



# CHRYSALIS MONTESSORI SCHOOL

## LONG-TERM STRATEGIC PLAN 2023- 2027










### 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.



### VALUES

-  Sense of Belonging
  -  Care and Respect
  -  Love of Learning
  -  Self-Discovery and Perseverance
  -  Reflection
  -  Joyfulness
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# CHRYSALIS MONTESSORI SCHOOL

## LONG-TERM STRATEGIC PLAN 2023-2027 PILLARS

### 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

**Facilitating and enhancing a healthy balance between the individual, school, community and the environment so that life can flourish.**

#### 3a. Wellbeing

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





# Chrysalis Montessori School: Long-Term Strategic Plan Part B



## 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.*

**Values:** Sense of Belonging, Care and Respect, Love of Learning, Self-discovery and Perseverance, Joyfulness and Reflection

# PILLARS

<b>1.COMMUNITY AND CULTURE</b>	<b>2: MONTESSORI EDUCATION</b>	<b>3: REGENERATIVE SUSTAINABILITY</b>
<i>Cultivating active involvement within the school and wider community</i>	<i>Preparing children for life as unique individuals through the Montessori system.</i>	<i>Facilitating and enhancing a healthy balance between the individual, school, community and the environment so that life can flourish.</i>
<b>1a. Sense of Belonging</b>	<b>2a. Curriculum Requirements</b>	<b>3a. Wellbeing</b>
<b>1b. Diversity and Inclusivity</b>	<b>2b. Enable Potential</b>	<b>3b. Stewardship, Transparency and Financial Accountability</b>
<b>1c. Effective Communication</b>	<b>2c. Positive Education</b>	<b>3c. Environmental Responsibility</b>



# PILLAR - 1: COMMUNITY AND CULTURE

## 1a. Sense of Belonging.

We cherish our community culture of engagement and involvement. Every individual is valued, unique and encouraged to contribute.

*“Peace is what every human being is craving for, and it can be brought about by humanity through the child.” M. Montessori*

Current Focus - Nurture and Celebrate	Initiatives/Future goals	Responsibility	Timeline
<p><b><i>We recognise the importance of joy in our lives and celebrate our CMS community through rituals and events:</i></b></p> <ul style="list-style-type: none"> <li>○ Harmony day</li> <li>○ Winter solstice – spiral, welcome of new families with fire</li> <li>○ Discovery Quest – Where the Year 6 students walk through the arches of the school students to the beat of the drums</li> <li>○ End of year speeches,</li> <li>○ Student designed Discovery Quest t-shirts, and leavers t-shirts</li> <li>○ Year 6 Rituals - Stilt walking,</li> <li>○ Drumming group</li> <li>○ Annual camps for Cycles 2 and 3</li> <li>○ Mother’s Day and Father’s Day in CH celebrations</li> <li>○ Principal's Morning Tea</li> <li>○ Sports Carnival</li> <li>○ Craft fair</li> <li>○ Open Day</li> </ul>	Make welcome sign in various language for Harmony Day and other cultural events	<b>Leadership Team</b>	<b>Horizon 1</b>
	Design Leavers’ T -shirts in Term 4 of each year to be ready for the following year	<b>Leadership Team</b>	<b>Horizon 1</b>
	Invited community members to celebrate own cultural days through classroom visits, foyer display, Harmony Day	<b>Deputy Principal</b>	<b>Horizon 1</b>
	Develop School succession plan for Discovery Quest	<b>Principal</b>	<b>Horizon 2</b>
	Design and make Open Day Sign	<b>Leadership Team</b>	<b>Horizon 1</b>
	<p><b><i>We recognise that students learn best when they feel safe and have a sense of belonging to the school; as such, we welcome and encourage active student involvement in our CMS community</i></b></p> <ul style="list-style-type: none"> <li>○ Daily greeting by name at the front of school and classroom</li> <li>○ Birthday and Honour circles from Children’s House to Swordtails</li> <li>○ Student led school meetings</li> <li>○ Whole school play – opportunity for Children’s House and Primary students to connect</li> <li>○ Cross class student-student mentoring</li> <li>○ Students are active and valued members of the community</li> <li>○ Student involvement in design of playground upgrade</li> </ul>	Develop ‘Concerns and Strengths’ section for School Meetings. Class teachers to trial at class meetings using Talking Stick—each class has an opportunity to voice ideas, feedback (developmentally appropriate) with the idea that it becomes part of the school meeting.	<b>Deputy Principal</b>
Review integrity, aim and goals of Craft Fair		<b>Leadership Team</b>	<b>Horizon 1</b>
Re-establish cross class student mentoring		<b>Leadership Team</b>	<b>Horizon 1</b>
Involve Year 5s in playground design/upgrade in term 4 of each year		<b>Leadership Team</b>	<b>Horizon 1</b>



<p><b>We recognise that students learn best when their families are informed of, and they actively keep abreast of their children’s education.</b></p> <p><b>We facilitate community engagement within our CMS community:</b></p> <ul style="list-style-type: none"> <li>○ Playground open Friday mornings before school till 4pm after school</li> <li>○ Parent liaison for each class</li> <li>○ Regular communication about planned family events – movie night, picnic, BBQ, parent education sessions</li> <li>○ Volunteering opportunities: excursions, camps, community events, Board membership or participation, parent liaison, parent learning assistance, classroom cleaning and maintenance</li> <li>○ Reading program – parents listening to children read</li> <li>○ School dog</li> <li>○ Parent involvement in maintenance and cleanliness of school</li> <li>○ Formal invitations to past students, staff and community members to significant school events</li> <li>○ Community organised school disco and family camp</li> </ul>	Develop formal induction/orientation program for new families and mentor program for new parents and caregivers	Principal	Horizon 1
	Reopen school meeting to all families Readvertise Friday morning community before school gathering in playground	Principal	Horizon 1
	Initiate Community circle – alternate with school meeting. Consider meeting space for community in long term planning	Principal	Horizon 2
	Initiate activities for parent support framework	Principal	Horizon 1
	Teachers to provide information about classroom programs each term	Principal	Horizon 1
	Schedule parent education sessions on Montessori education and other school initiatives/programs Present Montessori materials to parents at scheduled parent education sessions Make available and visible to the community books and information pertaining to the Montessori System and other relevant school programs	Leadership Team	Horizon 1
	Review role of PL coordinator as separate role from class PL PL to organise regular face to face meetings other than reliance on social media, and report minutes to principal	Principal	Horizon 1
	Investigate Busy Bee involvement of children as extension of practical life Set up opportunities for flexible Busy Bee hours	School Board	Horizon 2
	Review Chrysalis <i>all the way</i> each year and adjust objectives Invite current Year 5 and 6 students	Principal	Horizon 1
	Foster the Alumni	Principal	Horizon 2
<p><b>We recognise that people are at their best when they feel they belong and are making a meaningful contribution; as such, we facilitate staff wellbeing through:</b></p> <ul style="list-style-type: none"> <li>○ Birthday celebrations</li> </ul>	Organise annual retreat for staff development	Principal	Horizon 2
	Assign mentors to new staff	Principal	Horizon 1
	Make Coaching Program available to all staff and encourage participation	Principal	Horizon 1



