Beginning with a Montessori foundation and progressing to the International Baccalaureate® (IB) Diploma Programme, our independent school serves students from early childhood through grade 12. We are inspired, organized, and guided by our Purpose, Promise, and Principles. These ideas serve as the foundation for our daily work.

**Purpose**
We cultivate identity formation, foster empathy, and embrace diversity to bring more peace to the world.

**Promise**
We guide our students to live authentically, think expansively, and create bravely.

**Principles**

1. **Minds On.** Stimulating intellectual work is at the heart of our academic program, which incorporates social, ethical, and emotional development.

2. **Inner Source.** We know and grow each student by tapping the innate wellspring of curiosity about themselves, each other, and the world around them.

3. **Expert Guides.** Our educators design vibrant learning environments while following the lead of each student.

4. **Show Up.** We seek students and guides who are drawn to inquiry, engagement, and self-expression, as they navigate learning within and beyond our classrooms.

5. **All In.** When each of us models these principles, learning becomes lasting and deep.
Dear Friends of Headwaters,

Thanks to your faith and resilience, your generosity of self and resources, it has been a remarkable year for the school, its students, and its teachers. We have grown, we have become closer and more connected, and we have redoubled our commitment to our Purpose.

Your extraordinary commitment and generosity has allowed the school to mature, and it can be seen in the following institutional accomplishments:

- Renaming, rebranding and re-visioning of our foundational language
- Inclusive strategic thinking & planning
- Increased tuition assistance and need-based financial aid
- Robust admissions open houses and more effective outreach
- Significant physical improvements to each of our campuses

Without your many gifts, we would not have been able to realize:

- An enrollment increase across the school
- An increase in compensation for all faculty and staff
- The addition of a part-time learning specialist for the middle and high school students (Thanks to The Boston Foundation and Douglas Drane Family Fund)
- The creation and implementation of Innovation Grants by our talented expert guides (Thanks to Suzanne Deal Booth)
- New, student-centered electives for middle and high school students
- Deeper and broader professional development for all faculty that includes both Montessori and International Baccalaureate training

Vital schools make sure they improve from year to year, and while our work is not yet done, I am deeply grateful for the countless contributions that run the gamut from Food=Love contributions for the faculty to monthly contributions to corporate matches.

On behalf of the faculty and staff, please accept our gratitude. In the words of Garrison Keillor, “Nothing you do for children is ever wasted.”

All the best in 2017,

Ted Graf, Head of School

Ted Graf, Head of School
About Headwaters School

- **84** full-time faculty & staff members
- **542** students
- **3** Austin campuses
- **Montessori Foundation**
- Founded in **2001**
- Need-based financial aid given in 2016-2017: **$324,036**
- **16%** of students receive tuition assistance
- International Baccalaureate Diploma Programme

542 students

Need-based financial aid given in 2016-2017: $324,036

16% of students receive tuition assistance
“I love being a guide at the Springs Campus of Headwaters School. I have been teaching here for 12 years and have always appreciated the freedom to explore new methods while still staying true to the Montessori approach. This learning community is full of fabulous, educated, fun and dedicated people. I get great support from the administration, and I enjoy meeting interesting parents and making connections with them. Every day I learn something new from the children – I have fun with them and feel I engage them and enrich their joy of learning. I aim to empower each individual child by bringing out their special selves, and to do so with encouragement and love. We have a fun and engaging circle time which always reminds me how important it is to be fully ‘in it.’ These are the reasons I feel generous toward our cause, and why I give to the Annual Fund. I support the school because I can, because the school has supported me so well for so many years, and I see how it positively impacts students’ experiences.”

Elizabeth Vickers
Springs Campus
Primary Guide
“I have been with the school for seven years and I love the autonomy we are given as educators. Even within the structure of IB, Headwaters guides have a lot of freedom to design their ideal curriculum for the subjects they love. For me, I cannot teach anyone to make a great film. I can barely teach myself that. Instead, I get to work with my students to create an environment in which we discuss what makes art good or bad, what makes a film connect to viewers, how media relates to our society, and how to make our own movies using all that knowledge. It’s a hoot. I also appreciate all of the friendships and educational wisdom I get from my colleagues who inspire me to try new things and get better. And last, but definitely not least, I love that we are encouraged to be our authentic selves and bond with both students and their families through our shared loves of learning, laughing, and creating.”

