) - types of sentence (simple, compound, complex), paragraphs ● Oral – generating sentences, re-telling events/ stories in sequence ● Handwriting - Letter formation, line placement, word spacing ● Punctuation – capital to start, capital for proper nouns, full stop/ exclamation mark/ question mark to end ● *Extra punctuation – commas, speech marks ● Writing – words, sentences, paragraphs, major text types (narrative, recount, persuasive, informative), *poetry ● Text types taught through 7 Steps program – 3 focus steps: <ul style="list-style-type: none"> ○ Sizzling Starts ○ Exciting Endings ○ Planning for Success (pebble, rock, boulder/ rule of three)
Middle Primary:	<ul style="list-style-type: none"> ● Conceptual - types of sentence (simple, compound, complex), paragraphs ● Oral - re-telling events/ stories in sequence, awareness of audience, voice projection ● Handwriting – introduce cursive writing ● Writing – words, sentences, paragraphs, major text types (narrative, recount, persuasive, informative), *poetry ● Punctuation - commas, speech marks ● *Extra punctuation – colon, dash, brackets ● Text types taught through 7 Steps program – 6 focus steps: <ul style="list-style-type: none"> ○ Review: <ul style="list-style-type: none"> ▪ Sizzling Starts ▪ Exciting Endings ▪ Planning for Success (pebble, rock, boulder/ rule of three) ○ Teach: <ul style="list-style-type: none"> ▪ Show, Don't Tell ▪ Dynamic Dialogue ▪ Tightening Tension
Upper Primary:	<ul style="list-style-type: none"> ● Conceptual - types of sentence (simple, compound, complex), paragraphs ● Oral - re-telling events/ stories in sequence, awareness of audience, voice projection ● Handwriting – continue to develop cursive writing and own font ● Punctuation – colon, dash, brackets ● *Extra punctuation – semi-colon ● Text types taught through 7 Steps program – 6 focus steps: <ul style="list-style-type: none"> ○ Review: <ul style="list-style-type: none"> ▪ Sizzling Starts ▪ Exciting Endings ▪ Planning for Success ▪ Show, Don't Tell ▪ Dynamic Dialogue ▪ Tightening Tension ○ Teach: <ul style="list-style-type: none"> ▪ Ban the Boring

NAPLAN

In 2019, our year 3 and 5 students performed considerably higher than the Australian and Western Australian mean across most tests. Due to the small amount of students sitting the tests at each year level, results may be significantly affected by the cohort composition. E.g. 1 student with significant learning difficulties may represent 25% of a year level cohort.

YEAR 3					
<ul style="list-style-type: none"> • Cohort size – 21 students • 4 students with significant learning difficulties (19% of cohort) • 1 ESL student (5% of cohort) 					
	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
% of Chrysalis students at or above National Minimum Standard	100%	100%	100%	100%	100%
% of Chrysalis students in top 20% nationally	48%	62%	33%	43%	48%
YEAR 5					
<ul style="list-style-type: none"> • Cohort size – 11 students • 1 student with significant learning difficulties (9% of cohort) • 1 ESL student (9% of cohort) 					
	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
% of Chrysalis students at or above National Minimum Standard	100%	100%	100%	100%	100%
% of Chrysalis students in top 20% nationally	55%	36%	18%	45%	45%

Chrysalis School Values/Well-being Program

- The Well-being program is ongoing, highly linked with Positive Education, the Chrysalis School Values and is an extension of the school's whole child and community focus.
- Ongoing promotion of all school values over the last year with emphasis being placed on behaviour management protocol DEVA.

D –Data

What happened, who was involved, when did it happen, how did it happen and where did it happen?

E- Emotions

How did all involved feel about what happened?

V- Values

Link to the appropriate school value

A- Action

What will we do about it?

Future Strategic Master Plan

- Stakeholders in the school community met on Saturday 16 March 2019 with facilitator Georgie Wynn for discussions and guidance in the future strategic direction of Chrysalis Montessori School.
- Further meetings through-out the year saw members of the above group formulate the purpose for being or Why Statement.

“The purpose of Chrysalis Montessori School is to inspire individuals within a nurturing, learning community so that they can live a connected and purposeful life.”

- From this statement three major pillars were identified by committee members as the foundations for the future strategic direction of the school.

C – Community & Culture

M – Montessori Education

S – Stewardship

- 2020 will see the committee continue meeting and working closely with the school community.

Registration

- In 2018 the Department of Education Services renewed the school's registration for a further five years.
- Re-registration visit will be in 2023.
- Standards for schools have changed since then and will continue to change year by year.
- The school is in continuous review of the requirements for meeting the current standards.

