



The Farmhouse Montessori School
Annual Report
for
2018

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Educating the Whole Child

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REPORTS: FROM THE CHAIRMAN OF THE BOARD

It is my great pleasure to present to you the Chairman's Report for 2018, on behalf of the Board of Directors of Farmhouse Montessori.

2018 can be summarised as another extremely positive year, one which has become possible due to the hard work and planning which has taken place over the preceding several years. We trust you will agree with us the school is in an excellent position both financially and educationally. Please allow me to highlight 6 key points from the year:

1. Gavin as new principal has really stepped up and built good relationships with all the key stakeholders including the children, staff, parents and the Board. His enthusiasm and commitment is very clear for everyone to see and much appreciated.
2. Our financial position is strong. A review of the full year accounts clearly demonstrates a positive cash position as detailed in the Finance Report tonight. This puts us in a position where we can continue to invest in key staff, student programs as well as to secure our future in terms of real estate.
3. We have continued to enrich the student experience. The introduction of new sports and music programs at both North Head and North Balgowlah has meant a more well-rounded educational experience for all students.
4. The previous website was replaced with a brand new website providing a great portal to the school for both existing and new parents.
5. Some of our students at the Primary School sat Naplan for the first time and achieved great results.
6. We continued to invest in substantial capex programs to keep the look and feel of the campus' as something that provides a beautiful learning environment

So, to 2019 and beyond.

I have decided to resign from both my position as a director and Chairman of the Board. I have been part of the Board since we initially set it up 6/7 years ago and have thoroughly enjoyed my time. I will miss this part of my life and wish to thank everyone who I have worked with / met over this period. Geraint Davies ("G") has agreed to take over as Chairman and I thank him in advance for the commitment. He has been on the Board for a number of years already so is well placed to continue the leadership of the Board.

I would also like to place on record my gratitude for the hard work of all our Board members during 2018 in what was a continued period of transition but also a year of continued our growth plan for the school. This extends to Melissa Browning who has also decided to step off the Board at the upcoming AGM. She was instrumental in setting up the Primary School and its expansion. I wish her well in her future endeavours knowing that she will still be heavily involved at the school just not necessarily in a board capacity.

We are continually grateful for the strong contribution of our school team, both teaching and administrative in achieving the favorable outcomes for the year. We have had a year of little turnover which adds to a great learning experience.

The Board is therefore extremely grateful to all those parents, staff and wider community who have contributed in any way in 2018. We are also very thankful to our various commercial sponsors, many of them local small businesses, for their support of the school. We look forward to working closely together with all stakeholders again in 2019.

I finish by thanking the contributions from parents, teachers, staff, board members and most importantly children for everything that has been achieved this year. We look forward to another successful year in 2019.

Justin Hooley

Ex Chairman of the Board of Directors

FROM THE PRINCIPAL

2018 was a wonderful year for Farmhouse Montessori School. The school expanded to have all three stages included in the school's outlook, including the separation of Yani and Aikya classrooms to establish a Stage 3 classroom for the 9-to-12-year-old children. New materials, learning areas and training took place within the school to make this transition as smooth as possible, and by the end of the year, the new environments were running like clockwork. This gives the school the full scope of transition for our students from infant community all the way through to graduating at the age of 12. This allows for continued promotion and growth of the school as children and families become more familiar with the Montessori approach to transitions through the stages.

Most of the school policies and procedures were revised or updated throughout the year, including child protection, enrolment, transition and attendance policies. These played a pivotal role in the registration process from NESAC, which took place in July. The school received initial registration for Year 5 and approved registration for Year 4.

A strong emphasis was placed on community engagement throughout the year with the class parents playing a very important role in the planning and execution of events such as poetry and music nights, annual fundraisers, open days and end of year concerts. The school staff also held several important parent education evenings on subjects such as; Montessori in the home, reflections of the year, and assessment processes including NAPLAN.

The Year 3 students sat NAPLAN during the second term of the year. The emphasis was placed on delivering the tests in a stress-free environment for the students. The students loved the experience and the results showed that our method of teaching more than meets the requirements of the NESAC curriculum.

The school open day saw children from both campuses meet at the North Balgowlah site to showcase some of the work they have been doing in class. Prospective families watched as children demonstrated their skills in science, history, maths and English. The demonstrations proved that the Montessori method successfully uses a hands-on approach to learning. This event allows future families to have a further understanding of the Montessori method and the pedagogy that can be expected once a child is enrolled.

Sports across both campuses this year saw an upgrade to the overall delivery on both sites, with Cricket NSW, Sydney F.C., Sydney Swans and Sydney Dance company all taking part in the delivery of the sports curriculum throughout the school. This allows our children to have the basic foundations of a variety of sports as they take more interest in joining local clubs and external sporting organisations. This ran alongside music and band, which were delivered on both campuses by Evergreen Music. The children were exposed to a variety of genres and musical theory including Motown, blues, rock and rockabilly. This will continue into 2019 and beyond.

Professional development for staff saw teachers and educators select a variety of courses from the AIS and other external providers to bring a rich tapestry of skills into the classroom. Courses on subjects such as bread-making, Aboriginal education and Autism allowed our staff to share knowledge and grow the foundations of education throughout the whole school. For proficient teachers, these hours will be added to their accreditation status as they work towards their 5 year maintenance period.

Several new staff members were employed here at Farmhouse Montessori School during the 2018 calendar year, including Amanda Anear (Stage 1 Directress), Dawn Hawkin (Outdoor Educator), Samantha Wong (Stage 2 Directress) and Amelia Watkins (Administration). These additions to our already experienced staff allow for our students to reach their full potential whilst delivering a high quality curriculum that follows the Montessori method and pedagogy.

I feel extremely privileged to be moving forward into 2019 with the prospects of maintaining the high standards of education and community engagement.

Gavin McCormack

Principal

PARENT, STUDENT AND TEACHER SATISFACTION

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below.

The Principal and or Board like to conduct an exit survey with all of our departing students/ parents & Staff who leave the school. The turnover has remained constantly low in all areas however the degree of satisfaction being expressed by all groups is high.

NEW LOGO FOR FARMHOUSE MONTESSORI SCHOOL

OUR NEW BRANDING CONCEPT

In early 2018 a team of parents and executive members of staff created several new designs to take the school into a new era. With the final approval of the school board, the new logo was officially launched in 2018 with the explanation to all parents as to the choice of the new design.. Farmhouse Montessori School prides itself on the holistic education of our children.



Maria Montessori spent most of her life redefining education and the importance of discovering a child's full potential. She embarked on a journey around the world, observing and understanding the cognitive development of the child.

One of the many fundamental outcomes from her research was that teachers should consider 'The Whole Child' and that all aspects of the child's development had to be taken into consideration while planning and preparing their educational journey.

We believe that Maria Montessori made a breakthrough in the field of education of children when she created a pedagogy that focused not just on the academic side of education but on the emotional, physical and social, and these aspects of the child were very much connected and overlapping.

With Maria Montessori's vision in mind, we have captured this understanding in our new logo, which is primarily made up of four circles, equal in size. This represents that each and every aspect of the child's development is of equal importance. These four circles are then combined to create a flower symbol, representing natural growth and development; these are the four fundamental aspects to a child's education that marry and overlap as the journey through school takes place.

The farmhouse in the centre of the logo represents our school, which we believe should be an extension to the child's home, and the pathway leading to that school is the journey that each child takes towards reaching their full potential.

In essence, the logo and tagline holds a striking message regarding our approach to offering an education for the whole child. Education should be about preparing the child for the future while establishing the foundations for them to live their life in the real, ever-changing world. Thus we are

"Educating the whole child."

INTRODUCTION

Farmhouse Montessori School has two campuses. The Early Childhood and Kindergarten program is located in the grounds of North Balgowlah Public School. The Primary Campus is located at North Head in the grounds governed by the Sydney Harbour Federation Trust.

The Balgowlah campus provides a dynamic Montessori learning environment for 67 children per day in an intimate setting for two pre-primary classes for children aged 3-6 years old including the kindergarten class and one toddler class for children 2-3 years old.

The North Head campus provides primary education for children attending from Year 1 of school in the age group of 6-9 years and 9-12 years.

The School is licensed by the Department of Education and Communities (ECED) for children from 2-6 years old and registered with the Board of Studies (NSW) (NESA) for the kindergarten and the primary as an Independent School. The Montessori program includes the learning outcomes of the Early Years Learning Framework and the key learning areas stated by the NSW Board of Studies.

MISSION STATEMENT

The Farmhouse Montessori School is an educator of children according to the Montessori Method. It is committed to helping the child develop as an individual and as part of a community.

We provide an environment that encourages the child's awareness of their importance in caring for each other, their role in caring for the earth and its inhabitants. We aim to maintain in children, their sense of wonder of the world and their love of life in all its forms. Our school works with the children and their families to develop practices and the commitment to create a sustainable environment. Children at the school are provided with creative and stimulating, intellectual, artistic and developmental experiences. We strive to support each child's desire to learn and to foster their curiosity and love of knowledge to become a self-directed learner, flexible thinker and creative problem solver.

Our philosophy strives to instill in each child and family a sense of acceptance and understanding through our diverse learning environment and community to become global citizens.

The school is non-denominational and does not discriminate on the basis of race, colour, national origin, religion, sexual orientation or disability in the admission of students, employment of staff and administration of policies.

We respect and acknowledge the Guringai people as the traditional custodians of the land on which the school is situated.

THE MONTESSORI METHOD

Dr Maria Montessori was dedicated to furthering the self-creating process of the child.

