

# CANBERRA MONTESSORI SCHOOL ANNUAL REPORT

2016



# IN RETROSPECT ...

Our ongoing engagement with external agencies to consolidate regulatory requirements to fulfil *re-registration* was an incredible achievement for Canberra Montessori School (*CMS*) as a staff and community in 2016. To further strengthen our service provision, in 2016 our school embarked on a long-term journey with the Australian Council for Educational Research (*ACER*) through direct engagement with the National School Improvement Tool (*NSIT*). This association with ACER will extend into future years, as our staff participate directly with current educational research and align this research to Montessori philosophy and best practice. The CMS community is the cornerstone to our ongoing success as a school with both staff and parents alike engaging with an array of incredible partnerships, including such highly visible events as our Spring Fair, reflecting the strong relationships between school and community. Such events epitomise the commitment of our school community to enhancing their school, with monies from fundraising efforts directed at rebuilding our library catalogue and replacing various Montessori materials.

Our CMS, through sound strategic planning and operational initiatives, is well positioned for a future focussed on consolidating practices, enhancing awareness of the Montessori philosophy in the wider and educational communities, as well as inspiring growth through a direct emphasis on measurable school improvement. These factors will be reflected in the data collected in this Annual Report and will demonstrate our shared commitment to ensuring what we provide our community through the lens of Montessori philosophy, is *'simply the best for each child'*.

**Anthony Vandermolen, Principal, CMS**

# MESSAGE FROM THE SCHOOL BOARD

## **2016 marked the first year of our current, ten-year Strategic Plan.**

Setting solid foundations for the next ten years was a priority for the Board last year. We were pleased to engage the Australian Council for Educational Research to visit the school and conduct a School Review using their National School Improvement Tool. This is the first independent evaluation of the school's appetite and capacity to effect improvement, and the commendations, affirmations and recommendations that resulted have been very useful to inform the planning of both the school and Board.

In 2016, key work was completed in each of the core responsibility areas for the Board.

### **Governance**

Using the best-practice recommendations from the Association of Independent Schools NSW (AISNSW) as a guide, the Board streamlined our structure to only three committees (Governance, Compliance and Finance) and developed a meeting, working and reporting schedule that will allow the Board to work more effectively and be more productive. This will continue to be embedded and refined over 2017.

We've also put a focus on professional learning for Board members. AISNSW ran a session on governance for the whole Board at the school, and some individual members were able to attend additional development opportunities as well.

We have also developed new methods for identifying, planning for and tracking progress towards our strategic goals, which will stand us in good stead for the coming years, and outlined the improved opportunities for our community to both hear about and contribute to the strategic direction of the school at our Community Gathering at the start of the year.

### **Compliance**

2016 was the year of re-registration for the school. Our Principal and staff are to be commended for achieving the full five year registration without a single area being identified as requiring improvement. The huge amount

of work that was done last year will form the basis of our new compliance and risk management frameworks to ensure that this remains a smooth and straightforward process as we move forward.

## **Finance**

The Finance Committee worked closely with the Business Manager to make significant improvements to our financial systems, reports and the data we rely on. This, in turn, will enable the 2017 focus for Finance of developing better modelling and forecasting systems to support the implementation of our Strategic Plan.

We would like to thank our Principal, Anthony Vandermolen, the staff of CMS and every member of our community for their ongoing commitment to improve and contribute to our wonderful school.

**Catherine Prosser, Board Chair**

# CURRICULUM DELIVERY

Our school goals included improved communication and collegiality which our Directors worked hard on enhancing in 2016. Staff meeting rhythms allow for pedagogical discussion and a deeper understanding of the child. With our Principal in his second year leading the school, many of the improvements could be seen by parents and staff as process and procedures were updated to align with Australian Professional Standards for Teachers (<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>). Some small changes such as training Directors in the use of the iPad for roll marking took two terms of ironing out glitches. By the end of 2016, Directors were comfortable not only roll marking, but documenting and collecting photographic evidence of student work using iPads.