<ul style="list-style-type: none"> <li>○ Christmas lunch</li> <li>○ Informal mentoring</li> <li>○ Appreciation of staff as individuals, their passion, strengths and interests</li> <li>○ Staff Wellbeing Program</li> </ul>	Include staff wellbeing programs in Staff Training and development	Leadership Team	<b>Horizon 1</b>
	Timely response to feed back in staff survey	Principal	<b>Horizon 1</b>
	Facilitate shared staff time together – professional and socially	Leadership Team	<b>Horizon 1</b>

### **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*

<b>Current Focus/Nurture and celebrate</b>	<b>Initiatives/future goals</b>	<b>Responsibility</b>	<b>Timeline</b>
<p><b>We recognise our interconnectedness and establish mutually supportive relationships within the education sector.</b></p> <ul style="list-style-type: none"> <li>○ School member of AISWA</li> <li>○ School member of Montessori Schools and Centres Australia, Montessori Australia</li> <li>○ Principal member of Montessori principal's group</li> <li>○ Principal member of small independent schools collegiate group</li> <li>○ Bursar member of small school's bursar group</li> <li>○ Individual staff members of Positive Education Schools</li> <li>○ Chrysalis School - opportunities for Practicum placement and observations universities</li> <li>○ Links with UWA</li> <li>○ Montessori Institute graduates for relief positions</li> </ul>	Link with other Montessori schools to share professional learning days at teacher level Co-ordinate a shared PD Day with once a year	Principal	<b>Horizon 2</b>
	Investigate collaboration on school policies and Staff workplace agreements with other Montessori schools	Principal	<b>Horizon 2</b>
	Facilitate observations by all teaching staff in another Montessori school/centre like schools for 3hrs a year (Budget Included in staff PD allocation)	Deputy Principal	<b>Horizon 1</b>
	Investigate partnership with aged care – intergenerational project	Leadership Team	<b>Horizon 2</b>
<p><b>We recognise the richness of our community and celebrate diversity and inclusivity within our CMS and broader community.</b></p> <ul style="list-style-type: none"> <li>○ Harmony day</li> <li>○ Classes incorporate different cultures e.g. counting to ten in all languages spoken at home, invitation to parents to share special days</li> <li>○ Opportunities for individuals to share passion and strengths</li> </ul>	Display cultural festivals and traditions in the foyer Celebrate significant days of all cultures – involve PL committee (not just food) Invite community members to share their family stories in classrooms	Leadership Team	<b>Horizon 1</b>
<p><b>We recognise the importance of choosing a school that best 'fits' each family. To facilitate this critical decision, we have a transparent enrolment process that informs parents about who we are and what we offer.</b></p>	Implement compulsory parent classroom observations in Children's Houses Observations encouraged at least once a semester or as required in Primary classes initiated by parent or teacher, and Cycle 2 classes	Leadership Team	<b>Horizon 1</b>



<ul style="list-style-type: none"> <li>○ Enrolment of Primary and PP students with Montessori experience (with some exceptions)</li> <li>○ All cultures and religions welcomed</li> <li>○ Link to playgroup – CH teachers information session with playgroup parents and playgroup visits to Children’s Houses</li> </ul>	Involve students in explaining Montessori education at Chrysalis Community sessions, Open Day and via video recording for the website	<b>Leadership Team</b>	<b>Horizon 1</b>
	Combine new parent induction at Principal’s Morning Tea	<b>Principal</b>	<b>Horizon 1</b>
	Collect and post, past student and parent testimonials for website	<b>Leadership Team</b>	<b>Horizon 2</b>
<p><b>We recognise our interconnectedness and establish mutually supportive relationships within our broader community:</b></p> <ul style="list-style-type: none"> <li>○ RSPCA</li> <li>○ WasteWise</li> <li>○ Paper recycling</li> <li>○ Scouts – containers for change</li> <li>○ Speech Therapists</li> <li>○ Autism Association</li> <li>○ TELETHON Speech and Hearing</li> </ul>	Begin discussion about local projects with Glendalough Open Space and Herdsman Discovery Centre	<b>Deputy Principal</b>	<b>Horizon 2</b>
	Organise Montessori community day	<b>Principal</b>	<b>Horizon 2</b>
	Maintain and develop further connections with RSPCA Formalise RSPCA student committee	<b>Leadership Team</b>	<b>Horizon 1</b>
	Research the local community to develop partnerships with businesses and schools	<b>Leadership Team</b>	<b>Horizon 2</b>