We aim to create an environment to nurture:

- **Respect** for oneself, for others, for the environment and all walks of life
- **A lifelong love of learning** curiosity and wonder, an enquiring mind, problem-solving, patience and tenacity
- **Independence**, confidence, responsibility, and adaptability to the ever-changing world.

How we teach:

- The children gain experience in sensations, ideas and facts; they listen to stories, look at pictures, explore how things work, feel different textures, smell herbs and flowers and taste various types of food. The senses prepare the ground for understanding;
- Learn other languages
- The environment is quiet and organised with child-sized workplaces where there is space to explore, time to discover and tools for learning;
- Each of us has something to teach and to learn. Adults in the environment observe and guide the children. Younger children learn from older ones and the reverse also happens.

The Montessori classroom is designed around the child, full of activities to stimulate the senses and develop life skills. This simple but profound truth inspired Dr Maria Montessori's lifelong pursuit of educational reform, methodology, psychology, teaching, and teacher training.

PHILOSOPHY STATEMENT

The Farmhouse Montessori School's philosophy follows the educational approach founded by Maria Montessori.

Every child is different. Each with their individual personalities, traits and attitudes. At Farmhouse Montessori, we take all of these into consideration when designing our education plans to match each child's individual needs. We not only focus on the academic side of school life, but also understand that the emotional, social and physical aspects are equally as important.

Together, these four attributes form 'the whole child', and as a Montessori school this is something we understand. Each attribute is unique and independent but as these aspects overlap, we find ways in which to link the curriculum outcomes. From public speaking to confidence building, conflict resolution to emotional stability, and physical wellness to a positive attitude.

As each child embarks on their educational journey, Farmhouse Montessori understands, observes and educates to make sure every child blossoms to their full potential.

It is our understanding of the sensitive periods that occur during the development of the child which guides staff to introduce materials and activities that are best suited to the child at the time. The child is then able to best utilise the materials to provide the challenge to maintain their interest with sufficient opportunity for success to encourage their confidence and self-esteem.

It includes the key learning areas stated by the NSW Board of Studies and throughout the time a child is at the school he/she is provided with experiences in all these areas.

Our peaceful environment and compassionate staff nurture respect for self and others, fosters a strong sense of community, and stimulates independent thinking. Students carry with them a solid record of academic achievement, a belief in the dignity of work, and a sense of responsibility for their own development as happy and productive human beings.

This environment is designed to nurture the natural development process for the child, providing stimulus and freedom to explore according to their changing developmental stages. We understand that children have a natural love and curiosity for knowledge and through their own exploration and discovery, utilising their imagination and creativity, the child will internalise that knowledge, understanding and skills required to ascertain their place and contribution to the world and human society and ascertain their place and contribution to it.

Specially designed equipment provides the child with the freedom to explore concepts and attributes at their own pace and according to their needs and particular skills. They offer the child beauty, exactness and opportunity to further develop and understand concepts and acquire skills in a sequenced order.

Due to the complexity of the curriculum, key learning areas regularly overlap due to themes, projects or learning processes involved. While the child at 3 years of age is introduced to skills and concepts on an individual basis, these are slowly built upon and developed to allow the child to be able to call on an increasing range of skills and information in dealing with the activities and learning experiences.

Montessori education is a flow experience; it builds on the continuing self-construction of the child—daily, weekly, yearly—for the duration of the program. Although Montessori schools are divided into multi-age classrooms— infant community (ages 2), preschool (ages 3 to 6), Stage Two & Stage Three (ages 6 to 9 and 9 to 12), and high school (ages 12 to 14)—the prepared environments introduce an uninterrupted series of learning passages, a continuum.

While each child has a specific program as an individual, it is based on a general program for 3 year groupings which is found in each teacher's program album. These have been written up during training and added to during in service courses taken later.

The materials are specifically designed to represent concepts and information in concrete form, enabling the child to interact directly, allowing him/her to develop skills, understand concepts and explore alternatives as an individual or with a small group.

Children are not limited to timed work schedules except by the schools operating hours. Children who require further time to understand concepts or develop skills have that available, within the constraints of the operating hours, along with any assistance they may require. Those children who grasp and understand the concept or information quickly are allowed and provided with materials to move on. It is understood that most children are not likely to have strengths in all areas of the curriculum and the flexibility of time allows the child to work on the weaker areas as needed. This means that each child has their own individual program and work schedule according to their needs.

The child has the opportunity to develop qualities of self-esteem, self-reliance, self-direction, self-discipline, and independence and to build the habit of concentration, research and orderly work pattern.

The Montessori Method also fosters a social awareness and responsibility in children. The three-year cycle and the integration of additional needs children offer a microcosm of society within which children have the opportunity to develop skills essential for interacting in the wider community. This environment promotes individuality, independence, interdependence, awareness of and consideration for the needs of other human beings, which leads to an appreciation of life.

MANLY WARRINGAH MONTESSORI SOCIETY & MANAGEMENT SYSTEM

The Farmhouse Montessori School is managed by the Manly-Warringah Montessori Society, which is a non-profit limited liability company registered under Section 24 of the Companies Act, 1961, and operates within the dictates of its Memorandum & Articles of Association. Membership of the Society is a pre-requisite for enrolment.

A Board of directors administers the Society.

The organisational structure is made up of the following:

The Chairman and Secretary, and five directors' total members for the Manly Warringah Montessori Society Board can be between 5-7. Each family with a student at the school or on the waitlist is required to be a member of the Society

The Board is elected by the members of the Society at the annual General meeting held in March each year if an when a vacant seat becomes available.

SCHOOL BOARD MEMBERS 2018

Chairman:	Justin Hooley (appointed 7 December 2011)
Secretary:	Craig Jeffs (appointed 18 th March 2016)
Board Members:	Melissa Browning (appointed 27 March 2013)
	John Du Vernet (appointed 15 th April 2015)
	Geraint Davies (appointed 18 th March 2016)
	Renee Bilston (appointed 15 th April 2015)
	Fiona Campbell (appointed 2018)

STUDENT ATTENDANCE & POPULATION

The school has enjoyed a small enrolment growth over the past year.

There are two preschool classes: a three day class on Monday, Tuesday and Wednesday for 3, 4 and 5 year old children, and a two day class on Thursday & Friday for 3, 4 and 5 year old children in the year prior to commencing Kindergarten.

We have one Infant Community Class for 2 year old with either 2,3,5 day options. We have one Kindergarten class 5 days per week.

In the Primary School at Nth Head there are two classes with mixed grade (Stages). In Years 1 to 6 there was an average of 18 students per class.

DEMOGRAPHICS - TODDLER & PRE-PRIMARY

Nth Balgowlah

Enrolled students	106
Females	43%
Males	57%
Indigenous	0
CALD	20%
Additional Needs	4%

Kindergarten

Nth Balgowlah

Enrolled students	7
Females	29%
Males	71%
Indigenous	0
CALD	20%
Additional Needs	0%

Primary

Nth Head

Enrolled students	35
Females	49%
Males	51%
Indigenous	0
CALD	0
Additional Needs	9%

STUDENT ATTENDANCE - PRIMARY

92.64% of students attended school on average each school day or were on approved leave in 2018 Semester 1.

Percentage Attendance per Grade-Semester 1			
	Average	Male	Female
Year 1	88.78	88%	91.8%
Year 2	94.21	93.8%	94.6%
Year 3	94.34	95.4%	93.5%
Year 4	81.78	88.8%	77.2%
School Average :	92.64%		

85.42% of students attended school on average each school day or were on approved leave in 2018-Term 3.

Percentage Attendance per Grade-Term 3			
	Average %	Male	Female
Year 1	85.31	81.6%	100%
Year 2	85.83	87.1%	84.7%
Year 3	84.23	84.3%	84.2%
Year 4	88.78	87.8%	89.8%
School Average:	85.42%		

MANAGEMENT OF NON-ATTENDANCE & STUDENT ATTENDANCE

The Farmhouse Montessori School is committed to working with parents to ensure that all children enrolled attend regularly. While children will occasionally be absent, regular non-attendance is disruptive both to the individual and the workings of the class, and may result in difficulties for the child in their ongoing development. Where there are genuine reasons for non-attendance on a long term basis, the school will work with parents to ensure that the child's education is continued during that time. The school's staff overarching concern is for the welfare of children. Although we appreciate the benefits in taking children on family holidays parents are encouraged to try to take these events within school breaks. If your child is in Kindergarten or higher, it is especially important that your child attends because of the disruption that it causes to the education of individuals and class groups. Kindergarten children are now under the Board of Studies and they must legally attend a percentage of the year. It is helpful for staff to know of such absences in advance and upon parental request offer advice on projects that the child can undertake while on holiday to complement the classroom program.

Process for Noting Absent Days

1. Parents are asked to ring the campus that the student attends in the morning if their child is going to be absent for the day or for a period of time. Phone messages and emails are passed onto the relevant teacher at the time. Phone messages from a parent taken by staff members must complete for the parent an Admin/Absent Form and have the parent sign this form on the next day in at school or have the email from the parent attached.
2. If the child has a communicable disease the family is asked to contact the school immediately so we can inform the school community or if necessary the Department of Health.
3. Contact is made with the parent if a child returns without a written explanation. Notification of absences is placed in the child's file and kept for a minimum of 7 years after the child leaves the school.
4. Parents of children who are absent for more than 3 days without explanation will receive a phone call from the Principal. In the event a child is regularly absent, an interview will be organised with the parents to determine how to assist the child to attend on a more regular basis or the child's development while away from school.
5. Parents of school aged children are reminded of their legal obligation to ensure their child's attendance at school.

