

Chrysalis Montessori School Annual General Meeting 2023



Acknowledgement of Country

At Chrysalis Montessori School, we meet in Whadjuk Country in this area called Nookenburra on which members and Elders of the local Noongar community and their forebears have been custodians for many centuries and on which Aboriginal people have performed age-old ceremonies of celebration, initiation and renewal. We acknowledge and respect their living culture and their unique role in the life of the region.

A person wearing a blue hoodie is focused on a task, using thin wooden sticks to assemble or repair a device on a wooden surface. The device has various electronic components like resistors and wires. The background is a blurred workshop or classroom setting.

OPENING of the meeting and welcome

School Board Members 2023

Paula Bruckard – Board Chair

Leonardo Arouca – Vice Chair

Shannon Garcia – Secretary

Tom Randolph – Treasurer

Yvette Sholdas

Shirley Tascone

Sandra Johnston – Ex-officio

Mark Panaia – Ex-officio

Agenda

Acknowledgement of Country

1. OPENING of the meeting and welcome

2. APOLOGIES

3. MINUTES OF THE PREVIOUS AGM MEETING on Wednesday 6 April 2022: To consider the minutes of AGM 2022, as circulated, and if approved to adopt them as a true and correct record.

4. BUSINESS ARISING FROM MINUTES

5. CHAIRPERSON'S REPORT: To resolve that the Chairperson's report, as tabled, be accepted.

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

7. AUDITOR'S REPORT: To resolve that the Auditor's report, as tabled, be accepted.

8. PRINCIPAL'S REPORT: To resolve that the Principal's report, as tabled, be accepted.

9. APPOINTMENT OF AUDITOR: To resolve that SW Accountants and Advisors continue as Auditors for 2023.

10. ELECTION OF NEW BOARD MEMBERS OF SCHOOL BOARD

- i. Appointed school board members stepping down are: Shirley Tascone and Paula Bruckard
 - ii. Remaining members are: Leonardo Arouca, Tom Randolph, Shannon Garcia, Yvette Sholdas, Mark Panaia (ex-officio) and Sandra Johnston (ex-officio).
 - iii. Nominations have been received by: a. Paula Bruckard (nominated by the school board) b. Rosie Phillips c. Claire Hick d. Stephanie Haefner
- To declare nominees to the School Board as duly elected members.

11. GENERAL BUSINESS

12. CLOSE OF MEETING

APOLOGIES

MINUTES OF THE PREVIOUS AGM MEETING held Wednesday 6 April 2022

To consider the minutes of AGM 2022, as circulated, and if approved to adopt them as a true and correct record.

BUSINESS ARISING FROM MINUTES



Chrysalis Montessori

**Chair's Report
For the year ending
31 December 2022**

Monday 3 April 2023

A HUGE thank you

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

Mark

Staff -
especially
leadership

Board

Students

PLs and
volunteers

Community
- generous
donor

The Year 2022

Russia invaded. Ukraine

The Queen died

Australian border opened after being closed since 20 March 2020

Devastating east coast floods

WA borders opened 3 March 2022 after 697 days

Compulsory vaccinations for teachers

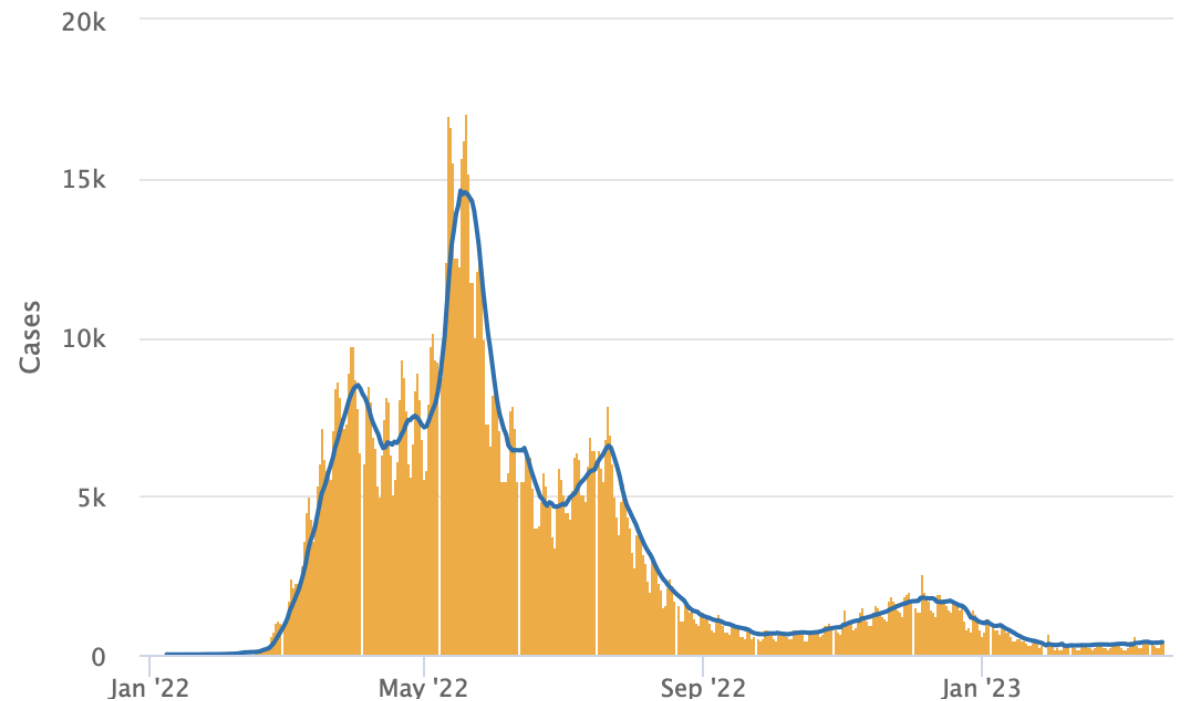
Compulsory face masks

Isolation / lockdowns

Viewing data for: Western Australia



● Daily Cases — Rolling 7-day average



Implications and Chrysalis's response

Increased anxiety



Highlighted need for belonging and connection



Importance of digital connection



Mark and Frank morning greeting



Additional support for staff



Wellbeing program and survey



Community events continued

Implications and Chrysalis's response

Increased
social
inequity



Economic
impact



Bursary/ scholarship



Additional support for staff



1:1 computer ratio



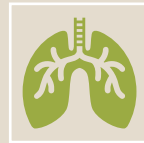
Cash investment, monitoring
costs/fees

Implications and Chrysalis's response

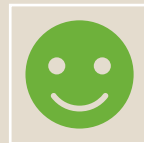
Environmental
impact



Significant additional
cleaning



Monitoring air quality



Shade sails

Continued investment in the future...

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



Revitalise sustainability



Support Mark meeting KPI



Infrastructure - basketball court, toilet upgrade



New website



revitalized library



Risk review and compliance

Chrysalis moving forward - 2023

Reregistration

Blue sky
thinking

Strategic and
master
building plan

Points of
difference

Montessori

Community

Board transition

Retired: Paul Jarrett, Marla Naidoo, Jocelyn Gilroy-Widdis, Ben Tan, Shirley Tascone, Paula Bruckard



Joining: Sandra Johnston, Leonardo Arouca, Shannon Garcia, Paula Bruckard, Claire Hick, Stephanie Haefner, Rosie Phillips



Board: Mark Panaia, Tom Randolph, Yvette Sholdas, Sandra Johnston, Leonardo Arouca, Shannon Garcia, Paula Bruckard, Claire Hick, Stephanie Haefner, Rosie Phillips

Questions?



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

A black dog, possibly a Labrador Retriever, is the central focus of the image. It is wearing a dark-colored vest with a white butterfly logo on the right side and a white reflective strip across the chest. The dog's eyes are visible, and it appears to be looking towards the camera. The background is a soft, out-of-focus indoor setting with warm lighting.