### **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*

<b>Current Focus- Nurture and celebrate</b>	<b>Initiatives/ Future goals</b>	<b>Responsibility</b>	<b>Timeline</b>
<p><b>We recognise the importance of effective communication to sustain relationships; as such, we use various communication methods to meet the diverse needs of our CMS community.</b></p> <ul style="list-style-type: none"> <li>○ Class dojo – class based</li> <li>○ School stream – official school wide</li> <li>○ School Email as required</li> <li>○ Parent liaisons - community focussed</li> <li>○ Staff, Community and Class Newsletters</li> <li>○ Inter-staff communication, currently Signal</li> <li>○ Parent education sessions at least three times a year – e.g. cosmic stories and Montessori pedagogy, well-being, sustainability, etc.</li> <li>○ School reporting process and documentation</li> <li>○ Reports twice a year - end of second and fourth terms</li> <li>○ AGM – Annual General Meeting</li> <li>○ Parent observations in classrooms</li> </ul>	Video graduates at Why Chrysalis evening (with permission) Video <i>A Day in the life of chrysalis student</i> for the website	<b>Leadership Team</b>	<b>Horizon 1</b>
	Keep parents regularly informed of Well-Being Program, alumni, testimonials and Chrysalis Montessori School purpose, values, policies and procedures in newsletters and website	Deputy Principal	<b>Horizon 1</b>
	Offer virtual and live options of the Annual General Meetings	School Board	<b>Horizon 1</b>
	Formalise Interim reports on Behaviour, Work Habits and Attitudes in the first term followed up with parent interviews	Principal	<b>Horizon 1</b>



<ul style="list-style-type: none"> <li>○ Student led fortnightly school meetings that parents are invited to attend (shows values in action)</li> <li>○ 'Chrysalis' values and philosophy are clearly communicated at orientation, enrolment, interviews and induction</li> </ul>	Implement Term 3 formal parent interview day (with staff relief)		
	Employ dedicated marketing and enrolment officer	School Board	<b>Horizon 2</b>
	Communicate and market the 'Point of Difference' at Chrysalis – Rituals, Montessori system of education, school programs based on educational and scientific research, Positive Education, Service to others (Clearly defined 'Point of Difference' to be well publicised)	School Board	<b>Horizon 2</b>
<p><b>We recognise the importance of feedback to improve relationships and performance; as such, we provide multiple feedback opportunities for all community members.</b></p> <ul style="list-style-type: none"> <li>○ Bi-annual surveys for students, staff and community members</li> <li>○ Biannual principal 360 review</li> <li>○ Principal 'open door' approach</li> <li>○ Student feedback and reporting included in Pillar 2 Montessori Education</li> </ul>	Formalise Staff Review and Feedback process	Principal	<b>Horizon 1</b>
	Develop Process for feedback from students e .g. suggestions box about lessons, programs and their learning	Deputy Principal	<b>Horizon 1</b>
	Collate, share and take action on information collected from surveys -Visible and timely response	Deputy Principal	<b>Horizon 1</b>
<p><b>We recognise the importance of media in communicating who we are; as such, we establish a CMS presence in the broader community.</b></p> <ul style="list-style-type: none"> <li>○ Open days three A year – term 1, 2, 3 and tours on request</li> <li>○ Website</li> <li>○ Social media – Facebook</li> <li>○ Print advertising in local paper</li> <li>○ Parent handbook is made available to families on enrolment</li> </ul>	Implement dedicated marketing human resource to develop a community focus plan	School Board	<b>Horizon 2</b>
	Gain an understanding of immediate marketing needs to maintain student numbers- link with statement above	School Board	<b>Horizon 2</b>
	Create school enrolment banner for 3-year-olds	<b>Leadership Team</b>	<b>Horizon 1</b>
	Encourage Curriculum learning journeys in Primary Classes	<b>Leadership Team</b>	<b>Horizon 2</b>
	Create Video tour for website	Principal	<b>Horizon 2</b>
	Gather testimonials from alumni and current community members	Admin	<b>Horizon 1</b>
	Set up Instagram account	Admin	<b>Horizon 1</b>
	Regularly update school website and Facebook	Admin	<b>Horizon 1</b>



# PILLAR - 2: MONTESSORI EDUCATION

## 2a. Chrysalis Montessori School approach to education

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*

Current Focus- Nurture and Celebrate	Initiatives/Future Goals	Responsibility	Timeline
<p><b>Our CMS approach to education is grounded in Montessori pedagogy and individually tailored to each child (applying Montessori principles, and research-based programs and strategies).</b></p> <ul style="list-style-type: none"> <li>○ Multi age groupings of 2 to 3 years where possible to maximise opportunities for child’s learning – children are supported to collaborate, learn from and help each other</li> <li>○ 2.5-to-3-hour Work cycles</li> <li>○ Integrating the Cosmic stories in HASS, English, Mathematics and Science programs</li> <li>○ Ongoing Professional development in Montessori practice and pedagogy</li> <li>○ Well prepared environment, including self-correcting materials</li> <li>○ Teacher observations of student work habits and progress</li> <li>○ Individualised learning through Montessori and Support/extension</li> <li>○ Peer tutoring / mentoring</li> <li>○ Montessori National Curriculum in Children’s Houses (Cycle 1) and moving towards integrated curriculums (Montessori and West Australian) progressively in Cycles 2 and 3 (Year 1 to Year 3)</li> <li>○ Guided by EYLF</li> </ul>	Engage with other Montessori schools in initiatives to enhance Montessori education in Western Australia.	Principal	Horizon 1
	Schedule 2.5-3-hour work cycles at least 4 times a week in all classes	Deputy Principal	Horizon 1
	Cycle 1 and Cycle 2 classroom teachers working towards Diploma of Montessori Education for minimum requirement in Montessori training	Deputy Principal	Horizon 1
	Formalise list of certified Montessori training courses for Chrysalis staff, taking into consideration the cost and time involved	Deputy Principal	Horizon 1
	Include admin staff in participating in Montessori Introduction Course	Principal	Horizon 1
	Finalize Staff Training and Development policy	Principal	Horizon 1
	Provide speciality teachers with orientation and ongoing on the job training on the principles of Montessori education	Deputy Principal	Horizon 1
	Ensure key Montessori materials and activities are present in Cycle 1 and 2 environments	Deputy Principal	Horizon 1
	Implement and monitor mandatory whole school initiatives and programs	Leadership Team	Horizon 1
	Schedule peer demonstration of Montessori materials at staff meetings	Deputy Principal	Horizon 1