ATTENDANCE RECORDS

1. A record of attendance is maintained each day.
2. An enrolment register is kept with the following information:
 - Name of child, age, address
 - The name and contact telephone number of parent(s)/guardian(s)
 - Date of enrolment and, where appropriate, the date of leaving the school.
 - For students leaving The Farmhouse Montessori School: the next school they will be attending
 - For students who have transferred from another school: the previous school or pre enrolment situation
3. Where the destination of a student above 6 years (from the Primary school campus) is unknown, evidence that a Department of Education and Training Officer with home school liaison responsibilities has been notified of the student's name, age and last known address.

Rolls are marked twice daily – in the morning and afternoon and all absences are noted. All absentee notes must be signed and dated by the parent. At the end of each year, the rolls and notes are collected by the school secretary and stored in the archives. These are kept for a minimum of seven (7) years as prescribed by the Education Act and Department of Education and Communities Regulations.

Note: The full Attendance Policy and Procedure can be seen on the school website.

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY-(NAPLAN) FARMHOUSE 2018 NAPLAN RESULTS

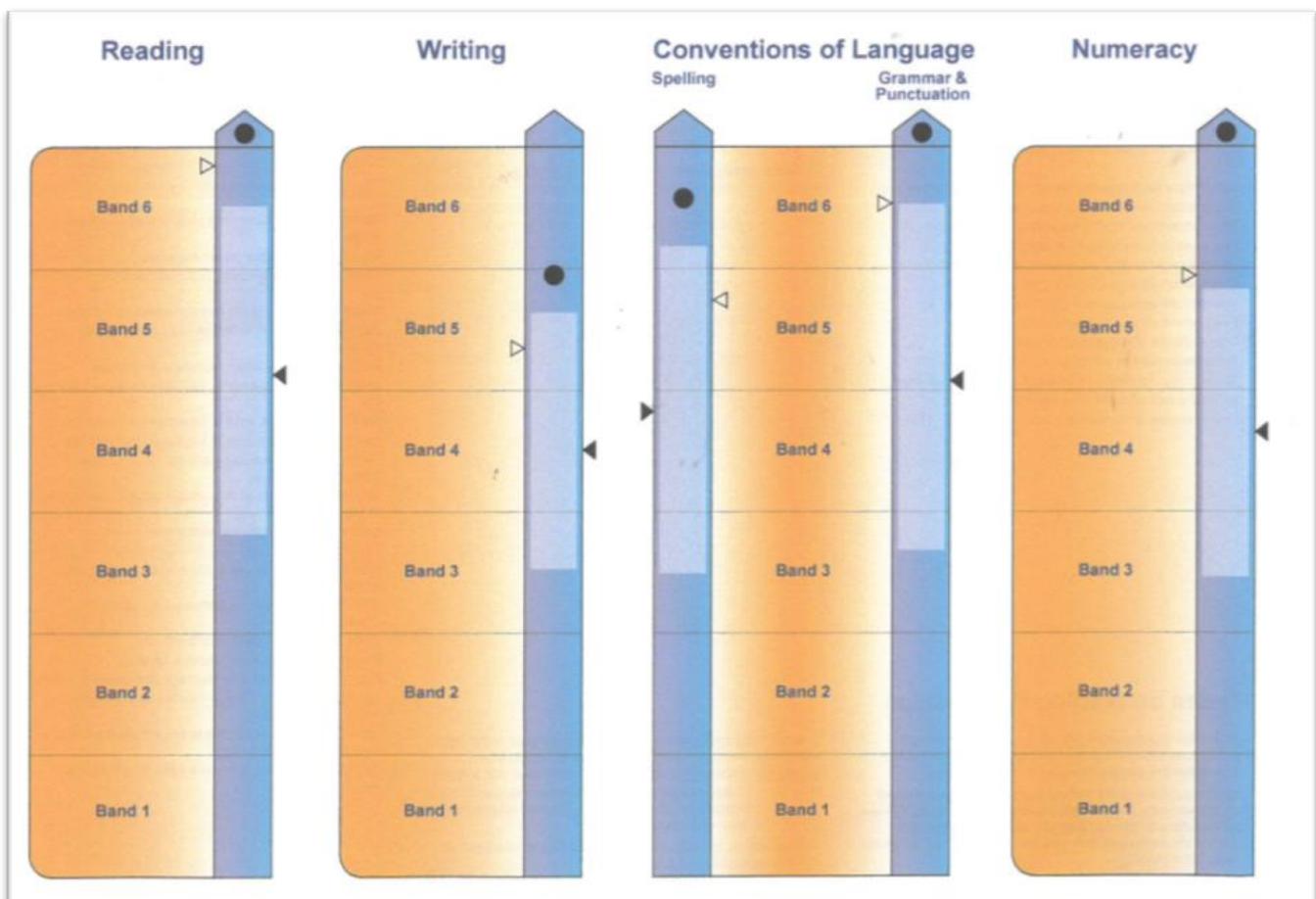
While NAPLAN testing is not the main priority of the Farmhouse Montessori School, it is pleasing to see our students achieving at a level above state average on this their first ever NAPLAN test.

NAPLAN is a national consistent measure to determine whether or not students are meeting important educational outcomes.

ACARA developed the Australian Curriculum. The national curriculum was introduced to improve the quality, equity and transparency of Australia's education system

These assessments test students' knowledge of what is in the Australian Curriculum and tell us whether our students are developing the essential skills they will need in life, like literacy and numeracy.

The [My School website](#) is as a resource for parents, educators and the community to find comparable information about each of Australia's schools.



Key:

Individual Student result  School Average 

National Average  Range of achievement for middle 60% of Year 3 students in Australia. 

EXTRA-CURRICULAR & COMMUNITY ACTIVITIES

Throughout the year the school hosts a range of courses, workshops and information sessions. The school also encourages our families to be involved in the school and we welcome them to events during the year such as mother's day morning tea, father's day breakfast, special visitor's day, end of year concert & Grandparents & Special Friends day being a particularly special event on both campuses.

The extra-Curricular activities available at the Primary campus currently are Junior Band.

These events are a wonderful opportunity to build community at the same time as showcasing various talents of the students from cooking to signing etc.

We also support many charities during the years such as fiver for a farmer on the 16th August where the whole school raised a total of \$1,000 dollars, rotary- food hamper, Dalwood Spilstead centre -the giving tree and the winter care kits (kindness packs or homeless people). Then our finale was our end of year concert.

On the 3rd June we saw the Farmhouse Montessori school come together as a community to RUN for a cause, we gathered early on Sunday morning. Braving the cold and the rain, in our granny dresses and we ran into the sunshine with smiles on our faces.

The children and families who participated were so enthusiastic that the pain of the 5km run was eased by the laughter and the joy that the event created. As a team and as a school we were granted the prize of 'best dressed' and won a \$250-dollar gift voucher, which will be donated as a prize for our annual fundraiser. But this was nothing in comparison to the prize that we all felt after finishing the run as a family.



The students from both Farmhouse campus had a great day on the 16th August with them dressing up as a "Farmer for a Day". The students all looked great in their cowboy hats, checked shirt, jeans and boots.

This campaign was the idea of Jack Berne a 10 year old from St John the Baptist Primary School in Freshwater after seeing a video at school of the effects of the drought in Rural NSW and then set up a fundraising page with money going to Drought Angels and Rural Aid.

The collaborative fundraising across the two Farmhouse campuses by students raised over **\$1000.00** to support this great cause.

Claudia, Olivia, Rosie and William from Yani are budding authors and throughout the year have been spending their time writing a series of books about Leopards. They have called their venture "Superbooks" and in Term 4 decided to print two of their books for the community in order to raise money for two charities, Bear Cottage in Manly and Zambi Wildlife Retreat. The books are the first in the series, 'The 2 Leopards Meet', and a Christmas Edition - "Christmas with the Leopards". They held a promotional afternoon at the school and even did a book reading at another Montessori school to spread the word and have now sold 125 books and rising. So far they have raised over \$300 for the two charities they have chosen.



This week Claudia and William visited Bear Cottage to donate the money they have raised. They got to meet their dog and also give them the books which they have written which are being placed in their library.

RESPECT AND RESPONSIBILITY-PASTORAL CARE

The quality of Pastoral Care influences the culture and feeling of the whole school. It creates an atmosphere in which children feel secure, valued and encouraged in their learning, growth and social development. It will inform and reassure parents that their children are being educated in a safe, caring and healthy environment. Each person is respected and acknowledged as a valuable member of the School community. We seek to establish a relationship and partnership with staff, parents and students which promotes mutual understanding, respect, tolerance and acceptance.

Pastoral Care is fully integrated into the school's daily routines and its curriculum. The safety, health and wellbeing of each member of the School community is of paramount importance.

The aim of this Code of Conduct -Students is to ensure that the school is a safe and effective place in which learning takes place; that students develop self-discipline and consideration for others; and that the property and reputation of the school is protected.

The vision of the school, is to raise up effective leaders, who will blend academic achievement and truth, to influence society, thus fulfilling his or her responsibilities with integrity, and respects the rights of others in the school and community.

These rights and responsibilities are developed in conjunction with the School Values

Value	Definition	Example
Cooperation	Cooperating, collaborating and leading or following as the situation demands.	Work with each other and share the teacher's time. Share the playground areas and equipment.
Integrity	Being honest and demonstrating a considered sense of fairness.	Be honest and fair to yourself and others in the classroom and the playground.
Persistence	Persevering and remaining focused and looking for ways to reach your goal.	Always give your best effort even if you are not successful the first time. Not giving up.
Respect	Respecting ourselves, others and the environment around us	Speak positively and politely. Listen carefully. Be courteous and respectful of others. Respect other differences, Respect and take care of others.
Resilience	Ability to manage and learn from difficulties and to bounce back. Self-reliant and have a learning/coping reaction rather than the victim blaming reaction.	Resolve problems in a sensible and reasonable manner. Bounce back after difficulty
Responsibility	Taking action for our learning and behaviour.	Move safely in the buildings. Respect and take care of other's possessions.