We were very proud to watch as our younger Directors took a step to attain the next career stage in teaching. Jenna Cunningham, Louise Draper, Sally Hystek and Tom Ransom underwent the rigorous process of evidencing *proficient* teaching practice. The progression was largely scaffolded by the processes put in place in the school since 2015, allowing success for the Directors. This step now indicates all our teachers are working at the *proficient* level. Our more experienced Directors are being encouraged to advance from *Proficient to Highly Accomplished*. The process is again, rigorous, but is something that will hopefully be celebrated within the next few years at CMS as we strive for excellence within our teaching staff.

To gain the excellence referred to in this report, support is constantly required. We were proud to welcome two International Montessori trainers (3 to 6 and 6 to 12) to support our staff in their Montessori practice. Many recommendations (from practice to the prepared environment) are to be worked through into 2017 and will be reported on during the year.

2016 can be marked as embedding understanding of Australian Professional Standards for Teachers, as CMS staff underwent a process of goal setting, follow through, critical reflection and collection of evidence to support a constantly improving standard of Montessori teaching practice. At the end of 2016 most of our Directors were verified to continue teacher registration with the Teach Quality Institute (<http://www.tqi.act.edu.au/>) into 2017.

## Professional Learning at CMS, 2016

TERM 1			
Name:	Workshop/Training:	Duration:	How information was shared:
All Staff	Spider Training from Kate at PC School	2 hours over two sessions on PFD and staff meeting 29 <sup>th</sup> January & 17 <sup>th</sup> February	Directors shared with assistants individually after second training
Judy McGowan	AIS EA Seminar	1st & 2 <sup>nd</sup> February	Shared with admin
Sarah Beresford-Jones	NAPLAN information session	18 <sup>th</sup> February	
Anthony Vandermolen	Leadership Breakfast – How We’ll Work, Live and Learn in The Future’	24 <sup>th</sup> March	
Áine Barker	Leadership Breakfast – How We’ll Work, Live and Learn in The Future’	24 <sup>th</sup> March	
Sarah Beresford-Jones	Leadership Breakfast – How We’ll Work, Live and Learn in The Future’	24 <sup>th</sup> March	
Jenna Cunningham	Montessori Institute Mathematics Workshop	11-15 <sup>th</sup> April	
Tomomi Evans	ANU Music Program	26 <sup>th</sup> January	
Alison Waddell	ANU Music Program	26 <sup>th</sup> January	Present on Pupil Free day in Term II
Lynn Cousins	Education for sustainability through school food gardens	16 <sup>th</sup> March	Discussed at staff meeting

Tom Ransom	Education for sustainability through school food gardens	16 <sup>th</sup> March	Discussed at staff meeting
Elizabeth Piazza	Education for sustainability through school food gardens	16 <sup>th</sup> March	Discussed at staff meeting
Sajee Mahaarachchi	Education for sustainability through school food gardens	16 <sup>th</sup> March	Discussed at staff meeting
Louise Draper	Education for sustainability through school food gardens	16 <sup>th</sup> March	Discussed at staff meeting
Áine Barker	MAF Early Childhood Conference	19 <sup>th</sup> - 20 <sup>th</sup> March	Discussed at staff meeting; noted in staff meeting agenda blurb and article written for eArticle MAF publication
Anthony Vandermolen	MAF Early Childhood Conference	19 <sup>th</sup> - 20 <sup>th</sup> March	Discussed at staff meeting and other executive forums
Áine Barker	Communities at Work OSCH Documentation- Intensive session	22 <sup>nd</sup> March	
Catherine Wallace	Communities at Work OSCH Documentation- Intensive session	22 <sup>nd</sup> March	Shared with colleagues and implemented in Holiday Program 11 <sup>th</sup> - 22 <sup>nd</sup> April
Sarah Beresford-Jones	AIS Literacy and Numeracy Coaching Academy	16 <sup>th</sup> February 7 <sup>th</sup> and 9 <sup>th</sup> March	
Sarah Beresford-Jones	Curriculum Differentiation for Gifted and Talented Learners	15 <sup>th</sup> March 17 <sup>th</sup> May 2 <sup>nd</sup> August 1 <sup>st</sup> November	Mentioned training at staff meeting