<p><b>We recognise the critical importance of self-efficacy;</b></p> <ul style="list-style-type: none"> <li>○ Montessori practical life activities – self-care and respect of the environment</li> <li>○ Student choice and goal setting, facilitated by teachers</li> <li>○ Choice of work within structure - work schedules and non-negotiable tasks</li> <li>○ Freedom within limitations</li> <li>○ Class Meetings to set up classroom agreements based on school values</li> <li>○ Student-led school meetings</li> <li>○ Leading tours for orientation day (year 5 and 6 students)</li> <li>○ Student involvement in design of playground upgrades</li> <li>○ Camps from year 1 culminating in year 6 Discovery Quest</li> <li>○ Students are active members of the school community – using first names of all adults</li> <li>○ Students’ responsibility and independence are interrelated – eg Students participate in negotiated curriculum, facilitating goals with teachers</li> </ul>	Share classroom negotiated agreements with Specialist teachers at the beginning of each school year	Principal	<b>Horizon 1</b>
	Organise folders for relief staff with pertinent information about programs, routines and classroom accommodations where applicable	Deputy Principal	<b>Horizon 1</b>
	Empower all students to be involved in plans regarding the environment, the processes, the routine of school life and future planning	<b>Leadership Team</b>	<b>Horizon 1</b>
	Involve students in the planning of incursion and excursions – Practical Life activities	<b>Leadership Team</b>	<b>Horizon 1</b>
<p><b>We recognise the necessity of role modelling lifelong learning; and keeping abreast of new learning and refreshing understanding of education</b></p> <ul style="list-style-type: none"> <li>○ Ongoing measurement, and analysis of school programs to ensure relevancy and positive outcomes for all students – adjusting where applicable</li> <li>○ Share our learning with children and staff with children – books, articles, etc.</li> <li>○ Research and application of research/best practice teaching and learning programs</li> <li>○ Online and digital learning applications in Primary classes</li> </ul>	Monitor new school initiatives termly to ensure effective implementation.	<b>Leadership Team</b>	<b>Horizon 1</b>
	Gather feedback from peers and students where appropriate, and collaborate with staff to ensure shared understanding of new initiatives	Deputy Principal	<b>Horizon 1</b>
	Collect assessment data over time to determine success of new school initiatives	<b>Leadership Team</b>	<b>Horizon 1</b>
<p><b>We acknowledge the importance of a recognised Curriculum, our CMS approach to education maps to the West Australian Curriculum.</b></p> <ul style="list-style-type: none"> <li>○ Approved alternate curriculum – National Montessori Curriculum mapped to SCSA</li> </ul>	Update and adjust Montessori curriculum mapping with West Australian Curriculum in consultation with Montessori Australia	Deputy Principal	<b>Horizon 1</b>



<ul style="list-style-type: none"> <li>○ Meet SCSA reporting requirements and SCSA content at end of each cycle i.e., Pp, Yr3 and Y6</li> </ul>	<p>Ensure new school initiatives align with Montessori principles of Teaching and Learning</p>	<p><b>Leadership Team</b></p>	<p><b>Horizon 1</b></p>
<p><b>We recognise that our CMS approach to education can only be as robust as our staff; we invest in our staff’s wellbeing and professional development.</b></p> <ul style="list-style-type: none"> <li>○ Induction and support for new and existing staff members regarding Chrysalis Curriculum policy and delivery</li> <li>○ Consult with teachers on resources, professional development and classroom environment required to deliver optimum education for all students- wish list,</li> <li>○ Professional development is supplied on an as needed basis</li> </ul>	<p>Identify Professional Development needs during Peer Review Process</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Encourage observation of classrooms within the school by all staff</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Present Coaching Program as a positive approach to improve wellbeing and develop skills and abilities of all staff</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Increase PD allocation for new staff members to familiarise themselves with CMS curriculum policy and delivery through relevant PD, meetings with mentor staff and observations</p>	<p><b>School Board</b></p>	<p><b>Horizon 1</b></p>
	<p>Develop digital tools and software for staff collaboration</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Further develop and embed the Positive Education Program effectively and sustainably</p>	<p>Deputy Principal</p>	<p><b>Horizon 1</b></p>
	<p>Advertise and promote relevant professional learning opportunities in the Staff Newsletter</p>	<p>Deputy Principal</p>	<p><b>Horizon 1</b></p>
<p><b>We recognise the foundational role of families; our CMS approach to education is a partnership with parents, all working together for what is best for each child.</b></p> <ul style="list-style-type: none"> <li>○ parent education</li> <li>○ effective communication and Principal open-door policy</li> <li>○ encourage parent involvement to the extent practicable for each family</li> <li>○ Meeting with staff as required</li> <li>○ Team meetings with relevant staff and professionals are organised for children with learning differences</li> </ul>	<p>Complete Interim reports in Term 1 of each year followed by interviews where necessary</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Formalise parent interviews for all classes in Term 3 with relief staff in classrooms</p>	<p>Principal</p>	<p><b>Horizon 1</b></p>
	<p>Develop community communication on educational philosophy and Montessori education</p>	<p>Deputy Principal</p>	<p><b>Horizon 1</b></p>
	<p>Develop a systematic and planned approach to provide support options -listening to children read, support with Numeracy and class activities</p>	<p><b>Leadership Team</b></p>	<p><b>Horizon 1</b></p>



## 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*

Current Focus -Nurture and Celebrate	Initiatives/Future Goals	Responsibility	Timeline
<p><b>We recognise that each child is unique</b>            Individualised support/extension is provided where feasible for students identified through standardised assessment and teacher observation            Time is provided for the creative spontaneous activity for the child to pursue interests            Staff are aware of each child’s capabilities and challenges and prepare lessons and activities to support diverse needs of children            Opportunities to extend learning - project based learning, Creative Edge, NanoWriMo (writing program)            Budget for professional development and special training for new staff to ensure the ‘right fit’            Fortnightly Senior teacher meetings            Annual Planning days for the next year.            Community encouraged to be involved and volunteer            Aspiring student teachers are welcome to observe and procure placement for practical component of their studies</p>	Introduce formal formative peer review process with Senior teachers to support teachers with reflection on their practice and goal setting	Principal	Horizon 1
	Organise special needs training for Education Assistants - ADHD, Autism, to assist them in keeping informed of relevant research and good practice.	Principal	Horizon 1
	Provide space for external specialists to work onsite with children.	Principal	Horizon 2
	Facilitate PD for teachers to support them in their work with students presenting with learning differences in their classes	Principal	Horizon 1
	Design and implement a formal mentor program for new staff.	Principal	Horizon 1
	Develop teacher, principal and leadership succession plan and professional training policy where applicable	School Board	Horizon 2
	Engage with local universities, OT and Speech training Centres (including ECU and Montessori institute) to accept teaching students for school-based Practicums at least 1 student per year	Deputy Principal	Horizon 1
	Remind parent about commitment to volunteer through noticeboard announcements, Newsletter announcements encouraging volunteers to be a part of the school community.	Principal	Horizon 1