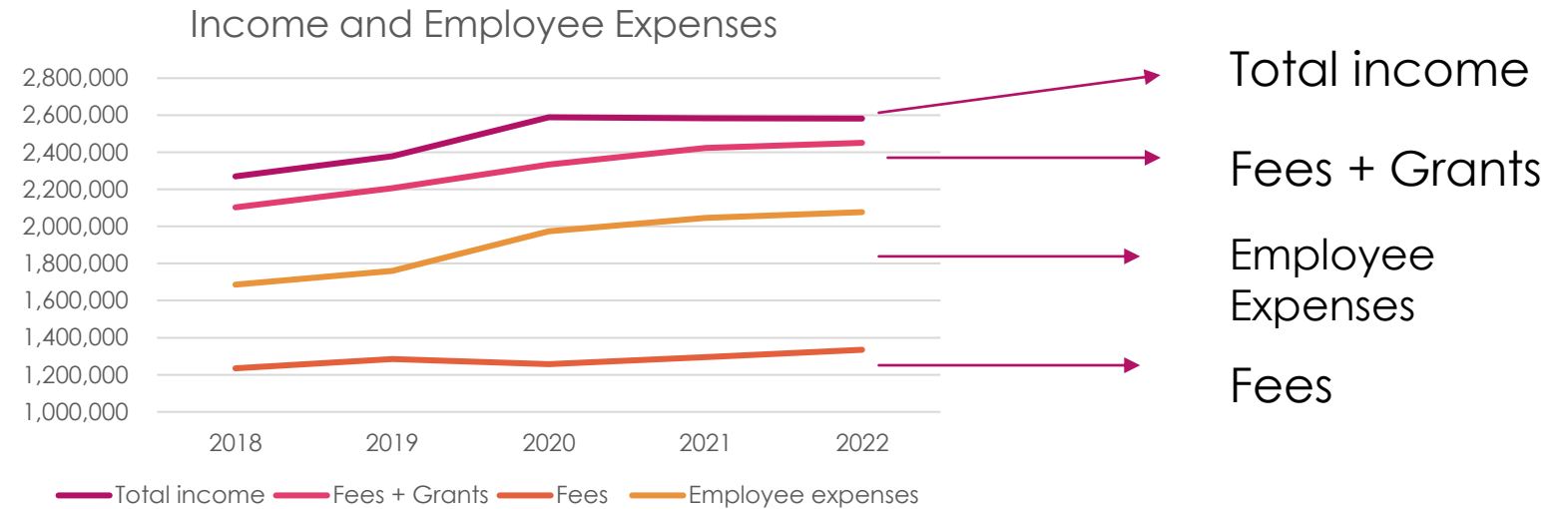
Treasurer's Report for year ending 31 December 2022