STUDENT LEADERSHIP

At The Farmhouse Montessori School, we focus on developing our students' leadership skills through practical leadership experiences. The approach recognises that students can be leaders across many different areas and that leadership skills learnt in early primary school can lay the foundations for future leadership success.

Extensive opportunities are created for students to undertake leadership responsibilities within the school and to represent the school in the wider community.

Student leadership is based on –

- Courtesy
- Cooperation
- Consideration
- Citizenship

When students actively participate in school life, and their ideas and opinions are listened to and valued, they feel respected and encouraged to make further contributions. This provides opportunities for:

- Increased communication skills
- Improved academic performance for students involved
- Greater commitment to the School from the wider student body
- Positive influences on the climate of the School
- Strengthened School spirit
- Increased co-operation from students

The Farmhouse Montessori School aims to build the understandings and skills of leadership through providing opportunities within the student community and the many varied activities provided in the school environment.

- Family grouping in the classroom allows the child the ability to move from the youngest to the oldest.
- The elders of the group are recognised by others as ones of experience and knowledge with an opportunity to access their assistance and skills when possible.
- All children however, are recognised for skills they may have that can be shared with others.
- All children will be encouraged through presentations of lessons on how:
 - To help others having difficulty when possible
 - To recognise those who have skills and ask appropriately
 - To show consideration for others.
- All children in each class will be encouraged through presentation of lessons on how:
 - To work with other children in
 - Giving presentations of materials that they know
 - Assisting those having difficulty or are hurt
 - Assisting other children with conflict resolution
 - Take responsibility for their classroom
 - In ensuring the maintenance of materials
 - In the end of the day closing and preparations for the next day

STAFFING & TEACHER STANDARDS

All of the staff have completed the working with children check upon appointment. This is monitored and when required this is updated.

The number of staff with the following qualifications:

Bachelor of Teaching-Early Childhood	2	Bachelor of Early Childhood-(enrolled)	1
Degree in Elementary Teaching	1	Post Grad Certificate in Education in secondary Art & Design with Qualified Teacher Status	1
Diploma of Education - Primary	1	Diploma in Early childhood	5
Masters in Early Childhood	1	Child Care Certificate III	3
Graduate Diploma in Education (Montessori) (6-12)	2	Certificate IV in Business Administration	1
Graduate Diploma in Education (Montessori) (3-6)	2	Certificate IV in Accounting	1
Diploma of Montessori Education (3-6)	3	Diploma in Montessori Education (Montessori) (6-12) (Enrolled)	2
Diploma of Montessori Education (3-6) (Enrolled)	2		

PROFESSIONAL LEARNING & DEVELOPMENT

Farmhouse Montessori encourages and supports Professional learning amongst its staff. This is supported through weekly staff meetings where discussions cover Pastoral Care, Work Health and Safety, administration necessities, and curriculum and policy development. In addition staff are required to attend workshops, conferences, seminars and other school observations.

This year

- two staff members enrolled and are currently completing their Bachelor of Education (Early Childhood)
- one staff member completed their Diploma in Montessori Education (Primary)
- one staff member currently enrolled and completing their Diploma in Montessori Education (Primary)

Conferences:

Our staff were given the opportunity to deepen their understanding of Montessori education through the involvement and attendance at the MAF Conference the theme for this year, is "Montessori work and Play"

Montessori Work and Play' will be the theme of this year's Montessori Whole School Refresher. The Refresher provides Montessori educators and administrators with professional development and network opportunities. Held in Sydney and attended by around 200 delegates, the Refresher opens with a plenary session, followed by separate workshops for each educator level. The workshops this year are:

0-3 Workshop –	Sharlyn Smith	Montessori Toys and how to Play with Babies
3-6 Workshop –	Uma Ramani	Mathematics in the Casa? It's Child's Play!
6-12 Workshop –	Carol Hicks	Air and Water: Explorations of Our Vital Earth
Adolescent Workshop –	Michael Waski	Montessori Math for Adolescents

Professional Learning Activity	Focus Area	No. Of Staff Participating
Asthma	First Aid	1
First Aid management & Anaphylaxis	First Aid	1
Early Childhood Education Update	Education Workshop	2
Principal-Forum-Head to Head	Education Workshop	1
NSW Reportable Conduct and Allegations against Employees	Education Workshop	19
Child Protection	Education Workshop	18
MAF Conference	Education	12
Aboriginal and Torres Strait Islander History and Geography K-6	Education Workshop	1
NSWC Class or Kind Investigators Accreditation Course	Education Workshop	2
The Mind on Fire	Education Workshop	1
Teaching Mathematics through Inquiry K-6	Education Workshop	1
Autism Spectrum Disorder: Fundamentals and Practicalities	Education Workshop	1

The Writer's Studio	Education Workshop	1
The Art of Listening	Education Workshop	1
Plastic Pollution Solutions	Education Workshop	1
Individual Plans for Education Behaviour and Health-Process to Product	Education Workshop	1
Composting & worm farm workshop	Education Workshop	1
Berkalow-The art of Sourdough Workshop	Education Workshop	1
Stem Little Scientist Water Workshop	Education Workshop	1
Autism Workshop	Education Workshop	1
MWEI Cosmic Workshop	Education Workshop	4
MWEI Cultural Workshop	Education Workshop	1
To Gather and Speak	Education Workshop	1
Min-COGE Course 2	Education Workshop	1
Environmentally Friendly	Education Workshop	14
MWEI Maths Workshop	Education Workshop	3
First Aid Training	Education Workshop	16
Full Staff meeting	Policies & Procedures	19
Executive Meetings	Policies & Procedures	4
Administration Meetings	Policies & Procedures	4

On average, the expense per staff member on professional development and continuing training was approximately \$1380.00

WORKING WITH OTHER SCHOOLS

During 2018, we continued to work closely with other Montessori schools in our area. We learn as much from what we can show and share with them about our experiences in the school and classroom, as we learn from them by collaborating this way.

We are grateful for the opportunity to learn from these other schools and to use the opportunities afforded to us. Many of our staff are then able to further their Montessori education by continuing their workplace development in other Montessori Schools.

ENROLMENT POLICY

The purpose of the Enrolment Policy is to provide clear guidelines for parents prior to enrolment, the enrolment process and the expectations of parents for continued enrolment at the Farmhouse Montessori School at both the Balgowlah and North Head Campuses.

Our goal at the school to develop and nurture children from the age 2 and to see them graduate at age 12. We have a whole of school approach that unifies our pre-primary and primary communities over two campuses.

AIM

The Farmhouse Montessori School educates children from Early Childhood to Primary age. This education aims to be consistent with the principles and practices of Dr Maria Montessori. It is important that parents have an understanding of Montessori principles and a desire for their child and family to participate fully in the life of the school.

An overview of the philosophy can be found at <http://montessori.org.au/montessori/approach.htm>.

The aim of this policy is to ensure that families understand the Montessori principles that underlie the enrolment process.

STARTING THE ENROLMENT PROCESS

Contact the school via phone or email to ask for an information pack or alternatively the school prospectus waitlist application form and fee schedule are available for download from: www.farmhousemontessori.nsw.edu.au/how-to-enrol. We encourage applicants to attend a school tour at the relevant campus and bookings can be made on our website. For stage 2 and 3 applicants it is a prerequisite to attend a tour prior to receiving an offer.

1. If you then wish to proceed and put your child's name down for enrolment in the school, you must submit the Enrolment Application form to the school office along with the relevant non-refundable application & Membership fee. All families, even those on the waitlist, must also be current members of the Manly Warringah Montessori Society. This is an annual fee (one membership per family) more information is available on the waitlist application form or from the school office.

You will receive a receipt and a letter of confirmation that your child has been placed on the waiting list. **Please note that, being placed on the waiting list does not guarantee that your child will automatically receive a place at the school.**

WHAT ARE THE ADMISSIONS CRITERIA AND PREFERENCES FOR CHILDREN ON THE WAIT LIST?

When allocating places to children selection criteria, educational policies and guidelines are followed. The selection criteria vary across the pre-primary and primary campuses. As a preschool provider, we are also required to adhere to the Early Childhood Education and Care Grants Program priority of access guidelines.

The school enrolment policy advises priority is given to children on the waiting list in the following order:

- i. Children entering North Balgowlah Pre School campus in the infant community, age 2 years.
- ii. Places in Stage 1 (3-6) are prioritised in the following order:
 - children transitioning from the School's infant community if ready.
 - Siblings from our waitlist.
- iii. If places become available in stage 1, an internal waitlist of families wishing to increase or reduce days will be offered the available places after siblings.
- iv. If places become available in stage 2 or 3, priority is given to siblings, followed by the external waitlist.
- v. On the external waitlist, prioritisation is given to the following:
 - a. Children transferring from another Montessori School
 - b. Children transferring from a non-Montessori School

Offers to the external waitlist or children transferring from either a Montessori or Non-Montessori School are at the Principal's full and final discretion, following an interview between the Principal, child and parents applying for the place. Upon meeting with the Principal or stage 1 coordinator, families must attend an orientation in order to educate the family on the schools philosophy and methodology.

WHEN WILL I KNOW IF MY CHILD HAS A PLACE AT THE SCHOOL?

If you are applying for a place within the next 12 months, the school will update you annually to give you an indication of your current position on the waitlist. However if movement occurs and vacancies arise you will be contacted accordingly. If you are applying for a place at the school that is not required for a period greater than 12 months, the school will contact you on an annual basis. You are welcome to contact the Enrolment Officer at any time if you have questions regarding your child's place on the waitlist.