## 2c. Positive Education

Expressly teach the research-based 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*

Current Focus-Nurture and Celebrate	Initiatives/Future Goals	Responsibility	Timeline
<p><b>We recognise our Montessori passion for educating the whole child; as such, our CMS approach to education incorporates the evidence-based Positive education principles within a wellbeing curriculum.</b></p> <ul style="list-style-type: none"> <li>○ Wellbeing curriculum:           <ul style="list-style-type: none"> <li>● Based on Martin Seligman’s PERMA model, plus H for health or V for vitality</li> <li>● Specific interventions evidence-based and best practice</li> <li>● Linked to CMS values</li> <li>● Scaffolded and integrated across Montessori cycles</li> <li>● The term focus is based on school needs as determined by the wellbeing survey and staff</li> <li>● Student reports focus on wellbeing priorities</li> </ul> </li> <li>○ Positive education principles are integrated within the CMS curriculum and explicitly taught e.g. growth mindset, identifying strengths</li> <li>○ Behaviour management focuses on naming emotions, strengths, relationships and student led solutions</li> <li>○ Student informal reporting includes wellbeing and formal reporting incorporates values and learning strategies</li> <li>○ Use of DEVA strategy to support student behaviour</li> <li>○ The classroom environment is structured to support wellbeing and learning where practical– natural lighting, minimal sensory overload, freedom of movement, use of outdoor spaces</li> <li>○ Student voice, choice and autonomy actively encouraged, woven into fabric of classroom.</li> </ul>	Further develop and embed the Positive Education Program -ongoing support and monitoring of the program delivery	Deputy Principal	Horizon 1
	Provide well-ventilated outdoor areas to extend spaces for teaching and learning and for children to move freely	Principal	Horizon 1
	Continue development and implementation of Chrysalis Health and Wellbeing program – pastoral care	Deputy Principal	Horizon 1
	Assess students’ wellbeing through observations, anecdotal records and surveys, and take necessary action to ensure early intervention and follow up of student concerns	Deputy Principal	Horizon 1
	Link Behaviour Support to Wellness Curriculum and review regularly	Deputy Principal	Horizon 1
	Incorporate mental health strategies in Health Curriculum e.g., coping with any pandemic, depression, anxiety and self-harm	Deputy Principal	Horizon 1
	Establish classroom routines e.g. Class Meetings, Mindfulness, Meditation to provide safe and supportive learning environments	Leadership Team	Horizon 1
	Set up resources on emotional and social health -accessible to all staff Utilise resources on social and emotional wellbeing to support children	Deputy Principal	Horizon 1
	Monitor explicit teaching of the Keeping Safe Curriculum	Principal	Horizon 1
	Review Child Protection Policy yearly	Principal	Horizon 1



## PILLAR - 3: Regenerative Sustainability

### 3a. Wellbeing – economic, social and environmental

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*

Current Focus-Nurture and Celebrate	Initiatives/Future Goals	Responsibility	Timeline
<p><b>We recognise that the wellbeing of the CMS community, our sense of belonging and interconnectedness with the environment are interdependent. It is necessary to have programs that support common wellbeing, not just individual strategies</b></p> <p><b>Students:</b> To inspire the use of Positive Psychology skills and practices to sustain a thriving, flourishing community.</p> <ul style="list-style-type: none"> <li>○ Wellbeing Curriculum grounded in Positive Education principles</li> <li>○ Cosmic Stories inspire children about our connectedness with the world around us and responsibilities as citizens of the world—our past present and future</li> <li>○ Prepared school environments and class programs to facilitate connections to natural environment</li> <li>○ Freedom of movement in class and outdoor areas where possible/Brain breaks</li> <li>○ Natural light in learning areas</li> <li>○ Flexible seating/standing options in classes</li> <li>○ Class Meetings to discuss issues and brainstorm solutions</li> <li>○ School dog</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>○ Policies focus on strengths</li> <li>○ Healthy and respectful relationship with students</li> <li>○ Work is highly meaningful and joyful</li> <li>○ Appreciation of staff as individuals, their passion, strengths and interests</li> <li>○ Wellness days</li> <li>○ Wellbeing inspired PD</li> </ul>	Develop safe, reflective, quiet spaces for students	Leadership Team	Horizon 1
	Create Walking the Line markings on the basketball court	Leadership Team	Horizon 1
	Maximise use of school dog – greeting at entrance, reading dog, social emotional support	Principal	Horizon 1
	Incorporate use of Glendalough open space in teaching and learning programs for connection with Nature and the environment	Deputy Principal	Horizon 1
	Foster closer connections with Indigenous Australians through incursions, excursions, and cultural programs	Deputy Principal	Horizon 1
	Develop and formalise a Staff wellness program.	Principal	Horizon 1
	Conduct or organise Staff retreat – PD Day in personal development. Include session for honouring staff	Principal	Horizon 1
	Trial positive primes/check-ins for meetings – school, staff, board	Deputy Principal	Horizon 1



<ul style="list-style-type: none"> <li>○ Well maintained staff room</li> <li>○ Coffee and tea facilities</li> <li>○ Annual staff luncheon</li> <li>○ Allocated time to set up and maintain environments</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>○ Community/parent education focus on Wellbeing topics</li> <li>○ Newsletter</li> <li>○ School dog</li> <li>○ Survey every two years to review client satisfaction</li> <li>○ Morning greeting at the door</li> <li>○ Rituals and traditions – e.g., Winter Solstice, Harmony Day</li> </ul>	Develop sustainable wellbeing literacy	Deputy Principal	Horizon 2
	Organise <i>Educated by Nature</i> or similar PDs to support staff in delivering Wellbeing programs	Principal	Horizon 1
	Re-establish a relationship with Herdsman Wildlife Centre and implement learning experiences using the lake.	Deputy Principal	Horizon 1