Ariel Larkey	Certificate III in education and care	2016	
Sukhi Sahota	NAMC Montessori diploma (6 to 9 years)	Completed Term 2, 2016	
Darcy Scott-Loughton	Montessori Institute Montessori training and combined Graduate Diploma of Education (Birth to 8years) and Montessori Diploma (3 to 6)	2016 continuing	Darcy shares her knowledge and research daily with parents at PTP
Tom Ransom	NAMC Montessori diploma (6 to 9years)	2016 continuing	
Leanne van der Merwe	Master's in Education and Leadership	2016 continuing	
Rhoda Konstantinou	Certificate III in Early Childhood Education and Care Provide First Aid in an early education and care setting	Completion date: 15 <sup>th</sup> March  Completion date: 6 <sup>th</sup> March	
<b>TERM 2</b>			
Anthony Vandermolen	Certification Assessor Training Program	2 <sup>nd</sup> May (workshop 1. Online components from 8 <sup>th</sup> April to 2 <sup>nd</sup> May)	
Sarah Beresford-Jones	AIS Literacy and Numeracy Coaching Academy	3 <sup>rd</sup> May	
Rhoda Konstantinou	Kids at Play (KAPAP) workshop training (AIS ACT)	3 <sup>rd</sup> May	Sharing with other staff through demonstration
Leanne van der Merwe	AISACT Emerging Leaders Program	4 <sup>th</sup> May	



Sally Hystek	Kids at Play (KAPAP) workshop training	2 <sup>nd</sup> May for officer 3 <sup>rd</sup> May for educators	Sharing with other staff through demonstration
Sajee Mahaarachchi	Kids at Play (KAPAP) workshop training	3 <sup>rd</sup> May	Sharing with other staff through demonstration
Leanne van der Merwe	Personalised learning Processes for Aboriginal Students	Term 2 and continuous through to December (online through AIS)	
Leanne van der Merwe	Inclusive Practice: Autism Spectrum Disorder (Children's Services)	10 <sup>th</sup> May	
Leanne van der Merwe	Work Place Management "Dealing with allegations of bullying, harassment and discrimination in the workplace" (AIS)	17 <sup>th</sup> May	Presentation
Áine Barker	Leadership Wellbeing Breakfast (discussion on current ACT policies, services, and resources targeted to support social and emotional learning and positive mental health in schools) (Kids Matter)	Wednesday 18 <sup>th</sup> May	Presentation at staff meeting
Sally Hystek	Leadership Wellbeing Breakfast (discussion on current ACT policies, services, and resources targeted to support social and emotional learning and positive mental health in schools (kids Matter)	Wednesday 18 <sup>th</sup> May	Discuss with staff and spread the concept of Kids matters.

Alison Waddell	Workshop-Early Childhood Music (KMIEA)	Saturday 21 <sup>st</sup> May	Article for the Bulletin
Darcy Scott-Loughton	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Sarah Beresford-Jones	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Tomomi Evans	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Sajee Mahaarachchi	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Leanne van der Merwe	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Lynn Cousins	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Halima Khurram	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Viv Moir	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting

Vic Micallef	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Tom Ransom	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Rhoda Konstantinou	AMI Practical Life for older children in the Children's House	Saturday 21 <sup>st</sup> May	Discussion at staff meeting
Anthony Vandermolen	MAF/AIS, NSW Independent Schools Governance Workshop	Saturday 21 <sup>st</sup> May	Discussion with admin
Amy Duan	MAF/AIS, NSW Independent Schools Governance Workshop	Saturday 21 <sup>st</sup> May	Discussion with admin
Áine Barker	MAF/AIS, NSW Independent Schools Governance Workshop	Saturday 21 <sup>st</sup> May	Discussion with admin
Áine Barker	NDIS	24 <sup>th</sup> May	
Sarah Beresford-Jones	NDIS	24 <sup>th</sup> May	
Tom Ransom	Managing Challenging Behaviours in Schools (AISACT)	26 <sup>th</sup> May	Present at staff meeting
Leanne van der Merwe	AISACT Emerging Leaders Program	6 <sup>th</sup> to 8 <sup>th</sup> June	
Tom Ransom	MAF Whole School Refresher in Sydney	10 <sup>th</sup> and 11 <sup>th</sup> June	Bulletin article
Leanne van der Merwe	MAF Whole School Refresher in Sydney	10 <sup>th</sup> and 11 <sup>th</sup> June	Present at Staff meeting
Halima Khurram	MAF Whole School Refresher in Sydney	10 <sup>th</sup> and 11 <sup>th</sup> June	Present at Staff meeting