OFFERS OF ENROLMENT

Vacancies generally arise at the beginning of the year, but may occur during the year. If vacancies arise during the year, they will be filled from our waitlist. Offers can only be made to a child of suitable age at the time of the vacancy.

Offers of enrolment for a given year commence in July – August of the previous year. If you are planning to be away during this time, please contact the school, otherwise you may miss the cut-off return date and the place will be given to the next child on the waiting list.

Parents wishing to take up the offered place are required to complete a Conditions of Enrolment form, immunisation certificate, birth certificate, visa & passport details (if necessary) and other child information forms and pay a non-refundable confirmation Enrolment Fee paid into the schools' account and cleared within **14 days** of the receipt of the email to confirm the place. This form is emailed with your letter of offer and includes requests for a current date copy of the child's immunisation record and a copy of the child's birth certificate and passport/visa details if relevant.

Offers of enrolment from the waitlist will be selected by **date-order**. (The date in which the family joined the waitlist) Enrolment is dependent on the school also receiving this critical documentation within **7 days** of receipt of your confirmation email. The school will endeavour to contact the family through various means, however if the family fails to respond to the school within 48 hours, the next family on the waitlist will be contacted and the place may no longer be available.

THIRD YEAR KINDERGARTEN CHILDREN

In their last year of the pre-primary class children who are age appropriate and fulfilled their academic milestones have the opportunity of attending the kindergarten class (Extended Day) at the North Balgowlah campus. Children must turn five during the year before the 31st July. This class is registered with NESA and meets the criteria of a Kindergarten curriculum. Child readiness to enter this program is determined by the Principal. Children are required to attend 5 days per week.

WHAT HAPPENS AFTER I SECURE A PLACE FOR MY CHILD?

Depending on the age of your child and the Campus they will be attending, the following induction processes will occur:

BALGOWLAH CAMPUS INDUCTION

The school works with families to ensure the best possible transition for children into the school. For many families and children this may be their first experience in an Early Childhood setting. The school is very aware of this. Therefore, the school holds a compulsory parent orientation evenings for parents at the end of the year before your child commences at the school. This allows parents gain more knowledge about the Montessori philosophy and the general running of the whole school.

Child and a parent of the infant community will be invited to attend an orientation morning. New students in the infant community will be offered a shorter day for the first few days when they start. This is especially worthwhile for the child entering the infant community program in order for them to settle. The directress will notify the parent when the child is ready to attend a full session.

TRANSITION TO PRIMARY INDUCTION

Parents of students entering the Extended Day program will be asked to attend a compulsory parent orientation meeting before your child commences Extended Day. This will give parents insight into the Montessori philosophy and set expectations of a child within a primary setting. You will be notified of your child's readiness to transition to the North Head primary campus through consultation with your child's director/directress. Following this there will a compulsory parent information session with the principal where the procedure of transitions and the requirements surrounding this will be clarified. This meeting will give parents an understanding of the transition process and how to support your child moving to the primary school.

WITHDRAWING AN ENROLLED CHILD

Farmhouse Montessori offers a Montessori education from 2 to 12 years of age. It is our hope and expectation that children entering the school at any age will graduate at the end of stage 3 (equivalent year 6) If you are unable to continue your child's education journey with Farmhouse Montessori School, One academic term's written notice must be given to the School on the anticipated withdrawal of any student. This notice is required by the school to allow for sufficient time to replace the withdrawn child. As a moral obligation to the smooth running of the school this notice is kindly requested. You may apply to the Principal, if you feel you have extenuating circumstances that prohibit you from giving a full terms notice. However, any change to the policy is at the Principal's discretion and recommendation to the School board for a final decision.

TERM FEES

As a not-for-profit school, fees are set by the Board to cover the day-to-day running costs of the school and to provide the sustainability of the school. There is an annual compulsory maintenance levy per family. Additional fees for specific curriculum items may be required. For example, school excursions, camps etc.

Fees are charged according to age and the number of days a child attends: 2 year (infant program), 3-6yr (pre-primary), and 6-12 (primary).

A schedule of fees is available from the school office or on our website. Late payment will incur a late fee charge. Periodic payments are considered following a written request to the Principal. The School Board reviews the school fees annually in September for the following year

PARENT INVOLVEMENT

Community is an important part of the Montessori philosophy. We ask parents to participate in various events and projects throughout the year as part of modelling for our children the commitment to building a community. This might include attending parent information nights, open days, fundraising or community events.

Policy Review Date	Modification	Review Date
Oct 2017		Nov 2018
Nov 2018	New Logo and updated by Board	Feb 2019

Appendix 1- National Quality Standard (NQS)

Quality Area 6: Collaborative Partnerships

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW

77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
88	Infectious diseases
90	Medical conditions policy
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
173	Prescribed information is to be displayed

177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

Appendix 2 -On 14 September 2017 the NSW Parliament passed an amendment to the Public Health Act 2010 to strengthen vaccination requirements in child care (also known as Early Childhood Education and Care).

The changes mean that from 1 January 2018:

- children who are unvaccinated due to their parent's conscientious objection will no longer be able to be enrolled in ECECS.

Parents must provide a copy of one or more of the following documents to enrol in a child care centre:

- an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations or
- an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
- an AIR Immunisation Medical Exemption Form which has been certified by a GP.

No other form of documentation is acceptable (i.e. the Interim Vaccination Objection Form or Blue Book).

Appendix 3 **OVERSEAS IMMUNISATION RECORDS**

Overseas immunisation records will not be accepted by the Farmhouse Montessori School. The overseas immunisation records need to be assessed by an Australian immunisation provider who will transfer the information to the Australian Immunisation Register (AIR). Parents can then request an AIR Immunisation History Statement

Appendix 4 **-CHILD DATA SECURITY AND INTEGRITY**

1. Child information forms will be updated annually, to ensure that information is correct and current.
2. A register of enrolments is maintained with all required fields filled in. This register is retained for 5 years before archiving.
3. Enrolment information will be kept in a confidential file and access to this information will be available to School Staff and the Education Department Officers only.
4. When enrolling parents who are not fluent in English, the Head of School will utilise the translating and interpreting services if needed. (Phone: 131450)

Appendix 5: **-PARENTS TO FAMILIARISE YOUR CHILD**

1. Make sure you familiarise your child with the environment and the people in the school (children and adults) by ensuring you attend your child's orientation prior to commencing. (coming in for visits before commencing).
2. If starting on the North Balgowlah campus you may consider providing a favourite toy, blanket or comforter to support your child when they are separating from you or settling to sleep. This can help your child feel more secure.
3. If your child is unsettled, shorter days are encouraged and can be negotiated with your class directress.
4. Interactions between staff and parents or staff and other children can produce positive role models and be reassuring. This experience can help to establish trust in an unfamiliar setting.
5. Try to talk at home about the school. Mention the names of the teachers and other children. Talk about the things the child will be able to do at school that are fun and enjoyable.
6. Talk to the preschool staff about your child, for example, what they like to do, and successful ways of settling them to sleep, foods they like and dislike and so on. This helps the staff to get to know your child. A form will be emailed to you a few weeks prior to your child commencing 'getting to know your child' this will be a comprehensive outline to assist your educators understand your child prior to commencing.
7. When leaving your child, it is best to make sure you say goodbye and then leave. Hesitating and not going after you have said your goodbyes, if a child is upset, only confuses them. Reassure your child that everything is alright and you will return later, this can help them to settle.

Your directress will keep in close contact with how their child is transitioning. If a child is uncontrollably crying for an extended period of time, one of our educators will call parent and tweak the attendance time to a more 'drip feed' approach if appropriate.

KEY POLICY OUTLINES

STUDENT WELFARE

The safety, protection and well-being of all students are of fundamental importance to the School.

Both staff and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) Obligations under work health and safety legislation.

Specific requirements are set out in our Child Protection policy among others.

These include

Ensuring that staff appointed are fit and proper people to occupy those positions through interviews and employment screening

- requiring staff to commit to a Staff Code of Conduct which is actively monitored
- training staff in Child Protection and Anti-Harassment measures
- implementing procedures to identify when a child is at risk of harm and to notify the proper authorities
- implementing procedures to notify and investigate complaints of improper conduct by staff and report to appropriate authorities
- recognising that dealing with harassment is the shared responsibility of parents, staff and students
- establishing procedures which will ensure an effective response to incidents of harassment
- ensuring that all occurrences of harassment are dealt with fairly and consistently
- encouraging openness among students about all forms of harassment
- taking pro-active preventative measures against harassment
- raising awareness about harassment among school staff, students and parents

ANTI-BULLYING

At The Farmhouse Montessori School we believe that students attend school to participate in quality education that will help them to become self-directed, lifelong learners who can create a positive future for themselves and the wider community. Any inappropriate behaviour that hinders teaching and learning at the school and interferes with the wellbeing of students cannot be accepted.

Students, teachers, parents, caregivers and members of the school community have a shared responsibility to create a safe and happy environment, free from all forms of bullying, discrimination and harassment. Our School is committed to creating a workplace with vision and meaningful direction, adhering to code of conduct and ethical behaviour to ensure a productive and safe work environment.

Definition - Bullying can be defined as deliberately hurtful behaviour, either physical or psychological, that occurs often over time by an individual or group of individuals and causes distress, hurt or undue pressure.

Bullying involves the abuse of power in relationships.

Bullying takes many forms.