### **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 man adapts himself to the conditions of life.” M. Montessori*

Current Focus- Nurture and Celebrate	Initiatives/Future Goals	Responsibility	Timeline
<p><b>We recognise the fundamental human need and right to feel safe: physically, mentally, emotionally and socially. CMS values their students, staff, community, and environment in a sustainable system that both inspires and empowers. CMS undertakes its responsibilities seriously and thoughtfully - balancing safety, learning and growing.</b></p> <ul style="list-style-type: none"> <li>○ Montessori Virtues Program</li> <li>○ CMS is accountable for student achievement and general conduct</li> <li>○ Teachers are held accountable for learning.</li> <li>○ Annual Peer Review by Principal and Senior Staff</li> <li>○ Students are accountable for one another and their personal behaviour</li> <li>○ Student ICT agreements to ensure safe and responsible use of digital media</li> </ul>	Implement Positive Behaviour Program	Deputy Principal	Horizon 1
	Embed D.E.V.A strategy throughout school	Deputy Principal	Horizon 1
	Monitor efficiency and usefulness of Spyware Program to monitor internet use in Cycle 2 and 3 environments	Principal	Horizon 1
	Update and revise ICT agreements where applicable	Deputy Principal	Horizon 1
	Schedule regular online safety education programs for staff, students, parents and care givers	Leadership Team	Horizon 1



<p><b>We recognise the need to maintain sustainable student numbers for CMS to thrive and flourish into the future.</b></p> <ul style="list-style-type: none"> <li>○ Offer playgroup from 18 months to age 3</li> <li>○ Offer before school care, afterschool care and holiday care</li> <li>○ Incorporate a full-time program for 3-year-olds based CMS system of education</li> <li>○ Maintain quality of staff and premises</li> <li>○ Maintain quality of CMS system of education</li> <li>○ Maintain CMS presence within the broader community</li> <li>○ Board reviews 3-year forecasts annually</li> <li>○ Staff support to attain Montessori qualifications</li> </ul>	Research and plan for an enrolment increase with 3-year old's.	Principal	Horizon 1
	Extend links with Banksia and childcare centres to attract enrolments	Principal	Horizon 1
	Increase student numbers on the waiting list register	Principal	Horizon 1
	Organise handover meetings with teachers and parents of prospective parents moving from other schools and Centres	Principal	Horizon 1
	Develop innovative and targeted marketing to maintain optimum class size and cross section of year levels	Principal	Horizon 2
	<p><b>We recognise the necessity of maintaining a sustainable and environmentally responsible school campus for CMS to thrive and flourish into the future.</b></p> <ul style="list-style-type: none"> <li>○ Waterwise initiatives</li> <li>○ Solar panels installed</li> <li>○ School garden</li> <li>○ Premises meets minimum requirements</li> </ul>	Consider aesthetics and first impressions when entering school – change height of reception desk, improve appearance of the cathedral area	Principal
Research, scope and secure additional land for expansion of school enrolments		School Board	Horizon 2
Contribute to green energy through our electricity bills – solar batteries		Principal	Horizon 2
<p><b>We recognise the necessity of maintaining independent school registration for CMS to thrive and flourish into the future.</b></p> <ul style="list-style-type: none"> <li>○ Board supports the Principal</li> </ul>	Prepare for school re-registration – expiry year end 2023 Review policies	Principal	Horizon 1
<p><b>We recognise the necessity of our financial responsibility and accountability for CMS to thrive and flourish into the future.</b></p> <ul style="list-style-type: none"> <li>○ Invoicing done in advance of each term</li> <li>○ Community meets financial commitments on a timely basis</li> <li>○ Annual risk review by Board</li> <li>○ Lodging of financial statements to ensure CMS is meeting obligations for receiving Commonwealth Government grants</li> <li>○ Review of accounts and policies to check they are being followed correctly</li> <li>○ Bursar dedicated to financial responsibility</li> <li>○ Board reviews and approves Annual budget and cash flow</li> </ul>	Develop master plans in key areas in alignment with one another – Business plan; Architectural Master Plan; Appendix A Building Master Plan	Principal	Horizon 1
	Update and review School Data base systems	Admin	Horizon 1
	Develop and maintain relationships with banks, lawyers and AISWA	School Board	Horizon 1
	Undertake detailed costing of development project and evaluate alternate funding proposals	Principal	Horizon 1



<ul style="list-style-type: none"> <li>○ Quarterly monitoring of financial position by board through KFI's</li> <li>○ Annual review of Principal by the Board</li> <li>○ Board maintains skills register</li> </ul>	Develop and maintain relationship with auditors	School Board	Horizon 1
	Implement Cloud storage where possible to minimise use of paper and space	Admin	Horizon 1
<p><b>We recognise the necessity of preparing for the future for CMS to thrive and flourish.</b></p> <ul style="list-style-type: none"> <li>○ Board reviews strategic plan regularly</li> <li>○ Board approves annual business plan – operational and capital</li> <li>○ Board reviews 3-year forecasts annually</li> <li>○ CMS senior teachers/ leadership outline CMS priorities annually</li> </ul>	Apply for AISWA Capital Grant and low interest loans grants for school improvement	School Board	Horizon 1
	Develop succession plan to attract staff with skills and qualities that are a good match for CMS	Principal	Horizon 1
	Schedule Whole school planning day with Principal, Bursar and Senior staff in term 3 for 2023 to set school priorities and initiatives for the new year	Principal	Horizon 1
<p><b>We recognise the necessity of legal and regulatory compliance for CMS to thrive and flourish into the future. We also believe that compliance and administrative activities and approaches should not represent a burden that undermines the work of teachers and school leaders.</b></p> <p><b>Link with registration, add Health and Safety</b></p> <ul style="list-style-type: none"> <li>○ Staff members monitor legal and regulatory compliance</li> <li>○ Good relationship with lawyers</li> <li>○ Relevant policies in place</li> <li>○ Transparency</li> <li>○ Regular monitoring and reviewing of the OHS System</li> <li>○ Annual review of the risk register system</li> <li>○ Annual independent audit of playground and building</li> </ul>	Maintain balance between compliance and healthy risk-taking to keep regulators happy, and incorporate a proactive approach to risk management	Principal	Horizon 1
	Increase the focus on teaching and learning by reducing the burden of compliance and administration	School Board	Horizon 2
	Participate in the Genuine Montessori Pathway Program initiated by Montessori Schools and Centres Association	Principal	Horizon 2
	Set up a focus group to investigate Chrysalis Montessori Child Care facilities	Principal	Horizon 2