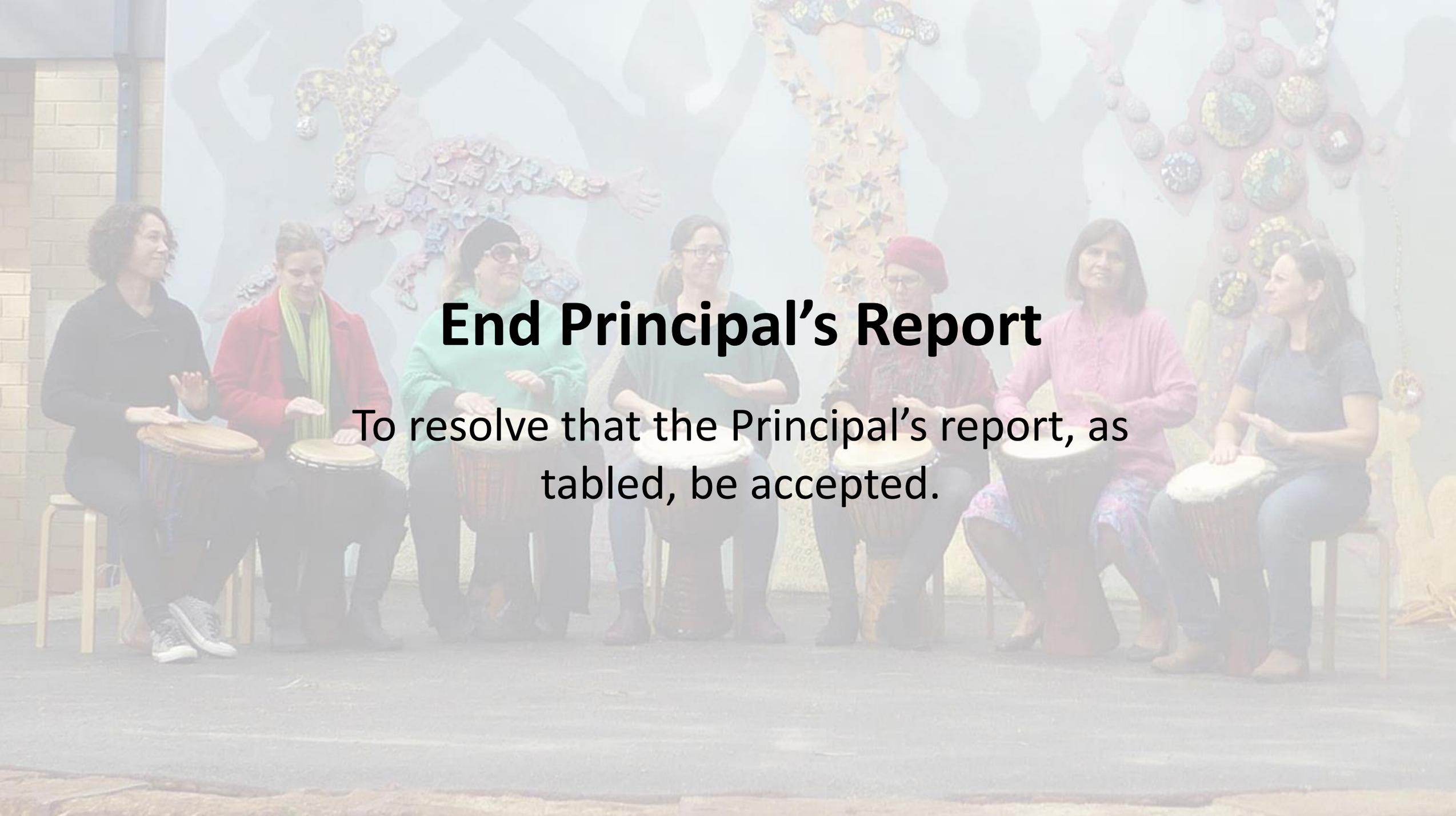
Community/School Events

School Meetings
Harmony Day
Sports Day
Camps
Carly Challenge Days
Craft Day
Open Days
Optiminds
Parent Education Evenings
Why Chrysalis?
Winter Solstice
Cape to Cape Visioning Quest
End of Year Concert (Creative Moves) and
Graduation

Thank You

The achievements of 2019 could not be made possible without a substantial community effort.

A huge thank you to Teachers and Staff, School Board members, Parent Liaisons, all Parent volunteers and helpers and Students who have contributed in so many and varied ways to enrich the life of Chrysalis Montessori School.



End Principal's Report

To resolve that the Principal's report, as tabled, be accepted.

A group of young people, mostly teenagers, are captured in a candid moment at a party. They are dressed in black t-shirts and shorts or skirts. Some are wearing colorful accessories like leis, wristbands, and hats. The background is a light blue wall decorated with large, colorful silhouettes of people in various poses, some wearing hats and jewelry. The overall atmosphere is festive and social.

APPOINTMENT OF AUDITOR

To resolve that Walker Wayland continue as Auditors
for 2021.

ELECTION OF NEW BOARD MEMBERS OF SCHOOL BOARD

- i. Appointed school board members stepping down are: Vanessa Kirley, Natalie Morse (Staff representative ex-officio)
- ii. Remaining members are: Mark Panaia (Principal ex-officio), Debs Sherlock, Paula Bruckard, Ben Tan, Shirley Tascone, Jeneva Ohan.
- iii. Members stepping down for re-election: None.
- iv. Additional nominations have been received by: Paul Jarrett, Yvette Sholdas, Jocelyn Gilroy-Widdis (Staff Representative ex-officio).
- v. To declare nominees to the School Board as duly elected members.

A woman in a black and white striped shirt is looking at a display of jars and small potted plants on a table covered with a white cloth. The table is outdoors under a white canopy tent. Other people, including a man in a plaid shirt and a woman in a black dress, are standing nearby. The background shows a park-like setting with trees and a playground.

GENERAL BUSINESS



eration and blossoming enabling us to cultivate
Flows with the warming of the soil in our garden & th

CLOSE OF MEETING

Thank you for being present for the 2020 Annual General Meeting