'Conflicts and fights between equals or single incidents are not defined as bullying.' (*DET Bullying: Preventing and Responding to student Bullying in Schools Policy 2011*)

	Direct	Indirect
Physical	Hitting Kicking Spitting Throwing Stones	Getting another person to assault someone
Verbal	Verbal Insults Name calling	Persuading another person to insult someone or do something Spreading malicious rumours
Non-Verbal	Threatening and obscene gestures Use of technology that causes distress, hurt or exerts undue pressure on another party. For example:- mobile phones, computers, videos, cameras or any form of mobile recording device, social media, text messaging or any other forms of e-communication	Removing and hiding belongings. Deliberate exclusion from group or activity Uploading pictures, photos and /or videos without permission

The Farmhouse Montessori School is committed to providing a safe and equitable workplace for all staff, educators and students. Bullying, discrimination and harassment will not be tolerated under any circumstances.

Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health and safety. Bullying may involve any of the following types of behaviour:

- Aggressive or intimidating conduct
- Belittling or humiliating comments
- Spreading malicious rumours
- Teasing, practical jokes or 'initiation ceremonies'
- Exclusion from work-related events
- Unreasonable work expectations
- Displaying offensive material
- Pressure to behave in an inappropriate manner

Bullying does not include reasonable management action carried out in a reasonable manner.

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristic or belong to a particular group of people, such as age, race or gender.

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular characteristic such as race, age, gender, disability, religion, or sexuality.

There are a number of anti-discrimination, equal employment opportunities, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace.

Our School philosophy, code of conduct and early childhood code of ethics will guide educator interactions and best practice by providing a vision, a purpose and meaningful direction to ensure a safe working environment for all staff.

Management and Nominated Supervisor will ensure:

- A thorough induction process for new employees is conducted at the commencement of employment
- Compliance with discrimination law
- They have a comprehensive understanding of the Service's code of conduct, complaint and grievance policy and the Early Childhood Code of Ethics
- Educators are informed that inappropriate behaviour, including bullying and harassment will not be tolerated
- Educators are aware of the bullying and harassment procedure
- Inappropriate behaviour is addressed
- Educators are aware of appropriate interactions through professional development and training
- Staff and Educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and expectations
- Constructive feedback is provided to staff and Educators
- Communication practices are reviewed frequently to ensure best practice
- All staff and educators are treated equally

Educators will:

- Be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- Be encouraged to embrace the uniqueness and diversity of their colleagues
- Respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- Comply with discrimination law
- Be responsible for their own actions in the workplace
- Raise matters of concern at an early stage to management
- Provide management with specific information regarding the perceived bullying and being prepared to have the complaint made known to the person, to allow for fair management and rectification
- Maintain confidentiality and not discuss or release information relating to a bullying allegations

Students have a responsibility to:-

- Behave appropriately, respecting individual differences and diversity
- Inform a teacher if they are being bullied or harassed or if they see someone being bullied i.e. behave as responsible bystanders
- Attempt to learn strategies to deal with bullying incidents.

Parent and Caregivers have a responsibility to:-

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Work collaboratively with the school to resolve incidents of bullying, discrimination and harassment when they occur
- Encourage their children to show consideration, respect and support for others and to develop responsible on-line behaviour
- Encourage their child to adapt learnt strategies to deal with bullying

- Encourage their child to notify teachers if they are being bullied or harassed or witness any incidents of such
- Inform the school if bullying/harassment is suspected

Managing Bullying/discrimination and harassment

The Farmhouse Montessori School implement the following initiatives to support students as part of our student welfare program.

1. Strategies will include: -

- Orientation Program. This commences before students commence and involves a buddy system in the Primary school program
- Visiting performances on anti-bullying/discrimination and harassment
- Welfare meetings and discussions
- Staff development days and courses to continue to develop staff expertise in this area.

Procedures for Dealing with Bullying/discrimination and harassment Behaviour

- Reporting – students are encouraged to report incidences of bullying to the teachers on playground duty or to their classroom teacher when they return to the classroom.
- 'Group Time' is also used to encourage students to discuss incidences of bullying.
- Parents wishing to discuss bullying issues arising with their child/children are encouraged to contact the school and make an appointment with the class teacher
- Dealing with behaviours – teachers deal with incidents as they arise
- Ongoing incidents are reported to parents and discussed at welfare meetings to create staff awareness and provide greater support for students
- Bullies and the victims of bullying are provided with consultation.

Evaluation

Incidents of bullying/ discrimination and harassment are monitored on an ongoing basis.

The school's Duty of Care Policy-Safe and Supportive Environment Policy, including the Bullying, Discrimination and Harassment Policy will be reviewed every three years in accordance with School and Department guidelines.

BEHAVIOUR MANAGEMENT & DISCIPLINE

"Let us remember that inner discipline is something to come to and not something already present. Our Task is to show the way to discipline. Discipline is born when the child concentrates his attention on some object that attracts him/her not only with the useful exercise but with the control of error."

MARIA MONTESSORI: THE ABSORBENT MIND

The aim of a Montessori environment is to help each child develop inner self-discipline. This development is fostered by the ordered organisation of the classroom and by the child's freedom to choose and work at an activity without interference. Guidance is given when appropriate.

This approach alleviates many disciplinary problems by helping the child gain skills in self-discipline and mediation within a controlled environment. The mixed age group of each classroom allows the younger children to emulate the more mature behaviour in the environment.

Limits are set for the benefit of the group and each child's individual development. Setting limits helps children to start what is hopefully a lifelong process of feeling secure, orienting themselves in the world, and finding appropriate expression for feelings that are hard to control. Positive reinforcement is used to foster acceptable behaviour and children are given words to assist them to express their feelings so that they need not resort to physical responses, for example, hitting.

Children are encouraged to become independent in their dealing with one another as appropriate to their age. Adult intervention occurs when the situation demands.

Children displaying unacceptable behaviour may be required to isolate themselves from their peers in order to reflect on their behaviour. They are free to resume their activity when they feel ready. Behavioural problems may be discussed in the group without referring to the offending child (ren) by name.

If deemed necessary, the parents of a child, who is behaving inappropriately, will be notified and advised of appropriate action. Written records will be kept of incidents of unacceptable behaviour or inactive or withdrawn behaviour, and of conversations and correspondence with the parents. Where a formal meeting is required with the child's parents, they are to be given a set of minutes taken at the meeting. The parents are required to sign the minutes as acknowledgement that the discussion took place along the lines contained therein. In severe or repeated instances, the offender's parents may be advised to seek professional help.

In accordance with the Education Reform Amendment (Corporal Punishment Act 1995), and in keeping with the Montessori philosophy, this School does not permit corporal punishment of students and does not support corporal punishment in any form.

"Our care of the children should be governed not by the desire to 'make them learn things' but by the endeavour always to keep burning within them the light which is called intelligence." (Maria Montessori)

DISCIPLINE

Discipline presupposes a certain degree of obedience. Before the age of three, a child is truly unable to obey unless what is asked happens to correspond with one of their vital urges. At this stage, the personality has not formed to the level where he/she is capable of making a choice to obey. It is this level which Montessori termed the first level of obedience. A toddler can obey, but not always. The second level of obedience is reached when the child is capable of understanding another person's wishes and can express them in their own behaviour. When this second level of obedience is reached, most parents and teachers would think they had reached their goal. Most adults ask only that children obey. The goals of Montessori reach beyond this, however, to the third level which Montessori called "joyful obedience". At this stage, the child has internalized obedience, or we might say, had developed self-discipline where he/she sees clearly the value of what is being offered to them by authority and rushes to obey. This is not blind obedience at all, but is a fully informed choice by a personality, which has grown in freedom and developed to its fullest potential. This is what we want for our children. With this level of obedience or self-discipline comes a degree of self-respect in which a child cannot help but respect the rights and needs of others alongside their own. He/she is then able to learn and grow freely in the security of a community of respectful individuals.

- To create a safe and healthy environment in which the children feel secure and nurtured.
- To promote the development of the whole child.
- To help the children grow in self-worth, confidence and independence of thought.
- To communicate to the children, values and beliefs, that are in keeping with our philosophy.
- To protect the children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety, both within and outside school.
- To encourage tolerance, empathy and sensitivity to the needs of others.
- To promote warm, positive and respectful relationships between children, staff and parents.
- Encourage all to share of their giftedness and energies in a spirit of service;
- Support staff through structures which allow for personal and professional growth;
- Give every opportunity to parents, who enter into an educational partnership with their children's educators, to share in their children's intellectual, emotional and spiritual development;
- Support staff, students and families in times of grief, sickness and stress.

The Montessori Approach stresses the importance of total development which includes care of the physical, emotional and moral, as well as the intellectual needs of all children. Activities and experiences are planned to help the child develop the ability to take responsibility for their own well being and to care for others.

Staff endeavour to make themselves aware of professional help available e.g. community health centres, speech therapists, optometrists, screening facilities etc. Regular communication is maintained for all children through the school providing opportunities to advise and discuss appropriate avenues for help and support as the need arises.

At all times the interest of the child is the central concern.

The Montessori approach is to assist the child to develop that self-control and discipline. Some of this is developed through the use of the materials and the inability of the child to enforce their will onto something else or the need to develop control over oneself in order to complete the work effectively.

Children are considered to be whole and good but their actions may not be in keeping with the expectations of the social community. Any discussion with the child is in the context of their actions and not on their character or being.

Children having difficulties with another are encouraged in the first instance to discuss their problem with the other child concerned. Children remain with each other until both have discussed the issue and reached an agreement that satisfies both parties. Lessons are given to children as a group and on an individual basis and situation on ways to discuss an issue with another person and ways to resolve the conflict.

Staffs are aware that any verbal or visual observation may not give a true picture of the situation and that all parties involved in the conflict should also be involved in the resolution.