### 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*

Current Focus-Nurture and Celebrate	Initiatives/Future Planning	Responsibility	Timeline
<ul style="list-style-type: none"> <li>• RSPCA</li> <li>• Water wise</li> <li>• Solar panels</li> <li>• Sustainability coordinator</li> <li>• Sustainability Committee</li> <li>• Recycling Station</li> <li>• Vegetable Garden</li> </ul>	Involve students in the environmental sustainability plan to develop awareness and student action	Deputy Principal	Horizon 1
	Audit school status and develop step-plan to achieve a zero footprint for the school	Principal	Horizon 2
	Maintain and improve efficiency of solar panels	Principal	Horizon 1
	Develop structure for turning off electrical devices not in use, manual and automatic	Principal	Horizon 1
	Establish links with parks and Wildlife Services to nurture connections with natural surroundings	Deputy Principal	Horizon 2
	Regularly audit class and school on unnecessary expenditure.	Admin	Horizon 1
	Monitor paper use and wastage through reduced use of worksheets and printed documents.	Leadership Team	Horizon 1
	Encourage alternate transport to and from school - public transportation, walking, cycling.	Principal	Horizon 1

\* With regard to timings for completion identified for the specific milestones in the table above, Horizon 1 indicates completion prior to the 2024 Chrysalis Annual General Meeting (AGM) whereas Horizon 2 indicates completion between the 2024 AGM and 2027



## Appendix A



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

### **Chrysalis Montessori School Building Master Plan**

The Chrysalis Montessori School Building Master Plan is a document and guide designed to help the school create a vision for the future. This Building Master Plan will help guide our community in its decisions on land use development and sustainability. This Building Master Plan is written as one document creating a vision for the next 10 years.

The Building Master Plan is an aspirational document. The Plan sets the foundations of how our students will experience teaching and learning in a contemporary educational setting. The Plan has emerged from a consideration of student learning needs and interests, the Montessori curriculum, school sustainability and aims to ensure that Chrysalis Montessori School remains at the forefront Montessori Education now and into the future.

The Plan prioritises the projects and proposes that they should be staggered over time. As each stage of the Plan is delivered, our ongoing commitment to the provision of the highest quality learning spaces will be evident to the community. The Building Master Plan is a very ambitious plan and does raise questions regarding affordability. The Plan should therefore be supported by a robust and carefully developed Business Plan. The School Board and Leadership Team are committed to the following three guiding principles in managing the funding of the projects:

1. Projects will be staggered over time
2. There will be detailed management of the School Budget to minimise financial pressures
3. There will be careful oversight, monitoring and management of each project to reduce excessive expenditure, yet ensuring quality design and production while limiting the impact on the day to day running of the school.



## **Appendix A**

### **A Vision for the Building Master Plan**

As a Montessori School with a 30-year tradition of providing quality Montessori education for the students in our care, we are continually inspiring, nurturing and challenging our students to live a connected and purposeful life. This theme guides us in all the work that we do with them in providing a vibrant and liberating education that encourages them to be resilient and independent beyond the doors of Chrysalis. An education that is guided and informed by our school values, a Sense of Belonging, Care and Respect, Self-discovery and Perseverance, Reflection, Joyfulness and a Love of Learning.

The Building Master Plan is a key document that supports the School's Strategic Planning, our Why Statement and provides guidance for all the work that we do with our students.

### **Key Principles in the development and implementation of the Building Master Plan**

The Building Master Plan presents a plan for learning spaces and school environments that meet the diverse learning needs of the students in our care and the wider community. From a strategic point of view, the Building Master Plan provides critical advice as to the staggering of building improvements to align with the Chrysalis Montessori School Why Statement, budgetary capabilities, environmental sustainability and values and traditions of a Montessori School.

Key principles have informed the development of the Chrysalis Montessori School Building Master Plan. These principles have also guided the establishment of priorities and the staggered implementation of the projects.

These principles being:

- The promotion of excellence in teaching and learning through the creation of learning spaces that support the Montessori curriculum and facilitate the realisation of the School's Why Statement.
- The provision of a safe and welcoming learning environment for all members of the Chrysalis community.
- Ensuring affordability through careful planning, robust budgeting and a staggered implementation.
- Ecological sustainability.
- Ensuring adherence to all local building codes, guidelines and laws.
- Ongoing evaluation and review throughout implementation to ensure alignment with the School's strategic directions.
- Respect for the School's rich thirty plus year history and traditions.

## Appendix A

Chrysalis Montessori School serves the individual needs of each person, providing teaching and learning experiences that are authentic, relevant, rigorous and creative. A key element of the Building Master Plan is to ensure that Chrysalis provides a contemporary learning environment and facilities that support a high-quality education, catering for the individual holistic needs of all students. An education which aims to implement best practice Montessori pedagogy, providing our students with the necessary knowledge and skills to thrive in a changing world.

The consultation process identified the need for the development of a range of our specialist and general teaching spaces, to ensure that we adequately cater for student learning needs, interests, the Montessori curriculum and future capital development.

Extension of the Children's House learning area was identified as a priority, the teaching space can easily be adapted to incorporate the verandas at the front of the school. Maria Montessori identified the early years as fundamental building blocks for future learning and our desire is to maximise the learning space closer to the ideal of a Montessori classroom.