CHRYSALIS MONTESSORI SCHOOL

Treasurer's Presentation 2023

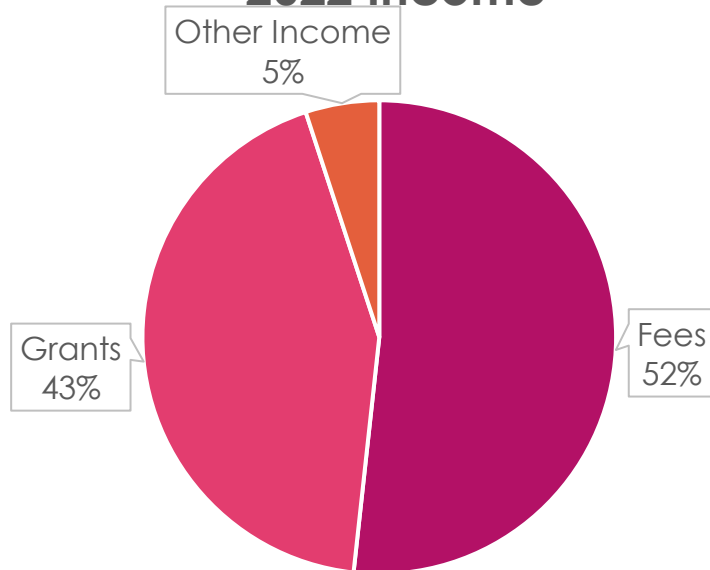
CHRYSALIS MONTESSORI SCHOOL

Total Income



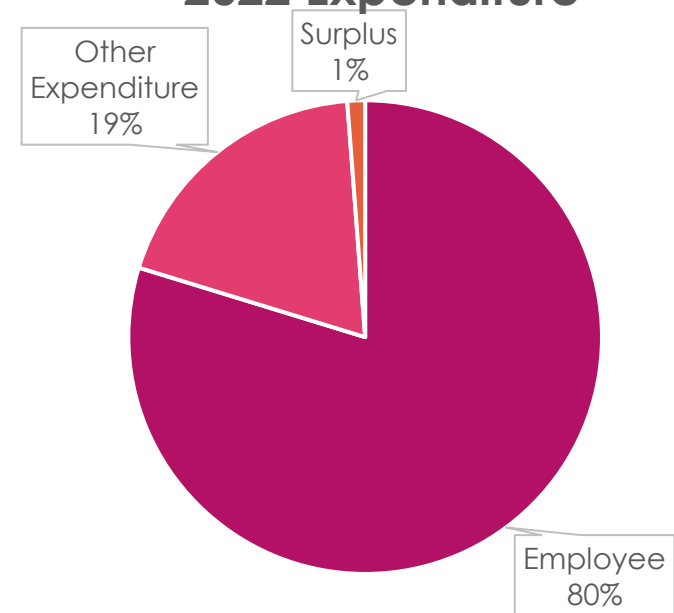
Total Income, Expenditure and Surplus

2022 Income



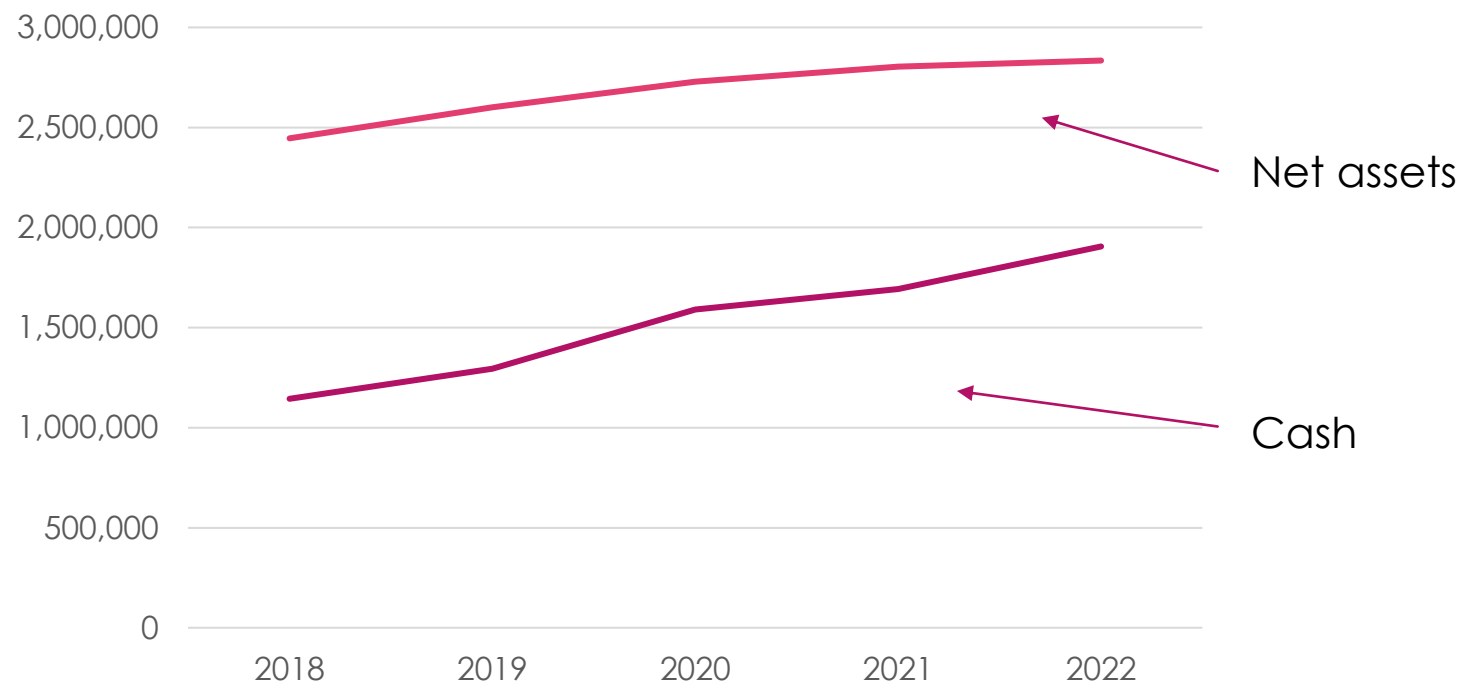
■ Fees ■ Grants ■ Other Income

2022 Expenditure



■ Employee ■ Other Expenditure ■ Surplus

Cash Position



2022 Fee structure

- ▶ Fees have been increased slightly in the past 3 years.
- ▶ 2021 – 0%, 2022 – 2% and projected 3% in 2023. CPI March 2023 is 6.8%
- ▶ Commonwealth grants increase in line with CPI, and States grants have maintained the same.
- ▶ Employee expenses increase on average 2% in 2022

Budgeted a breakeven result for 2023.

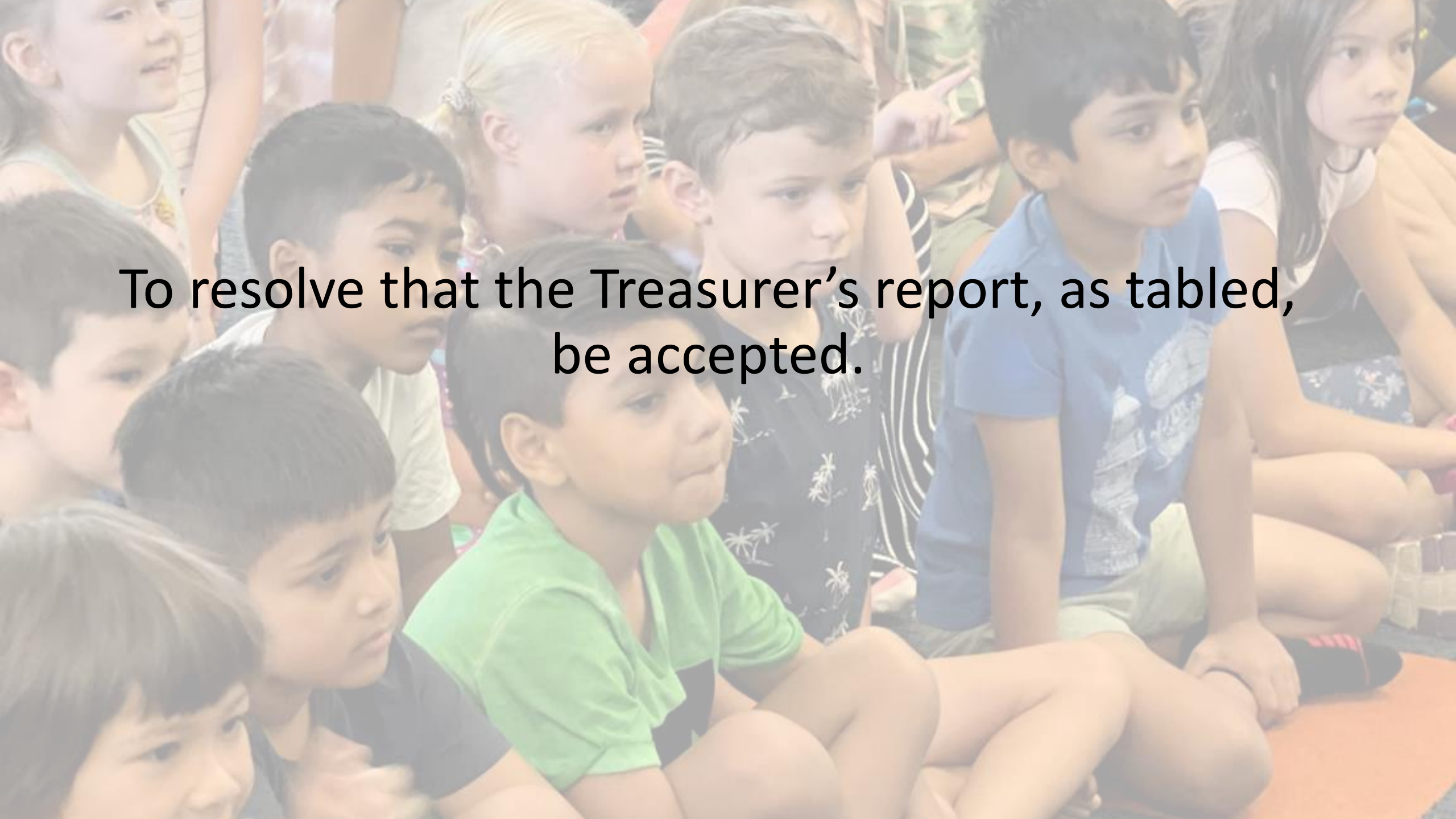
Thank you!



- ▶ Tom Randolph - Treasurer
- ▶ Denise Costanzo - Bursar
- ▶ Auditors –SW Accountants and Advisors formerly Walker Wayland: Richard Gregson and Malka Surangi

Any Questions?



A group of diverse children, including boys and girls of various ethnicities, are sitting on the floor. They are all looking towards the left side of the frame with attentive expressions. The children are dressed in casual clothing like t-shirts and shorts. The background is slightly blurred, suggesting an indoor setting with other people present.

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



**Auditor's Report
for year
ending 31 December 2022**

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

2020

TOMMY

LIEPA

LUNA

HEATHER

Principal's Report

JADE

GABE

AREN

MARK

ARVY

MICK

ELI

STEPH

Staffing 2022

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

Skippers – Sandra Johnston/ Novi Wilkinson (EA)/Bianca Morris (EA)

Papillon – Natalie Morse/Natalie Risinger (EA)/ Kate Gotsis (EA)

Mariposa – Veronica Massang (Deputy Principal) /Vanessa Tarca (Teacher/EA)

Spitfires – Nate Doherty/Margaret Lindsay (EA)

Swordtails – Zana Jancic

Support – Carly Brockis/Jacqueline Walters (EA)

Playgroup – Alba Ursino/Nadine Willson

Extended Day Care – Kate Gotsis/Ashleigh Galloway/ Eileen Edwards

Before/After School Care - Marc Benazera

Music Teacher - Lucia Di Crescenzo/Andrew Partington

French Teacher – Marc Benazera

Sport/Health/Science Teacher - Tanya Takayama

Art Teacher - Lucia Di Crescenzo

Library – Olive Wang



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/Mick Weir/John Clayton

Staff Leaving 2022

We bid farewell to the following staff at the end of 2022 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.