Children having difficulties with being involved in the discussion or seem to be having difficulties with being with or near other children that day are encouraged to take time away from the other children or to remain with the supervising adult until it is felt that he/she can manage themselves again.

If there is regular disruption or conflict with other children, consideration may be given to the work or play the child is involved in; personal difficulties e.g. illness, medication, out of school problems. Developmental difficulties or other considerations, discussion and support should be sought from the parents to assist the child. Assistance may also be sought from other staff members or professionals as felt necessary to assist the child's social development.

At no time is corporal punishment permitted or to be encouraged by anyone.

The goal of the Montessori classroom whether it is a prepared environment for infants and toddlers, pre-primary, primary, or secondary students, is first and foremost the development of skills necessary for a productive and fulfilling life. The best of the academic curriculums are useless if the child does not develop inner discipline, integrity, and respect for

others and oneself. The young person who faces the world of tomorrow armed with self-confidence and self - discipline is far more likely to achieve success and happiness. They will be prepared to meet any challenges that the "real world" may present, and will hopefully bring to that world some of the peace and joy they experienced in the Montessori environment. *The more the capacity to concentrate is developed, the more often the profound tranquillity in work is achieved, then the clearer will be the manifestation of discipline within the child.*

Maria Montessori

GRIEVANCE POLICY

In the event of a grievance the following procedures should be followed:

Throughout the procedures all parties must be made aware of their opportunity to access the Department office ~ Children's Services Advisor – 9202 5330 at any time.

- A parent should first lodge the complaint either verbally or in writing to the appropriate person related to that concern. eg problems regarding fees should be directed to the Book keeper or Principal and any issues from the classroom should be directed to the Educator.
- If it is within that person's capacity to address the matter to the satisfaction of the parent, that person can direct action to avoid recurrence of the problem and report the matter to the Principal and/or the Chairman of the Manly Warringah Montessori Society. If the complaint is about a person, that person should be informed and solutions discussed. All interviews must be minuted and a copy given to the Principal.
- If there is a difficulty in doing this or if the discussions are unsatisfactory or unresolved, the matter should be referred to the Principal or Chairman by the staff member or parent.
- If the matter is still unresolved, a meeting will be called between the person/s involved in the concern, the Principal and the Chairman. Time may be set aside for a meeting to occur without the person around whom the complaint revolves. That person would be given an opportunity later in the above mentioned meeting or at a later date to present his/her account of the incident.
- A committee involving the Principal, Chairman and two other committee members may be contacted if the situation is still considered unsatisfactory.
- Further still the issue may then be presented to the School Board if still unresolved. This needs to be presented to the Board secretary in writing by the Wednesday previous to the meeting to ensure it is included in the agenda.
- If issues regarding the management of the school that have not been resolved at this level, the parent may wish to call an EGM in accordance with the Manly Warringah Montessori Society By-Laws
- If still unsatisfied, the parent or School may contact the Children's Services Adviser for information as to further action to be taken in search of a satisfactory resolution for all parties concerned.
- If the issue is still unresolved either party may contact the Community Services Commission to seek a resolution.

If the grievance is about the Principal, Liaison Officer or Chairman, a meeting may be organised to omit that person from the proceedings. At some point they will always be provided the opportunity to present their view of the situation. Another member from the Management Committee may be appointed to stand in on meetings in place of one of these three people.

Provision may be made to allow the person making the complaint to remain anonymous if he/she wishes as much as is possible.

To ensure fairness for all, these procedures should be followed in order.

All people involved in the complaint have the right to be heard and informed of the action taken.

The Complaint Form is stored in the Complaint Register in a locked file in the Office and be updated until the matter is resolved.

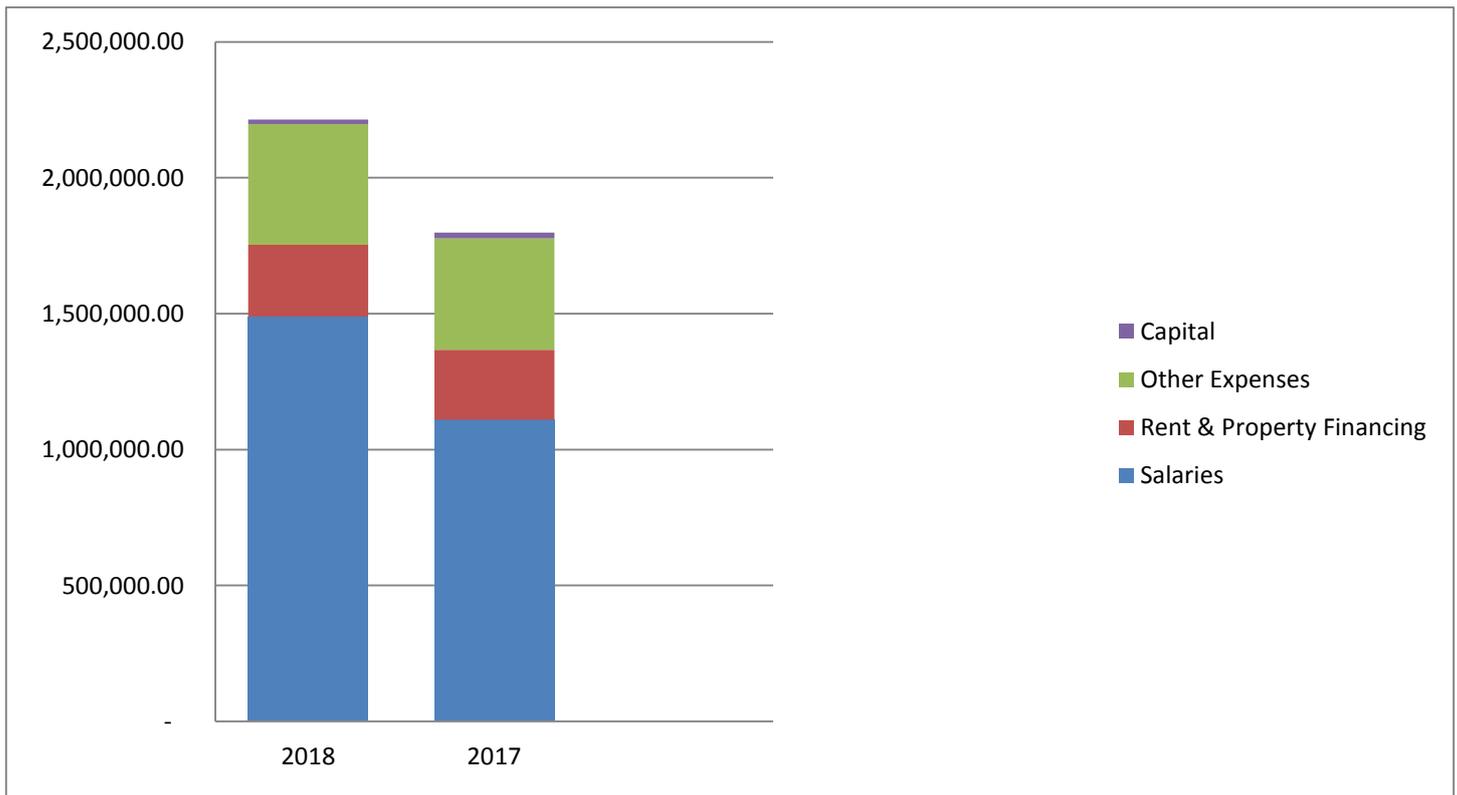
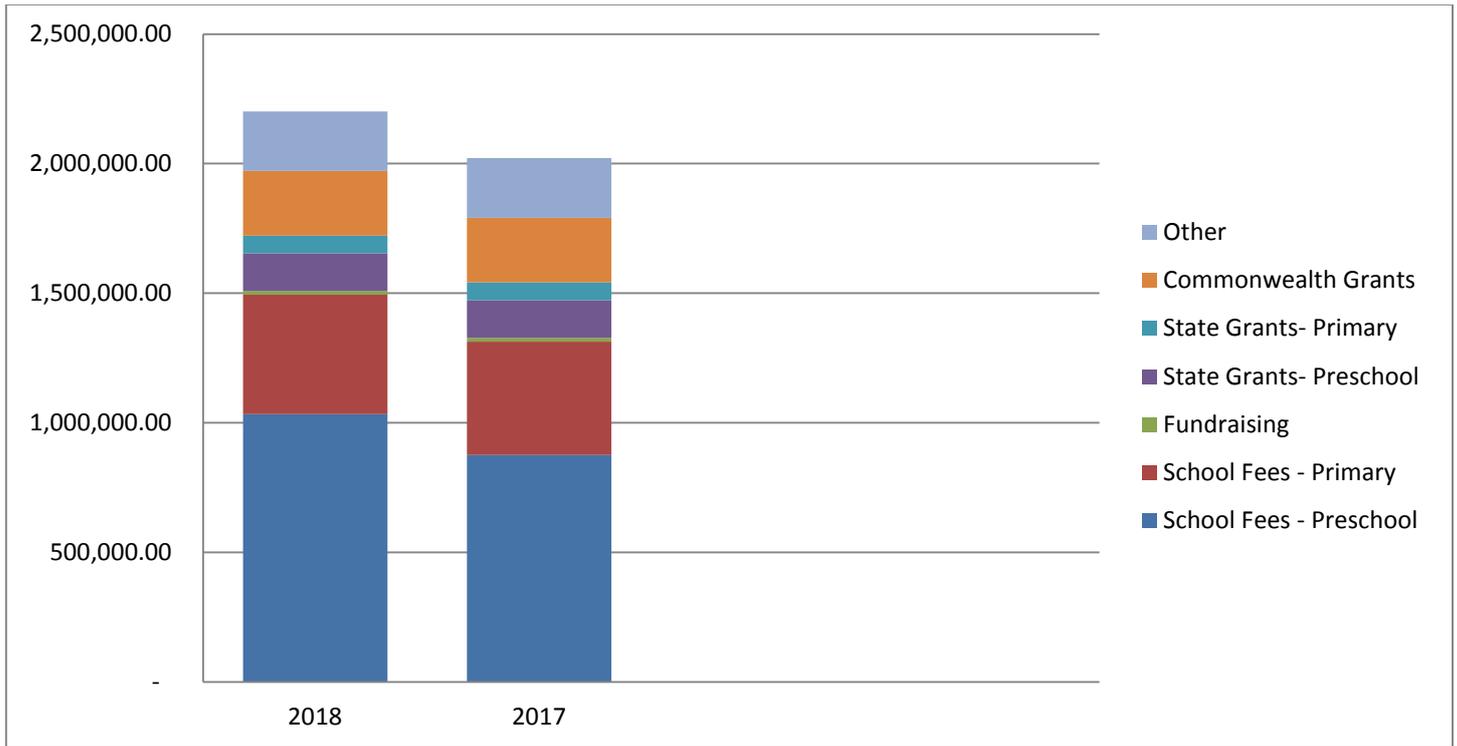
Should the grievance allege any form of abuse of the child, it is mandatory that the matter be immediately notified to the Department of Community Services Helpline: For staff 133 627, for parents 132111. The Principal will also notify the Chairman of Manly Warringah Montessori Society.