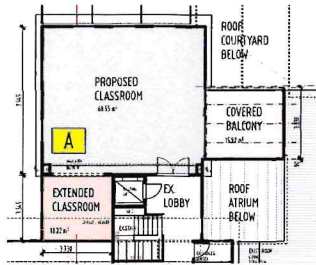
A purpose-built creative space designed for diverse arts and activities was identified as an important need. Existing primary classes cannot be extended without losing significant shared spaces and thoroughfares. An extra teaching and learning space that is shared among primary classes will enhance high quality education in a contemporary learning environment.

Extension of the school car parking area was identified as a possible requirement from the Stirling Council as the Building Master Plan progresses.

The following timeline for the Chrysalis Montessori School Building Master Plan developments are a guide only.

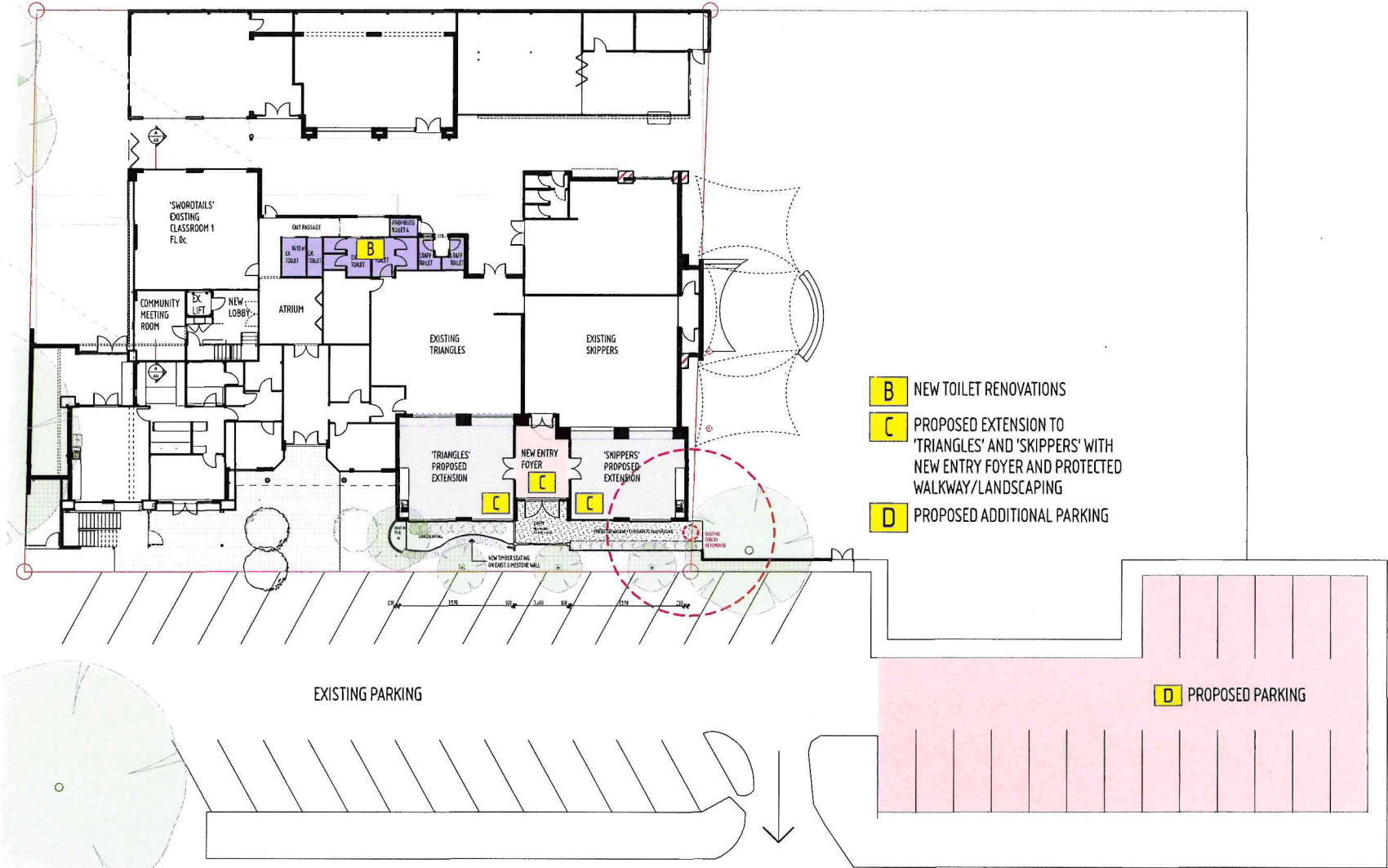
Phase	Project	Time
One	Renovation of Staff and Primary School Toilets	2022 (Complete)
Two	Extension of Children's House classrooms for more teaching and learning space, closer to the ideal of a Montessori classroom.	2025
Three	A purpose-built creative space designed for diverse arts and activities. The Arts Room	2029
Four	Extension of school carpark	2031





UPPER FLOOR PLAN NTS

**A** PROPOSED CLASSROOM EXTENSION BUILT OVER SWORDTAILS



CHRYSLIS MONTESSORI SCHOOL SITE PLAN NTS

- B** NEW TOILET RENOVATIONS
- C** PROPOSED EXTENSION TO 'TRIANGLES' AND 'SKIPPERS' WITH NEW ENTRY FOYER AND PROTECTED WALKWAY/LANDSCAPING
- D** PROPOSED ADDITIONAL PARKING

NEW PROJECT SCOPE

**A B C D**



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2. Do not scale from these drawings. Dimensions shown on larger scale drawings take precedent over smaller scaled drawings
3. The contractor shall check and verify all dimensions on site, both new and existing, prior to commencement of any phase of the building work or ordering any materials
4. In case of any discrepancy whatsoever, the contractor shall check with the architect prior proceeding.
5. Contractor shall carry out works in accordance with Council. Building License and conditions stipulated thereon

Rev	Date	Description
0		

Client :	CHRYSLIS MONTESSORI SCHOOL	Drg NO	Rev. NO
Project :	ADDITION		
Site Address :	5 PARKLAND RD, GLENDALOUGH WA 6016		
Drawing Title	SITE PLAN	Time	4:14 pm
		Date issued:	Wednesday, 29 June 2022