Alex Thomas
River Campus Film Teacher

SCHOOL STORIES
“I’ve been attending Headwaters School for four years, and I have loved every second. At the end of my eighth grade year, Breakthrough Austin was determined to find me the best fit for high school. My advisor had told me about this school, and that she believed it would be the perfect match. I found myself the next week on a blind date with a school. I still remember my first guest day, being embraced by warm smiles and welcomes. Just attending one day on campus, I knew this was the school for me. I loved how the teachers and students interacted with each other in the classrooms, and how teachers genuinely cared to understand and acknowledge the presence of students. My fingers were crossed! I heard back from the school and was given the opportunity to attend the following year. I love the person I’ve become while attending Headwaters. I have met incredible teachers and peers who have pushed me for the better and shaped me to be the person I wished to be.”

_Breakthrough Austin partners with private schools to support students in becoming first generation college graduates._

Naomi Padilla
Headwaters Senior

SCHOOL STORIES
The Levins-Canning Family

From Tracy Levins:
“Our daughters Abby and Kate have attended Headwaters (formerly Primavera Montessori School and the Khabele School) since they were about 2 years old. During Abby’s and Kate’s younger years, we loved this school because the guides were a reflection of grace and respect, of valuing each child and helping them to become lovers of learning, skilled problem-solvers, and masters at finding opportunities to create peace within their environments.

We continue to love this school because the classroom culture of the high school prioritizes learning, critical thinking, discussion, and reflection, while balancing the socio-emotional wellness of all participants. Teachers avoid busy work and create opportunities for learning that challenge students to bring their best selves to the classroom. Students are encouraged to take risks, to step out of their academic/artistic/athletic comfort zones, and to try full-on participation in ways that they may not have tried before. Through strong teacher-student relationships, teachers demonstrate to them time and time again that the world is a positive place; adults can be trusted; and that we all benefit when we work hard together. Classrooms, bands, and sports teams are jointly created by students and teachers in an atmosphere of mutual respect, trust, true inquiry, and often, side-splitting laughter.”
The Abshire Family

*From Nichole:* “I was a third generation public educator, from my grandmother to my mother to me. We had always planned to send our children to public school and we still greatly value that system. However, after a preschool experience that left our oldest daughter, Ceci, feeling dissatisfied, I toured Headwaters (then Khabele) and my first, loudest thought was, “I have to have this for her.” Ceci began as a Swift in kindergarten and her reserved soul was nurtured so beautifully. The next year, our son, Peter began in the primary program as a Bluebird and his extraverted soul was nurtured just as beautifully. To say we have loved our experience does not fully capture our gratitude. We are so grateful we are in a place that sees our children fully for who they are and nurtures their curiosity. I can see our greatest hopes being realized through their Headwaters education: they are becoming themselves and loving themselves. And we feel so fortunate that the generosity of my grandmother through my mother makes this education possible.”
Josh Newburger
Class of 2010

“Nobody at this school ever questioned the value or legitimacy of a career in music. Although the majority of my peers were not interested in classical music, they were always supportive of my unique interests and musical development. The faculty pushed me to branch out into other genres and develop my own improvisatory voice, which is paramount to my success as a classical musician. By the time I graduated, Lisa Dubuque was developing a significant interest in college counseling and helping us to find the programs which would best fit our individual needs rather than steering us blindly toward traditionally ‘well-regarded’ programs. It was in this spirit of enabling us as individuals that the school helped prepare me to find ways to stand out in my field.”

Currently pursuing his masters degree at the Yale University School of Music, Joshua Newburger is a violist and an avid performer of orchestral and chamber music. Upon completion of a Bachelor’s Degree at the New England Conservatory, he began to focus more on viola performance and undertook a masters degree program under the tutelage of Ettore Causa. As a violist he has performed in concert halls in the United States and Europe from Symphony Hall in Boston to the Concertgebouw in Amsterdam. In 2017 he will begin an apprenticeship with the Budapest Festival Orchestra and will be performing with them in Budapest as well as on tour in America and across Europe.
“Although a lot has changed since I graduated, this school remains a positive environment for young people of diverse belief and background.