Sarah Beresford-Jones	MAF Whole School Refresher in Sydney	10 <sup>th</sup> and 11 <sup>th</sup> June	
Sally Hystek	Getting Started and C1 training Kids Matter	Thursday 2 <sup>nd</sup> June	
Louise Draper	Getting Started and C1 training Kids Matter	Thursday 2 <sup>nd</sup> June	
Anthony Vandermolen	Leadership Breakfast – Cyber security - online safety education for Australian children	9 <sup>th</sup> June	
Áine Barker	Leadership Breakfast – Cyber security - online safety education for Australian children	9 <sup>th</sup> June	
Sarah Beresford-Jones	Leadership Breakfast – Cyber security - online safety education for Australian children	9 <sup>th</sup> June	
Louise Draper	Delivering Sustainability Education through the Curriculum -	9 <sup>th</sup> June	
Sarah Beresford-Jones	AIS Literacy and Numeracy Coaching Academy Observation at Brisbane Montessori	16 <sup>th</sup> and 17 <sup>th</sup> June	Presentation to staff on 2 <sup>nd</sup> November in staff meeting. Display board including bench mark testing implementation viewed on 10 <sup>th</sup> November to teachers in ACT
Rhoda Konstantinou	Musica Viva Teacher Forum “Music and the Brain”	Tuesday 21 <sup>st</sup>	

Halima Khurram	Musica Viva Teacher Forum "Music and the Brain"	Tuesday 21 <sup>st</sup> June	
Alison Waddell	Musica Viva Teacher Forum "Music and the Brain"	Tuesday 21 <sup>st</sup> June	
Tomomi Evans	Musica Viva Teacher Forum "Music and the Brain"	Tuesday 21 <sup>st</sup> June	
Elizabeth Piazza	Musica Viva Teacher Forum "Music and the Brain"	21 <sup>st</sup> June	
Anthony Vandermolen	Certification Assessor Training Program	23 <sup>th</sup> June (workshop 2)	
Anthony Vandermolen	Certification Assessor Training Program	27 <sup>th</sup> June (workshop 3, online component 2 <sup>nd</sup> May to 27 <sup>th</sup> June)	Eligible to assess teachers in ACT to reach lead and highly accomplished competency in teaching practice
Leanne van der Merwe	AISACT Emerging Leaders Program	13 <sup>th</sup> to 15 <sup>th</sup> July	
Tom Ransom	Learning Frontiers Program and the 3D printing Program	19 <sup>th</sup> July	
Victor Micallef	Learning Frontiers Program and the 3D printing Program	19 <sup>th</sup> July	
Sarah Beresford-Jones	NAPLAN online	22 <sup>nd</sup> July	
Sajee Mahaarachchi	Bachelor of Education of Early Childhood and Primary degree	In progress	
Term 3			

Sarah Beresford-Jones	Montessori Model United Nations Workshops	23 <sup>rd</sup> and 24 <sup>th</sup> July	
Sarah Beresford-Jones	ALS Literacy and Numeracy Coaching Academy Observation at Caboolture Montessori	27 <sup>th</sup> to 29 <sup>th</sup> July	
Louise Draper	Greg MacDonald Primary Workshop and one on one consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Kerrie Pillay	Greg MacDonald Primary Workshop and one on one consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Tom Ransom	Greg MacDonald Primary Workshop and one on one consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Elizabeth Piazza	Greg MacDonald Primary Workshop and one on one consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Jenna Cunningham	Greg MacDonald Primary Workshop and one on one consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Áine Barker	Greg MacDonald Primary Workshop and leadership consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Anthony Vandermolen	Greg MacDonald Primary Workshop and leadership consultation	15 <sup>th</sup> and 16 <sup>th</sup> August	
Anthony Vandermolen	Leadership Breakfast – application of neuroscience in leadership and daily life	18 <sup>th</sup> August	
Áine Barker	Leadership Breakfast – application of	18 <sup>th</sup> August	