Lucia Di Crescenzo - Music, Art, General Relief Teacher
Natalie Risinger - Education Assistant, Papillon
Alba Ursino - Playgroup Leader
Mick Weir - Gardening/Maintenance

New Staff Positions 2022

Nadine Willson - Playgroup Leader
Ashleigh Galloway - Extended Day Care
Eileen Edwards - Extended Day Care
Olive Wang - Librarian

Staff Leave 2022

Natalie Morse - Long Service Leave in Term 3
Sinead Allsop - Relief Papillon for Term 3
Andrew Partington - LSL Term 1, Leave Without Pay Term 2
Lucia Di Crescenzo - Relief Music Term 1 and 2
Jackie Walters - Leave Without Pay Term 1 and 2
Alba Ursino - Leave Without Pay Term 1 and 2

Staff Professional Development

27 January 2022 – “Functional Behavioural Analysis”

**Presented by Shannon Heard, Non-Government School Psychologist
held at Chrysalis Montessori School**

28 January 2022 - “Child Protection: Mandatory Reporting and Grooming”

**Presented by Mark Panaia, Principal CMS held at Chrysalis Montessori
School**

**26 April 2022 - Montessori teachers Association of WA’s Professional
Development event on the 26th of April, 2022 (WA Montessori Conference)
Via Zoom at Chrysalis Montessori School**

**4 March 2022 – ADHD Presentation – Susan Hughes at Chrysalis Montessori
School**

**10 October 2022 - Children’s Mental Health - Jacquie O’Shaughnessy
(Mental Health Nurse, Perth Children’s Hospital)**

Auslan – Sandra Johnston

Coaching /Psychological Safety – Mark Panaia

Wellness Program – Veronica Massang

**Formative Peer Review – Mark Panaia/Veronica
Massang**

Held at Chrysalis Montessori School



COVID-19 2022

2022 was a challenging year at our school. We were met with the challenge of higher than usual absent staff members related to COVID. We were extremely fortunate to have a range of dependable relief staff and the goodwill of standing staff who could step in and ensure the continuity of student learning.

This disruption in our school took its toll as staff were working at high capacity for extended periods of time caring for children and the school's healthy functioning. Often, staff themselves were overcoming sickness or caring for others who are sick.

I am grateful to our wonderful staff for all they accomplished by their amazing effort throughout a tricky 2022. I would also like to acknowledge everyone in the community who responded to the ever-changing landscape of schooling and education.

Thank you to everyone who has been involved in supporting the children's education and keeping it alive during a difficult time.

As of 4/05/22 the school no longer needed to report COVID cases to AISWA as directed by the Health Minister's office. We continued to let the community and classes know of any positive cases.

The WA government announced that from 10 June 2022, the mandatory vaccination policy would be updated in line with health advice. This meant that staff in schools no longer needed to be vaccinated.

New Absentee Protocols were sanctioned and introduced by The Department of Education for students absent in isolation.

E- Online learning at home

Y-parent notifies student not able to participate online

U-Student not participating and have not heard from parent

Enrolments

During the 2022 school year, 143 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 Children's House and the trend is that we have exceptional retention from Children's House to the Primary school.

In 2022, 17 Year 6 students graduated from Chrysalis to begin their next learning adventure in 2023.

- 1 graduate attending Bob Hawke College**
- 7 graduates attending Shenton College**
- 3 graduates attending Trinity College**
- 1 graduate attending Hale School**
- 1 graduate attending Servite College**
- 1 graduate attending Carine Senior Highschool**
- 1 graduate attending Baptist College**
- 1 graduate attending Bold Park Community School**
- 1 graduate attending Scotch College**

Chrysalis School Priorities 2022

“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.”

School Values	TERM 1		TERM 2		TERM 3		TERM 4	
	Sense of Belonging		Love of Learning Care and Respect		Self-discovery & Perseverance		Reflection & Joyfulness	
Learning/Curriculum Focus	<ul style="list-style-type: none"> • Extension of Learning Spaces • Health and Wellbeing • English – Writing, Update reading books in Children’s Houses, continue writing intervention and teaching programs • Implementation of Information and communication technology (ICT) capability checklists 							
Baseline Data	Teacher Observations and Anecdotal Records Social emotional and behavioural issues (observed and recorded) External Testing (NAPLAN and Baseline) School based testing (standardized) PAT MATHS, PAT Comprehension and Brightpath Assessment Ladder Student self-assessment Surveys and quizzes							
Specific Goals	Lead Teachers	Timeline for activity		Resources	Costs	Monitoring plan	Success Criteria/Measurable Outcomes	
		Begin	End					
Extend learnings spaces outdoors for improved ventilation and space out numbers and work areas in classrooms	Mark Veronica Carly	Term 3 2022	Review end of term 4 2022	Learning nooks in cathedral	TBA	<ul style="list-style-type: none"> • Consult providers of learning nooks • Plan outdoor lessons • Use Cathedral space for jobs 	<ul style="list-style-type: none"> • Children moving freely from classrooms to outdoor spaces • Increased ventilation in classrooms • Less crowded indoor learning spaces 	
Chrysalis Wellbeing Program Review PERMAV curriculum plan and teaching programs (Positivity,	Mark Veronica	Term 1 2022	Ongoing	Books Strength Cards	Professional Development/ staff retreat in Positive	<ul style="list-style-type: none"> • Staff Meetings – focus on topic selected on Planning Day 	<ul style="list-style-type: none"> • Positive education focus concepts, strategies and language are regularly integrated into all areas and functions of the school 	

<p>ENGLISH</p> <p>Reading</p> <p>Update reading materials in Children’s Houses</p> <p>WRITING</p> <p>Continue with Whole School Writing Program</p> <p>Focus on sentence structure in the early years</p> <p>Review</p>	<p>Carly</p> <p>Sandra</p> <p>Jocelyn</p> <p>Class Teachers</p> <p>Carly</p>	<p>Term 1 2022</p> <p>Ongoing</p>	<p>Term 2 2022</p> <p>Term 4 2022</p>	<p>Reading boxes and labels</p> <p>School made writing books</p> <p>Montessori Language & Grammar Activities</p> <p>Support with Jackie</p>	<ul style="list-style-type: none"> • Share feedback on the Writing program at meetings • Cold Write assessments and tracking on Brightpath charts • Feedback to students/ goal setting • Class observations 	<ul style="list-style-type: none"> • Fostering love of reading and books • Students moving along continuum of phonic patterns • Increased reading fluency leading to improved comprehension • Increased literacy skills across all areas of curriculum <p>All students equal or exceed the National average value added between Year 3 and 5 NAPLAN testing. <i>(Allowances made for students with documented learning differences)</i></p> <p>Brightpath Assessment Program – students moving along the continuum</p>
<p>Information and communication (ICT) capability</p> <p>Class Teachers to teach and assess skills in the ICT scope and sequence checklist developed in 2020</p>	<p>Carly</p> <p>Class Teachers</p>	<p>Term 1 2021</p>	<p>Review Term 3 2020</p>	<p>See ICT Core Checklists on SharePoint:</p> <p>Chrysalis Team Site</p> <p>ICT Resources Year by Year Checklists</p>	<p>In school PD-staff sharing expertise</p> <ul style="list-style-type: none"> • Share feedback on the ICT Checklists at meetings • Tracking children on the checklists • Feedback to students/ goal setting • Class observations 	<ul style="list-style-type: none"> • Students use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school

WHOLE SCHOOL NUMERACY

CHILDREN'S HOUSE

Students progress through the Children's House program below at their own rate.

Montessori Maths Sequence

JUNIOR PRIMARY

MIDDLE PRIMARY

UPPER PRIMARY

Maths Safety Net

Withdrawal Support
JEMM/ EMM/ Individual

Students identified during PAT testing or referred by class teacher.

Withdrawal Support
JEMM+/ EMM/ Individual

Students identified during PAT testing or referred by class teacher.

Montessori Maths Sequence

Mental Maths Workbook

Mathletics

Montessori Maths Sequence

iMaths Tracker

iMaths Workbook

Mathletics

Prodigy

iMaths Tracker

iMaths Workbook

Mathletics

Prodigy

Students identified during BASE or PAT testing, or by class teacher.