When I first enrolled as a student, there were only a few dozen students, in one building, with a very small faculty. In the short years since, it has become a well-established, multi-campus institute – testament to the unique and needed service it provided and continues to provide for young people such as myself. Now that I have finished two undergraduate degrees, and am waiting on responses from graduate schools, my time as a middle and high schooler feels remote. However, what I learned at the school stays with me today in very palpable ways.”

Luke Pharr
Class of 2011
Charitable contributions make a significant difference in how many professional development opportunities we are able to provide for our staff.

Last year a $30,000 grant from Suzanne Deal Booth funded Curriculum Innovation Grants which provided an opportunity for our educators to submit a specific request for a project, class material, or training that they felt could significantly improve students’ experience in their classroom and their own knowledge of best practices and content.
On the elementary campus, the World Peace Game, funded through the Innovation Grants, allows students to explore how conflicts come to exist and can be resolved. In a three-dimensional board game students take on the roles of politicians, tribal leaders, diplomats, bankers, and military commanders. Through battles and negotiations, standoffs and summits, they strive to resolve dozens of complex, seemingly intractable real-world challenges, from nuclear proliferation to tribal warfare, financial collapse to climate change. Through this game, designed by John Hunter and brought to Headwaters by Phoenix Class’ Guide Christi Wilson, students show us how to break through confusion, bounce back from failure, put our knowledge to use, and fulfill our potential.

In the Coding Class at the Middle School level, students are learning to develop their own websites and have been taking field trips to meet with other computer software engineers to get a sense of the breadth of opportunities available to those with these skills.

On our early childhood Springs Campus, Bluebird Guide Jenny Novak received an Innovation Grant to develop a Montessori work exploring artists around the world. These new materials provide students with fresh content and an exciting way to begin learning about art history and geography.

Many great innovations were fueled by this generous gift, which added to the success of the Annual Fund.

This gift resulted in the addition of several new programs – those mentioned above, as well as carpentry for children, STEM hour, mindfulness curriculum, sensory & brain breaks, elementary after-school enrichment camps, a Spanish for Heritage Speakers class, Psychology, Astronomy, Individuals in a Global Society, enhancements in Biology and Chemistry, Middle School Drama, and a Middle School Musical.
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Brian Yager
Dr. David Younger & Ms. Debbie Radzinsky
Martha Zottarelli
Gratitude to Our Generous Rebranding Team

In addition to the many individuals who donated in-kind goods and services to our classes and programs throughout the year, we would like to extend a special acknowledgement to the rebranding team. These individuals dedicated countless hours of in-kind professional services that would have otherwise been a budgetary expense for the school well over $150,000. We are so grateful for their keen professional skills and deep awareness of our community’s values and educational intentions. We recognize that without their meaningful and timely work on behalf of the school’s brand transition, we could not have arrived as gracefully where we are today. We extend deep appreciation to Steve Ravel, Katherine (Kat) Jones of Milkshake, Kristy Battani of Battani Law PLLC, Adam Battani of Dwyer Murphy Calvert LLP, and Wanda Kay Rudden of Mulch Media for their generous support during this important moment in the school’s history.
## Income Statement

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition + fees (Net Discounts and Financial Aid)</td>
<td>$6,962,521</td>
<td>$6,011,508</td>
</tr>
<tr>
<td>Contributions</td>
<td>$491,644</td>
<td>$606,574</td>
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<tr>
<td>Other Income</td>
<td>$1,077,609</td>
<td>$204,781</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$8,531,774</td>
<td>$6,822,863</td>
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<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td>$6,134,634</td>
<td>$5,549,047</td>
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<tr>
<td>Fundraising</td>
<td>$80,736</td>
<td>$622,645*</td>
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<tr>
<td>General and Administrative</td>
<td>$940,033</td>
<td>$1,079,108</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>$7,155,403</td>
<td>$7,250,800</td>
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<tr>
<td><strong>Change in net assets</strong></td>
<td>$1,376,371</td>
<td>-$427,937</td>
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</tbody>
</table>

*Includes $523,768 write-off of uncollectable prior year pledges.