	neuroscience in leadership and daily life		
Sarah Beresford-Jones	Leadership Breakfast – application of neuroscience in leadership and daily life	18 <sup>th</sup> August	
Anthony Vandermolén	AIS Schools Colloquium	18 <sup>th</sup> August	
Áine Barker	AIS Schools Colloquium	18 <sup>th</sup> August	
Tom Ransom	Learning Frontiers Program and the 3D printing Program	25 <sup>th</sup> August	Presented at AISACT Celebrating Teaching and Learning on 10 <sup>th</sup> November
Victor Micallef	Learning Frontiers Program and the 3D printing Program	25 <sup>th</sup> August	Presented at AISACT Celebrating Teaching and Learning on 10 <sup>th</sup> November
Tom Ransom	Learning Frontiers Program and the 3D printing Program	6 <sup>th</sup> September	Presentation
Anthony Vandermolén	MAF National Summit	31 <sup>st</sup> August to 2 September	
Áine Barker	MAF National Summit	31 <sup>st</sup> August to 2 September	
Victor Micallef	Learning Frontiers Program and the 3D printing Program	6 <sup>th</sup> September	Presentation
Leanne van der Merwe	Positive Partnerships (working with the parents of autistic children in the classroom)	7 <sup>th</sup> September	Shared at staff meeting
Sarah Beresford-Jones	Positive Partnerships (working with the parents of autistic children in the classroom)	7 <sup>th</sup> September	

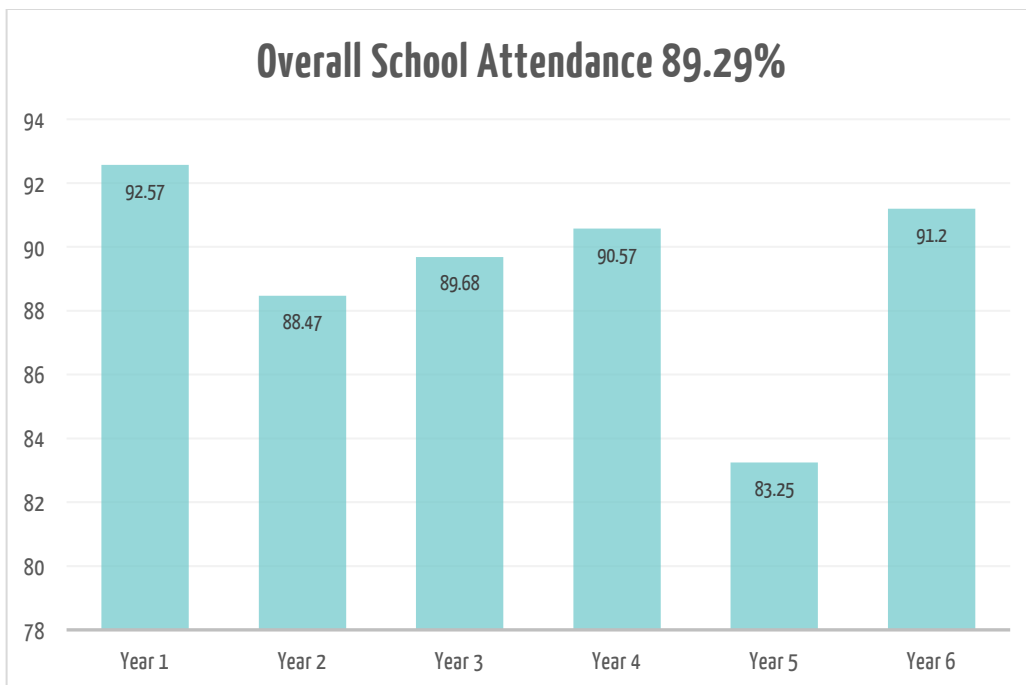
Áine Barker	TQI Teacher Mentoring Mini-Conference	8 <sup>th</sup> September	
Sarah Beresford-Jones	TQI Teacher Mentoring Mini-Conference	8 <sup>th</sup> September	
Lynn Cousins	TQI Teacher Mentoring Mini-Conference	8 <sup>th</sup> September	
Sarah Beresford-Jones	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Elizabeth Piazza	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Sajee Mahaarachchi	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Kerrie Pillay	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Tom Ransom	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Lynn Cousins	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Louise Draper	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
Alison Waddell	Musica Viva – Exploring Creative Potential with Mixed Ability Students	21 <sup>st</sup> September	
<b>TERM 4</b>			
Anthony Vandermolen	AISACT Leadership breakfast with Chris Nunn	27 <sup>th</sup> September	