Mental Maths—increased level

Mathletics increased level

Individual program

Students identified during PAT testing, or by class teacher.

iMaths fast track

iMaths increased level

Mathletics increased level

Individual program

Students identified during PAT testing, or by class teacher.

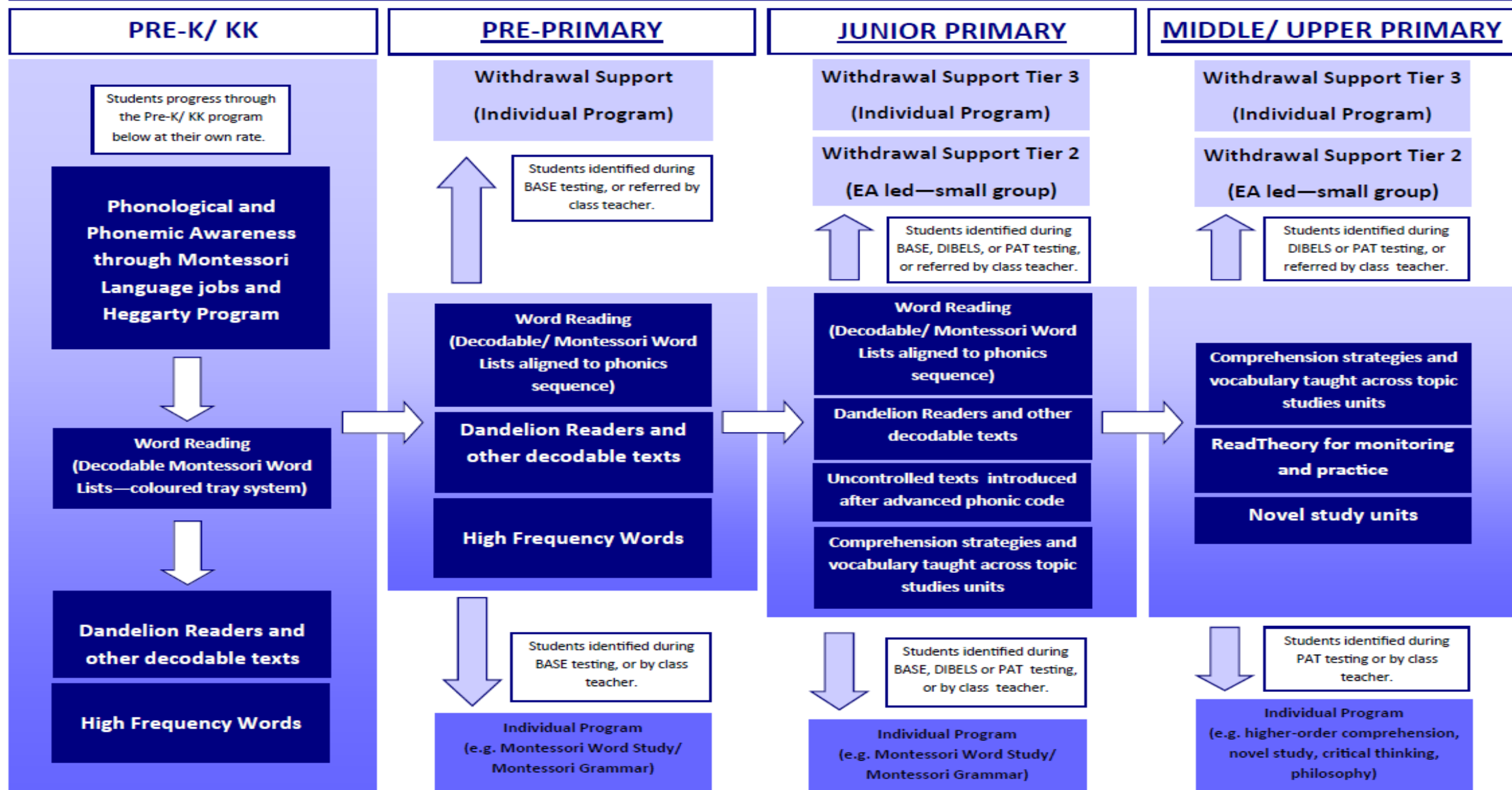
iMaths fast track

iMaths increased level

Mathletics increased level

Individual program

WHOLE SCHOOL READING



WHOLE SCHOOL SPELLING

YEAR 1

High Frequency Word Program
(Individual program)

Words Their Way Program—
Re-ordered to match phonics sequence
(Levelled groups)

YEAR 2

High Frequency Word Program
(Individual program)

Words Their Way Program—
Re-ordered to match phonics sequence
(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

CHILDREN'S HOUSE

Montessori Language Program

Students progress through the Montessori Language Program at their own rate.

Text types taught through Talk 4 Writing Program

- Recount
- Narrative
- Informative

Global writing development monitored using Bright Path ladders (PP)

JUNIOR PRIMARY

Withdrawal Support
(Individual Program)

Students identified by class teacher

Montessori Language Program

Focus on:

- Sentence level grammar and punctuation (following Chrysalis Sentence Skills Sequence)
- Handwriting

Text Types taught through 7 Steps Program

Focus on:

- Sizzling Starts
- Exciting Endings
- Planning for Success

Individual Writing Goals set and monitored using Chrysalis Writing Skills Grid

Global writing development monitored using Bright Path ladders

MIDDLE PRIMARY

Grammar and Handwriting

- Grammar skills explicitly taught following Chrysalis Sentence Skills Sequence
- Cursive writing taught and practised

Text Types taught through 7 Steps Program

Review:

- Sizzling Starts
- Exciting Endings
- Planning for Success

Focus on:

- Show, Don't Tell
- Dynamic Dialogue
- Tightening Tension

Individual Writing Goals set and monitored using Chrysalis Writing Skills Grid

Global writing development monitored using Bright Path ladders

Students identified by class teacher

Extension Opportunities:
NANOWRIMO, competitions,
*club

UPPER PRIMARY

Grammar and Handwriting

- Grammar skills explicitly taught following Chrysalis Sentence Skills Sequence
- Handwriting legibility and fluency monitored

Text Types taught through 7 Steps Program

Review:

- Sizzling Starts
- Exciting Endings
- Planning for Success
- Show, Don't Tell
- Dynamic Dialogue
- Tightening Tension

Focus on:

- Ban the Boring

Individual Writing Goals set and monitored using Chrysalis Writing Skills Grid

Global writing development monitored using Bright Path ladders

Students identified by class teacher

Extension Opportunities:
NANOWRIMO, competitions,
*club

NAPLAN

In 2022 NAPLAN 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 – 13 students • 4 students with significant learning difficulties (30% 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 or above Band 6	77%	77%	69%	54%	69%

YEAR 5					
<ul style="list-style-type: none"> • Cohort size – 11 students • 3 student with significant learning difficulties (27% 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 or above Band 8	27%	55%	36%	36%	27%

Registration

- **The Department of Education Services renewed the school's registration for a further five years in 2018 ending on 31 December 2023.**
- **Re-registration visit will be in Term 4 of 2023.**
- **Application for registration will be submitted to the Department of Education Services the by end of Term Two 2023.**



Strategic Plan 2023-2027

CHRYSALIS MONTESSORI SCHOOL LONG-TERM STRATEGIC PLAN 2023- 2027

VALUES

- ☛ Sense of Belonging
- ☛ Care and Respect
- ☛ Love of Learning
- ☛ Self-Discovery and Perseverance
- ☛ Reflection
- ☛ Joyfulness

Chrysalis 'Purpose for Being'

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.



CHRYSALIS MONTESSORI SCHOOL LONG-TERM STRATEGIC PLAN 2023-2027

1 COMMUNITY AND CULTURE

Cultivating active involvement within the school and wider community.

1a. Sense of Belonging.