## Statement of Financial Position

<table>
<thead>
<tr>
<th>Assets</th>
<th>6/30/16</th>
<th>6/30/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>$8,215,761</td>
<td>$7,057,108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>6/30/16</th>
<th>6/30/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Liabilities</td>
<td>$1,529,708</td>
<td>$2,549,179</td>
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<td>Long Term Liabilities</td>
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<td>$3,231,617</td>
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<td><strong>Total Liabilities</strong></td>
<td>$5,563,078</td>
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<tr>
<td>Net Assets</td>
<td>$2,652,683</td>
<td>$1,276,312</td>
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</tbody>
</table>

| Total Liabilities and Net Assets | $8,215,761 | $7,057,108 |
The Fuse Feasts 2016

Last spring, our fundraising event series, The Fuse Feasts, raised more than $50,000 for need-based tuition assistance. Between the Fuse Feasts Auction, Scholarship Dinner, and the Acoustic Amplify Austin concert, the school received almost 100 individual gifts to the Tuition Assistance Fund. The generosity of everyone who supported these events enabled us to continue to give need-based financial aid to dozens of families across all three of our campuses.

We were grateful to exceed our fundraising goals last year, spurring a $60,000 increase in the amount of need-based financial aid granted to students. Those who helped make these events a success by contributing their time and resources allowed us to invite two more students from Breakthrough Austin to be part of our high school community. Breakthrough Austin partners with private schools to support students in becoming first generation college graduates. Over the years we hope to continue to grow both the socioeconomic and ethnic diversity in our student body. Donors’ generosity allowed the school to continue the tuition assistance we had provided to families in previous years, increase assistance to others who had financial hardships, offer a valuable tuition remission benefit for our staff, and invite new families into our classrooms who would not otherwise be able to afford a high-quality independent school education.
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Jennifer Johnson
Kerry Joyce & Jerry Aubin
Khabele School National Honor Society
Renee Kingsland
Diane Lawlis-Clarke
Katy Levit
Mandy & Aaron Levy
Life Kido
Shannon Lowry
Nancy Martin
Liliana Martinez
Cristina & Gary Mauro
Rashanna Moss
Amy & Rob Nylund
Connor O’Brien
Matthew Payne
Erik Pearson
Scott & Julie Plowman
Lauren Plowman
Candy Porter
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Wanda Kay & Jim Rudden
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Chelsea Knezevich
Lee Krassner, Dock & Roll Diner
Phyllis Kruciaik,
The Celia Jacobs Cheesecake Experience
Bob Leggett
Katy & Clay Levit
Roberto & Amy Nylund
Jennifer & Robert Pac
David & Lisa Rice
Jim & Wanda Kay Rudden
Rosa Stovall
Heather & Ruston Vickers
The Trustees are enthusiastically focused on an era of strategic and forward-thinking priorities for our school. We are pleased with the progress on our goals to strengthen and unify our school across its three campuses, resulting most notably in our new identity, name, and foundational language. The work done to identify our strategic priorities has created focus areas to move forward into the coming years, and the Trustees look forward to continuing our oversight and guidance as the school’s leadership works to execute these priorities. We’re pleased to have in place steady leadership across the school and campuses, and continue to work to find ways to further support our incredible faculty and staff that make our school and its vibrant community so extraordinary. Through this, Headwaters has maintained ongoing financial stability, and we are working diligently to prepare for necessary growth, especially around facilities, in the coming years. We couldn’t do this without each one of you, and welcome your continued support and partnership in the exciting days ahead.

Heather Vickers, Board Chair
Headwaters School Board of Trustees

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School Campuses

RIVER CAMPUS
Middle & High School Programs
801 Rio Grande
Austin, Texas 78701
512-480-8142

CREEK CAMPUS
Elementary Program
9607 Brodie Lane
Austin, Texas 78748
512-804-2708

SPRINGS CAMPUS
Early Childhood Programs
6405 Manchaca Rd.
Austin, Texas 78745
512-443-8843

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