Sarah Beresford-Jones	AISACT Leadership breakfast with Chris Nunn	27 <sup>th</sup> September	
Áine Barker	AISACT Leadership breakfast with Chris Nunn	27 <sup>th</sup> September	
Leanne van der Merwe	AISACT Emerging Leaders Program	5 <sup>th</sup> to 7 <sup>th</sup> October	Presentation at AISACT Emerging Leaders Program on 10 <sup>th</sup> November
Sally Hystek	AI5 ACTivate Sport Conference	14 <sup>th</sup> October	
Halima Khurram	Supervising Preservice Teachers (aitsl)	19 <sup>th</sup> October	
Sally Hystek	Community Coaching (AIS Australian sports commission)	20 <sup>th</sup> October	
Kerrie Pillay	Teacher Wellbeing full day workshop	7 <sup>th</sup> November	
Sajee Mahaarachchi	Supervising Preservice Teachers (aitsl)	10 <sup>th</sup> November	
Anthony Vandermolén	AISACT Celebrating Teaching and Learning	10 <sup>th</sup> November	
Áine Barker	AISACT Celebrating Teaching and Learning	10 <sup>th</sup> November	

# STUDENT ATTENDANCE

Canberra Montessori School encourages parents to ensure children attend school regularly. Any absence should be reported in writing at the earliest convenient time to the School Office, this being a legal requirement. Should a child be absent from school and the office not informed, the school will contact parents to determine the reason for the absence. Students absent from school for any period of time exceeding 10 days in one Term must be reported to the Principal. Class rolls are collated twice a day, and electronic records are kept. The average attendance rates in each of the Montessori Cycles during 2016 are detailed below. It should be noted that this year the average attendance rates have been affected by several children spending extended time overseas.



# NATIONAL ASSESSMENT FOR LITERACY AND NUMERACY (NAPLAN)

In 2016, 11 of our Cycle 2 children (Year 3) and 12 of our Cycle 3 (Year 5) children sat various NAPLAN assessments. The results for CMS are outlined in the tables below with the National Average across Australia in this age group and each individual child's scores.


Analysis of NAPLAN results over the last five years reveals our students as a whole (combining results from Years 3 to 5) to have achieved an average of 34 points above the National average, despite slightly lower than average scores for students in Year 3. This trend indicates a progression in attaining higher scores as students move from Year 3 through to Year 5. The data is consistent with Montessori progression through the Cycles taking into account the pace associated with Montessori's '*Planes of Development*'. Each individual student's above average scores in Year 5 are understood in Montessori as being aligned with a period of consolidation following new presentations and development of intense areas of interest.


For more information please visit :


<https://www.myschool.edu.au/ResultsInNumbers/Index/113145/CanberraMontessoriSchool/49991/2016>


2008	2009	2010	2011	2012	2013	2014	2015	2016		
Colour Scheme <span>Red &amp; Green</span> <input type="button" value="Submit"/> <span style="float: right;">Alternate view: <a href="#">Results in graphs</a></span>										
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	424 391 - 457		381 354 - 407		374 344 - 403		430 395 - 464		422 396 - 449	
	SIM 469 460 - 478	ALL 426	SIM 449 441 - 457	ALL 421	SIM 458 449 - 466	ALL 420	SIM 480 470 - 490	ALL 436	SIM 445 437 - 453	ALL 402
Year 5	571 540 - 602		503 474 - 532		537 508 - 566		571 537 - 604		530 504 - 556	
	SIM 538 529 - 546	ALL 502	SIM 506 497 - 514	ALL 476	SIM 522 514 - 530	ALL 493	SIM 542 533 - 551	ALL 505	SIM 530 522 - 538	ALL 493