We cherish our community culture of engagement and involvement. Every individual is valued, unique and makes a contribution.
"Peace is what every human being is craving for and it can be brought about by humanity through the child." M. Montessori

1b. Diversity and Inclusivity.

Our community recognises our interconnectedness and celebrates diversity and inclusivity.
"The child who has felt a strong love for their surroundings and for all living creatures, gives us reason to hope that humanity can develop in a new direction." M. Montessori

1c. Effective Communication.

Our actions and interactions show care and consideration for all people to build positive relationships.
"To teach details is to bring confusion; to establish the relationships between things is to bring knowledge." M. Montessori

2 MONTESSORI EDUCATION

Preparing children for life as unique individuals through the Montessori system.

2a. Curriculum Requirements

We hold a core belief that learning, study and work should be inspiring, meaningful and enjoyable. We teach both the Montessori National Curriculum and the Western Australian Curriculum through Montessori pedagogy.
"One test of educational procedure is the happiness of the child." M. Montessori

2b. Enable Potential

We nurture individual and collaborative passion and an innate love of learning. We encourage curiosity, creativity and critical thinking which leads to personal well being and the common good.
"The child is endowed with unknown powers which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities." M. Montessori

2c. Positive Education

Expressly teach the research-based ways of Positive Education to educate the whole child.
"The child, making use of all that they find around them, shapes themselves for the future." M. Montessori



3 REGENERATIVE SUSTAINABILITY

Cultivating active involvement within the school and wider community.

3a. Wellbeing Program

1. Sustainable wellbeing is achieved when improving individual wellbeing is correlated with improving the wellbeing of other members of society and the natural environment -flourishing of human wellbeing and the natural world.
Let us leave the life free to develop within the limits of the good and let us observe this inner life developing. This is the whole of our mission. M. Montessori"

3b. Stewardship, Transparency and Financial Accountability.
To ensure individuals within the community undertake their responsibilities with integrity.

"Education is a work of self-organisation by which humans adapt themselves to the conditions of life." M. Montessori

3c. Environmental Responsibility

Recognising our interconnectedness to all things and our responsibility as custodians.

"We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." M. Montessori

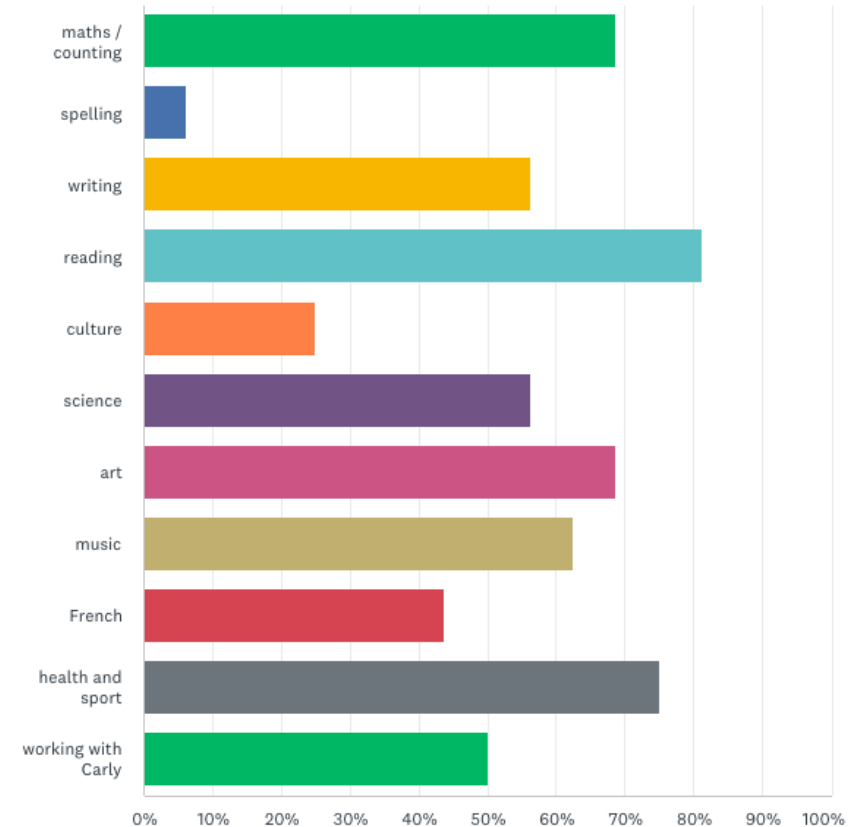
Wellness Survey 2022

Pre-Primary Scores

Questions	Av Score (1-3)
At Chrysalis I have one or more friends to play with at playtime	2.9
I like myself	2.9
I like Chrysalis	2.8
I feel safe in the playground at Chrysalis	2.8
At Chrysalis I keep trying (or ask for help) – I don't give up	2.7
My mistakes help me learn	2.4

I like my jobs

Answered: 16 Skipped: 0



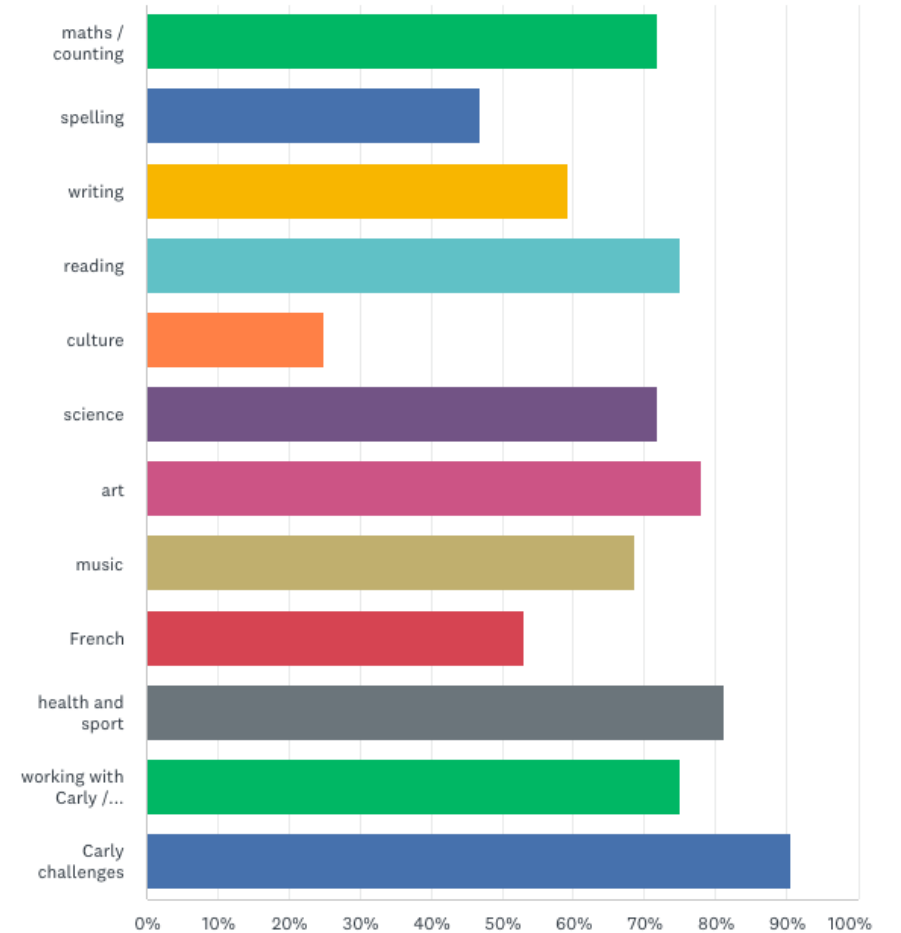
Years 1 and 2

Subjects

Question	Ave score (1 - 5)
At Chrysalis I have at least one friend to play with at playtime	4.8
I like myself	4.8
I like Chrysalis	4.6
I feel safe in the playground at Chrysalis	4.4
At Chrysalis I keep trying (or ask for help) - I don't give up	4.4
If I have a problem I can talk to an adult at school	4.3
All my friends include me at playtime	3.8
My mistakes help me learn	3.8