The Principal and the Chairman of Manly Warringah Montessori Society will be made aware of every suggestion; concern or complaint lodged by a member of the parent body, irrespective of the perceived seriousness of the grievance and should be shown the Complaint Form. The complaint form should be added to every time there is a discussion or action related to this incident until it is fully resolved.

Note: The Policies listed above are available on the School website in full.

FINANCIAL REPORT

Below is the breakdown of income and expenses which are reflected in our audited accounts.



Changes in income and expenditure:

- The Primary school campus added another stage 3 classroom and required increase to staffing levels and resources.
- Increase in number of children attending North Balgowlah Campus resulted in an increase in enrolment fees and Government funding.
- Landscaping at the Preschool campus was completed.
- Surplus will be allocated to new flooring at the Preschool campus and further upgrade resources at both campus'.

FUNDRAISING REPORT

OPEN DAY



We had a fabulously successful Open Day on the 17th March 2018. This again was held at the Nth Balgowlah Pre-School Campus.

Thanks to all our parent volunteers and hard working Farmhouse Staff the school was showcased at its best! Thank you to all the bakers who contributed to our beautiful cake stall as well this is always one of the most popular stalls.



Parent participation is a major part of the recipe in making our Annual Open day successful. Thank you! What a wonderful day!

We raised a total of **\$1512.00** on this day

TRIVIA/AUCTION NIGHT 2018



On Saturday 8th September the Farmhouse Montessori School held there annual Trivia/Auction night. This was held at the Wakehurst Golf club in Seaforth with a great turn out of families from both of the school campuses.

All staff picture here got into the theme and came together as a school to help put this event on again with the help of the event parent co-ordinators for the two campuses.

The theme for this year:-A Splash of the Tropics

Despite this being a 'social night' we are thrilled to have raised **\$7,127.**



Enormous thanks to our preschool dads, Robert Monk (Dj Somatik) who rocked the dance floor, Andrew Lutze (of Cunningham's) who nailed an entertaining auction, along with the charming Patrick Tully our Trivia Master!



SCHOOL DETERMINED IMPROVEMENT TARGETS

PREMISES - NTH HEAD CAMPUS



We are so excited to show you our new outdoor workspace! We have been working very hard to transform our old courtyard into a wonderful area that we can use to learn and work together.

We have now also created a beautiful flower garden with beautiful zucchini flowers



New tables have been purchased for our Art Room which we love and use everyday

PARENT COMMUNICATION

Communication with parents is performed in the following ways –

- The Farmhouse Montessori School website for posting events, policies, procedures and links.
- School Handbook handed to parents on enrolment and posted on the School's website as well as hard copies available in the reception area.
- Fortnightly newsletters alternating of school events, procedures and class stories this is on the school website.
- Parent – teacher conferences held bi-annually
- Information evenings to present, or workshop, on Montessori philosophy and program, child development, family relationships. These events are advertised and open to those on our waitlist as well as the community.
- Posting of notices on the noticeboard, front door blackboard, street noticeboard, front door and placed in family pigeonholes, regarding school events and procedures as well as other events or information of interest.
- Emails regarding more immediate information and invitations to events.

SCHOOL POLICIES 2018

Our policies ensure that all aspects of the schools' mission, in providing for student's welfare, are implemented. Hardcopies of policies are held in the Reception area and office of both campuses with most copies available for viewing on the school website or on request.

2018		
New policies & Documents	Created/Reviewed & Updated	Still working /Waiting on
Birthday Party Invitation Policy	Created-March 2018	Enrolment Policy
Return to Work Policy	Created-August 2018	Transition Policy
Code of Conduct –Students	Created-May 2018	Attendance Policy
Walking/Cycling to School Alone Policy	Created-Feb 2018	
Register of Injuries/Illness form-Staff	Created –August 2018	
Parent Record of Interview-IEP	Created-July 2018	
2019 Child Information Forms	Created-September 2018	
Social Media Policy	Aug 2018 Updated Permission note	
Break in & Intruder Policy	Nov 2018	
Crisis Policy & Procedure	Oct 2018	
Long Service Leave Policy	September 2018	
Parent Record of Interview	April 2018	
All school Policies	Reformatted with new school logo	

As we move through 2018, the strategic plan for Farmhouse Montessori School will allow the school to establish cohesion between both campuses to establish a cultural change in the expectations of the parents as they consider the next steps for their child's educational journey. It will also see the school communicate effectively, both in an educational and developmental way. The school will focus on the Montessori approach to teaching the curriculum throughout cycles 1,2 and 3. Our place on the Montessori circuit will be more prominent, giving us a firm place in the Montessori sector.

Education

- Staff development and accreditation
- Montessori refresher
- Montessori curriculum
- Scope and sequencing
- Terminology
- In house training
- Vertical teams
- Improved pedagogy#
- Writing focus

To improve the overall level of education delivered within the school. Laying the foundations for a reputational overhaul, improved pedagogy.

Cohesion

- Ethics peer support
- Transition classes
- Observations
- Expectations
- Bus/transportation
- Leadership roles
- Executive team
- Admin team
- Staff development
- 5 at 8 meeting.

Bringing the campuses closer both educationally and culturally. Developing a whole school curriculum that parents/teachers understand and expect.

Montessori

- Whole school refresher
- Parent education nights
- Montessori curriculum
- Terminology
- In house training
- Sharing of pedagogy
- Social media/website
- Preparing cycle 3.
- Transitions
- Vertical teams

To improve our confidence and delivery of the Montessori method. The prepare the school for a cycle 3 environment and educate the parent body.

Culture

- Negative undertones
- A journey through Montessori
- Equality and the sharing of responsibility.
- Whole school promotion.
- Front of house.
- Reporting/practise
- Understanding

Bring the campuses in line whilst quashing animosity between campuses. Improvement of communication regarding what we offer and expect.

Improved student outcomes – Increased enrolments – Staff retention – Increase in transitions – Raised Profile – Potential for growth

THE YEAR AHEAD-FARMHOUSE MONTESSORI STRATEGIC PLAN 2019

As we move into 2019 and plan towards another wonderful year ahead. There are several districts of the school and its community that we would like to focus on to enhance the already amazing impact we are having on our students and the families who subscribe to our service. This strategic plan lists 4 areas of the school that support our overall methodology, philosophy and understanding of what our school is and what we want it to be. These pillars are divided into attainable targets and initiatives cultivated by the staff at Farmhouse as we move through 2019.

Community

- Parent skillset in classrooms
- Making connections with elderly citizens
- Parent info sessions – what is Montessori skill sessions
- Giving back – retirement home
- Parent child obstacle course
- Family Sports day
- Parent opinions / feedback
- Picnics/social each term
- Community Garden

To engage with the community on a variety of levels. To work on the already fantastic community engagement and diversify into other areas.

Sustainability

- Enviro friendly cleaning products
- Walk/ride to school
- Waste free lunchboxes
- Education eve – parents on sustainability
- Recycling in classrooms
- Vegetable garden
- Donating to women's shelter old resources/clothing donations/books
- Hand dryers
- Taps – self releasing
- Chickens / composting / scrans

To consider how sustainable our school is in terms of the environment, recycling, and waste. How can lower our impact on the environment as a community?

Montessori

- Free flow into 3-6 classrooms
- Less activities booked in – more time to choose
- Top up knowledge
- Vertical teams
- Mentoring staff
- Educating parents – ie Montessori Information sessions
- Transitions
- Online resource hub
- A journey through Montessori

To continue to promote, teach and act in the best interests of the Montessori Method. What are we doing now and what can we improve going forward?

Staff

- Team build-kayak, lawn bowls, NH walk
- Bootcamp / exercise
- Cross campus socialisation
- RFF programming time
- Coffee machine
- Social, movie nights, cooking class
- Self-defence class
- Zjoosh the staff room
- Streamlining procedures & paperwork
- Additional needs

To understand the needs of our staff and the areas in which we can improve to manage the wellness, the mindfulness and the mental health of our staff.

Improved student outcomes – Increased enrolments – Staff retention – Increase in transitions – Raised Profile – Potential for growth