Selected school's average is

 **substantially above**

 **above**

 **close to**

 **below**

 **substantially below**

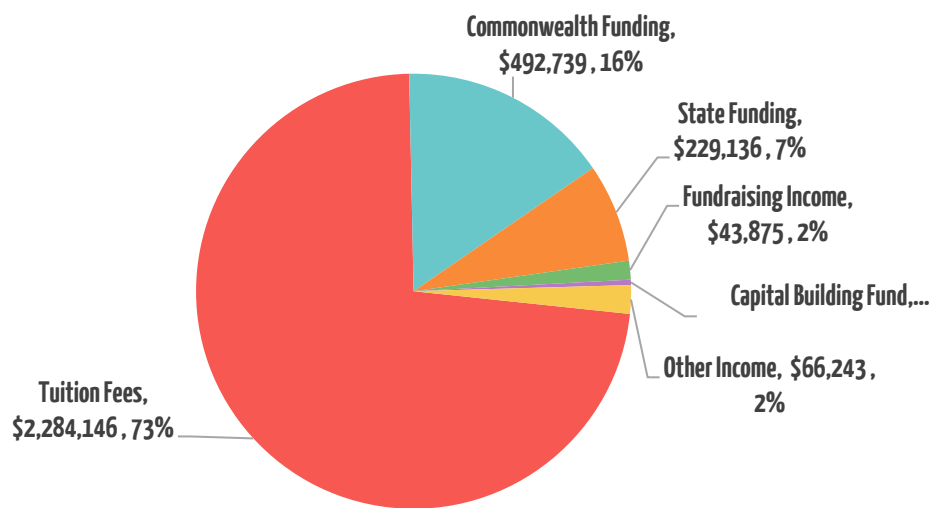
- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

# SCHOOL COMMUNITY FEEDBACK

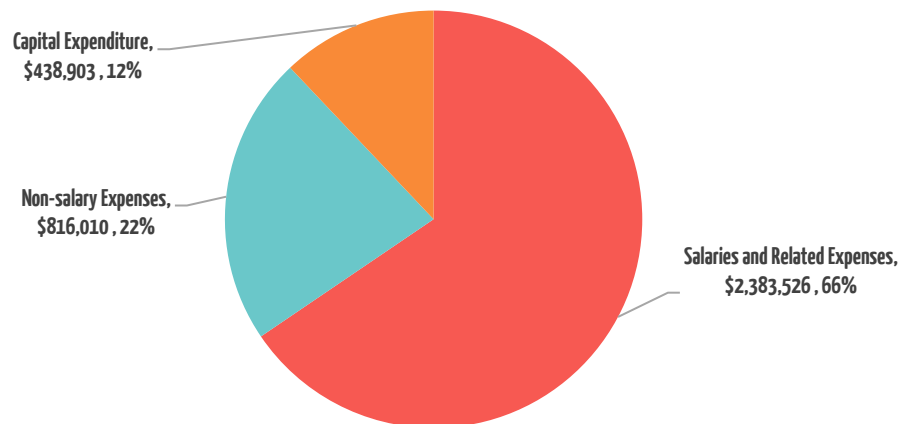
Communication between Canberra Montessori School (Administration and Staff), parents and students is continuous. Informal discussions and communications between school community and staff are a dimension of school culture, forming a function of the feedback mechanism for the school. These communications occur on a daily basis and any issues of concern or dissatisfaction are addressed in a formal matter, as they arise, using our Communication Pathway to ensure they are dealt with effectively and by the most appropriate person. In addition, in 2016 comprehensive surveys of Parents, Staff and Students were undertaken and the feedback used to inform future development and areas of focus. Weekly Directors' Open Door sessions were put in place this year to provide parents with additional opportunities for informal communication with the class directors. Regular contact between the Principal and Board and with various school committees ensures the school remains in touch with the feelings of the broader school community.

# SCHOOL INCOME & EXPENDITURE

## 2016 School Income by Funding Source



## 2016 Recurrent/Capital Expenditure



# CMS SPONSORSHIP REPORT

Karinya House Home for Mothers & Babies Inc. is a community based, not-for-profit organisation providing supported accommodation, transitional housing, outreach services and support groups to pregnant and parenting women and their families who are in crisis. The service, which operates on a twenty-four hour, seven days a week basis, is located in the ACT and provides professional and specialised support to women throughout Canberra and the surrounding regional areas. Since the establishment of Karinya House in late 1997 through to 30 June 2016, they have provided residential and outreach support just under 6,000 pregnant and parenting women.

In 2016, CMS was delighted to start a student sponsorship program for a child who first attended PTP in full first and was then selected to continue on into Cycle 1, supported by our community through our Bursary Program. CMS continues to offer support for two mothers from Karinya House in our PTP program on a weekly basis.