I like my jobs

Answered: 32 Skipped: 0



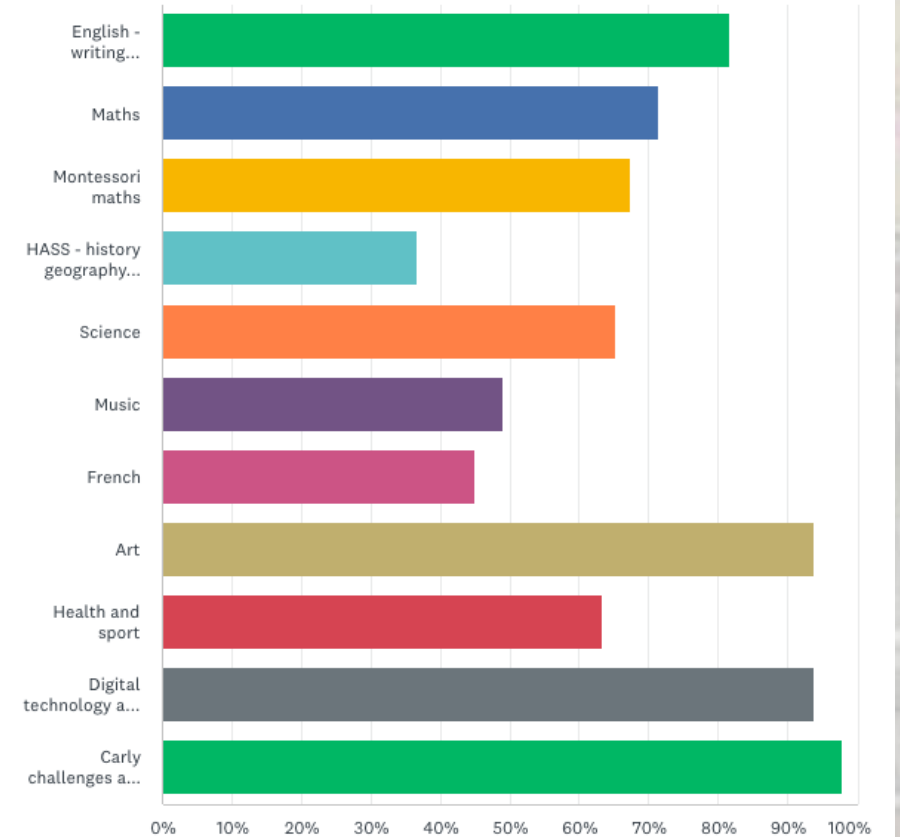
Years 3 to 6

Question	Ave score (1 - 5)
At Chrysalis I have at least one friend	4.9
I feel that I belong at Chrysalis	4.5
I like independent learning - being able to schedule my own time and follow my interests	4.5
I feel physically safe in the playground at Chrysalis	4.5
I feel emotionally safe in the playground at Chrysalis	4.5
Chrysalis cares about me as an individual	4.4
My teachers encourage me to take on new challenges	4.4
All my friends include me at playtime	4.4
I like myself	4.4
I know how to use my strengths and skills to help me learn	4.4
My teachers listen to me and value my ideas and opinions	4.3
At Chrysalis I feel comfortable talking to a staff member when I have a problem that I need help with or when I feel upset	3.8
I can explain DEVA	3.6
I use "I statements..." when resolving difficulties with people	3.6
I use DEVA when resolving difficulties with people	3.2

Subjects

I like my subjects

Answered: 49 Skipped: 0



Parents

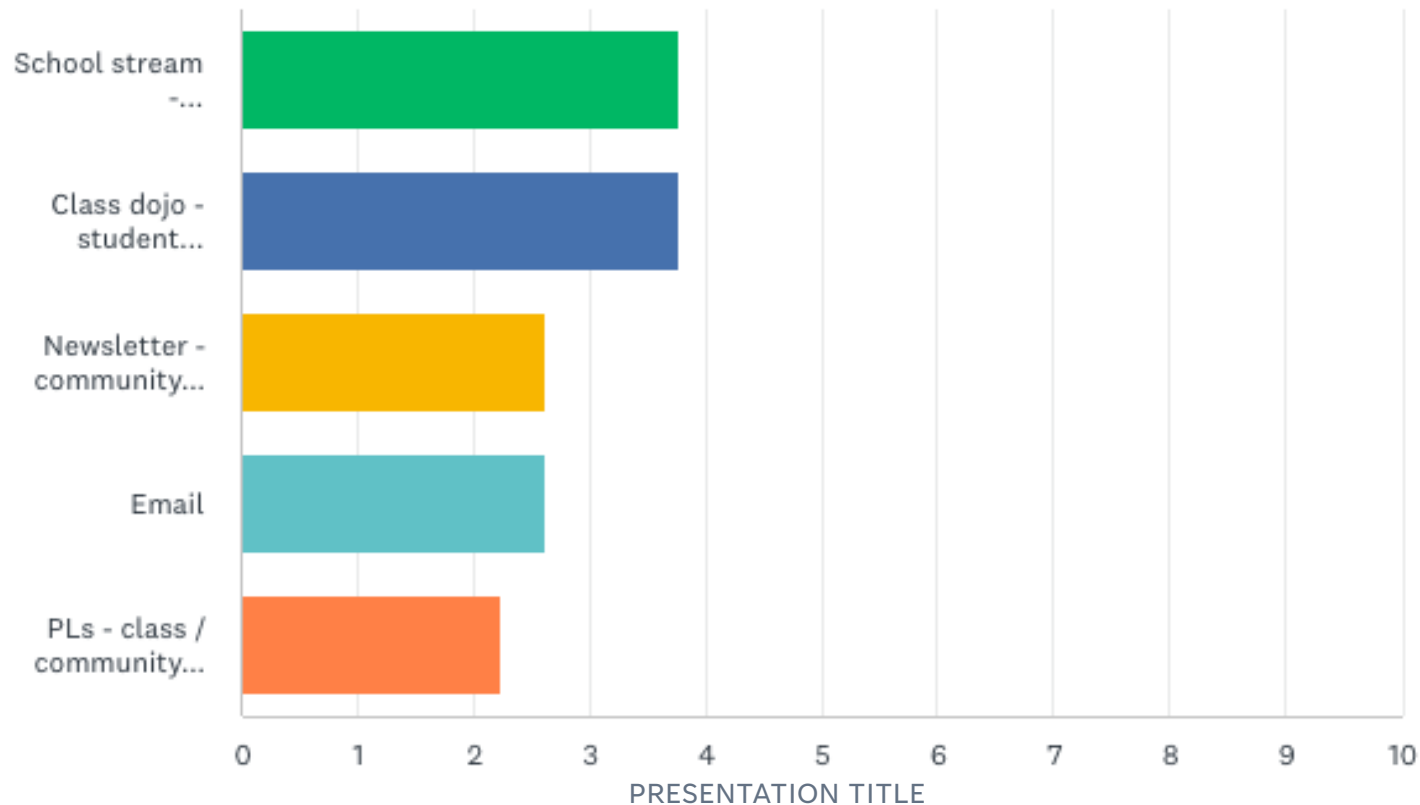
SCORES

Question	Ave score (1 - 5)
Would you recommend Chrysalis to others?	4.7
I believe my child(ren)'s teacher cares about and respects my child(ren)	4.7
I feel welcome when visiting Chrysalis and my child(ren)'s class(es)	4.6
Chrysalis encourages my child to have agency and a voice	4.6
Chrysalis respects and values my family's beliefs, culture and wishes	4.5
I am satisfied with the way Chrysalis communicates with me.	4.5
Chrysalis provides a safe and caring environment for my child(ren)	4.5
At Chrysalis children have someone a safe adult they can talk to if they need help or advice	4.5
I believe I am in partnership with my child(ren)'s teachers about their learning	4.4
Chrysalis sets clear, high expectations for student behaviour, independence and self regulation	4.4
Chrysalis provides a number of opportunities for parents to develop support networks, e.g. social events, WhatsApp, facebook	4.3
Chrysalis provides valuable opportunities for families to engage in activities involving their child(ren).	4.3
Chrysalis provides highly individualised support to children and families academically, socially and developmentally	4.3
The information Chrysalis provides about parenting, child development and Montessori is adequate.	4.2
At Chrysalis I believe that I can participate in decisions that affect my child at school	4.2
Chrysalis staff are supportive of parents who may be experiencing particular challenges in their life	4
Chrysalis assists children and families in obtaining support for social and emotional wellbeing, including anxiety	3.9
Chrysalis makes use of outside support services to assist children who are experiencing difficulties	3.8

Preferred Communication

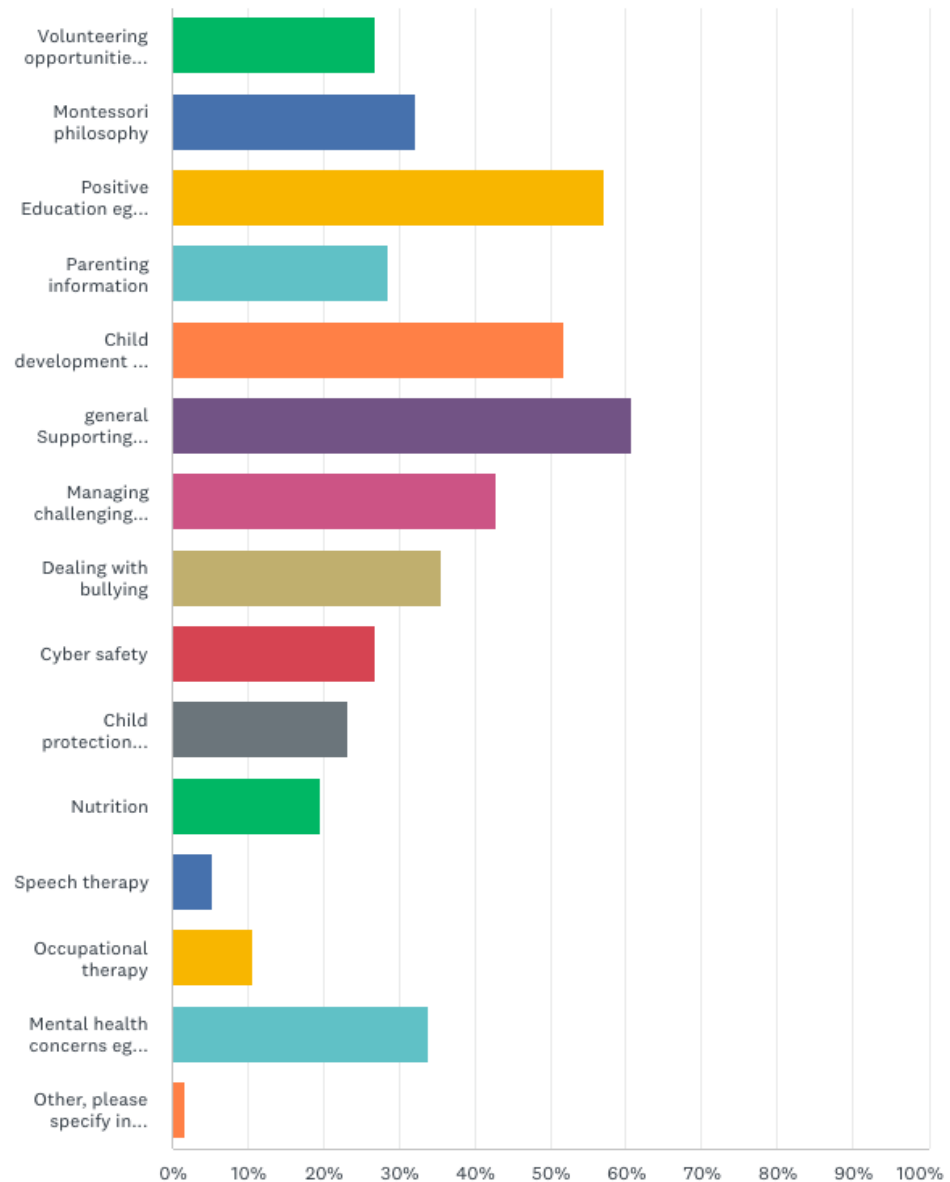
Chrysalis communicates official information in the following ways - please rank which you prefer

Answered: 62 Skipped: 0



What would you like to know more about?

Answered: 56 Skipped: 6



Want more info about

Top request: 'General supporting children's social and emotional wellbeing'

Staff

Question	Ave score (1 - 5)
I find my role at Chrysalis deeply meaningful and enjoyable	4.6
I feel I am a valued and respected member of the Chrysalis community; that I belong	4.4
At Chrysalis I believe that I have agency and that my voice is welcomed and valued	4.1
Relationships between staff members are respectful, collegial and supportive	3.8
Chrysalis provides adequate support to manage students' behaviour calmly and respectfully, without shame or punishment	3.8
Chrysalis provides opportunities for all community members to share their views and contribute appropriately to school decisions	3.6
At Chrysalis problematic issues are actively and constructively addressed by the leadership team	3.5

A group of diverse students, including boys and girls of various ethnicities, are sitting on a large globe. They are smiling and interacting with each other. The background is a warm, orange-toned wall.

Comments

The majority of comments are positive. Students expressed that they are happy, have friends, feel like they belong, and like their teachers.

Some possible problem areas but are not representative of the average tone of responses which were very positive.

Community/School Events

School Meetings

Harmony Day

Sports Day

Camps

Craft Fair

Open Days

Creative Edge

Parent Education Evenings

Why Chrysalis?

Busy Bees

Discovery Quest -Cape to Cape

End of Year Concert and Graduation

Thank You

The achievements of 2022 could not be made possible without a substantial community effort. A huge thank you to Teachers and Administration 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.

A photograph of a woman and two young children sitting at a table. The woman is in the center, smiling slightly. The child on the left is looking towards the camera. The child on the right is crying. The table has a red tablecloth, a white bowl of food, and two pink cups. The background shows other people in a room. A semi-transparent white box with text is overlaid on the center of the image.

End Principal's Report

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



APPOINTMENT OF AUDITOR

To resolve that SW Accountants and Advisors continue
as Auditors for 2023.

ELECTION OF NEW BOARD MEMBERS FOR CHRYSALIS MONTESSORI SCHOOL

i. Resignations in 2022: Paul Jarrett, Ben Tan, Mala Yormalini

ii. Appointed school board members stepping down are: Shirley Tascone and Paula Bruckard

iii. Remaining members are: Tom Randolph, Yvette Sholdas, Mark Panaia (Principal ex-officio), Sandra Johnston (Staff Rep ex-officio).

iv. Nominations have been received from: Paula Bruckard (re-election at the request of the Board)

Leonardo Arouca (Board appointed 2022, election 2023)


Shannon Garcia (Board appointed 2022, election 2023)

Rosie Phillips (Nominee 2023)

Claire Hick (Nominee 2023)

Stephanie Haefner (Nominee 2023)

To declare nominees to the School Board as duly elected members.

A blurred background image showing a woman in a white sweater and a man in a red shirt standing behind a table. On the table is a large basket filled with green herbs. The text "GENERAL BUSINESS" is overlaid in the center.

GENERAL BUSINESS



CLOSE OF MEETING

Thank you for joining us at the 2023 Annual General Meeting
of the Chrysalis Montessori School Association.