



The Farmhouse Montessori School
Annual Report
for
2020

Primary School Campus: Building 6, 33 North Head Scenic Drive,
Nth Head, Manly 2095

Pre-School Campus: 9 Bardoo Ave, North Balgowlah 2093

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Educating the Whole Child

TABLE OF CONTENT

Reports:	3
From The Chairman Of The Board	3
From The Principal.....	6
Parent, Student And Teacher Satisfaction	7
Introduction.....	8
Mission Statement.....	8
The Montessori Method.....	8
Philosophy Statement.....	9
Manly Warringah Montessori Society & Management System	10
School Board Members 2020	10
Student Attendance & Population	11
Demographics - Toddler & Pre-Primary	11
Student Attendance -Primary	11
Management Of Non-Attendance & Student Attendance.....	12
Attendance Records.....	12
National Assessment Program Literacy & Numeracy-(Naplan)	13
Farmhouse 2020 Naplan Results	13
Extra-Curricular & Community Activities	14
Respect And Responsibility-Pastoral Care	15
Student Leadership.....	15
Staffing & Teacher Standards.....	16
Professional Learning & Development	16
Working With Other Schools	17
Enrolment Policy	18
Key Policy Outlines	23
Student Welfare.....	23
Anti-Bullying	23
Behaviour Management & Discipline.....	25
Discipline.....	26
Grievance Policy.....	27
Financial Report	28
Fundraising Report.....	29
Open Day	29
Trivia/Auction Night 2020.....	29
School Determined Improvement Targets	29
Premises - Nth Head Campus.....	29
Parent Communication	29
School Policies 2020.....	30
Farmhouse Montessori School-Strategic Plan 2020	32

REPORTS: FROM THE CHAIRMAN OF THE BOARD

Dear Parents,

Last year's AGM feels an age ago. It was held in what (we later realised) was the peak of the first wave of COVID. Only two days before the AGM, the NSW Premier had asked that parents keep their children home from school; that same day we started online learning.

Thinking back to that time, we, as a community, had little idea of what the future would hold. We had little idea how long and severe the pandemic would be; what impact it would have on our children, families and broader community; what it would mean for our teaching delivery, teaching staff, enrolments, finances and plans for the future. It was, frankly, a deeply uncertain and worrying time.

Given where we are today, I think we have many reasons to be extremely thankful – particularly when we look at the situation in other countries. The year was much closer to 'business as usual' than we expected in March last year.

Impact of and priorities during COVID

As a Board, we were clear that our priority throughout the year was to support our community and our teachers through difficult times.

We were pleased to be able to provide fee reductions to all families for terms 3 and 4, while substantially increasing the fee relief and financial hardship policies for our families. We had expected, and were prepared for this to have an impact on the school's finances. We were able to reduce some key outgoings – particularly through rent relief – while also being able to draw on government stimulus funding. This has in fact meant the expected financial impact has thankfully not materialised; there is still risk in this area however, as government COVID funding will certainly change in future. We will continue to monitor this closely.

While online learning may have been tough for parents, it was equally so for our teaching staff. Their response was exceptional: quickly adapting to the technology; and finding creative ways to educate, stimulate and engage our children. Given that Montessori emphasises the personal, practical and physical in education, this was a major shift for our educators. We have worked closely with Gavin to find ways to acknowledge the excellence of our teaching staff and give back to them in ways that work for them. We also continue to fund and support ongoing training for many of our teachers, another clear priority for us.

The pipeline of applicants to the school remained strong through COVID, although this remains an area we will continue to concentrate on this year.

Some highlights of the year

While COVID put a sizeable dent in the year, looking back there is still a great deal that the school has achieved. These include:

- The Primary School bade farewell to its first graduates in a touching ceremony. They are a credit to the school, and we wish them well.
- The Primary school received a strong evaluation in its regular review by the NSW Department of Education. The school has been given 5 years' clearance and 'no recommendations'. This is an excellent result and is testament to Gavin and the teachers' hard work and follows on from the pre-primary school's rating of '*exceeding*' in late 2019.
- The staff on both campuses continued a range of professional development, with courses in additional needs, child protection, Montessori pedagogy and dyslexia taking place for staff on both campuses.
- Alli quickly developed an impressive virtual tour of the primary school for prospective parents who were not allowed on campus during the peak of the pandemic (if you haven't already, please have a look at: <https://farmhousemontessori.nsw.edu.au/book-tour/>)
- The school moved to a digital database; all student reports will be delivered digitally from 2021 and all data and forms will be migrated to a digital format. Thanks to Suzanne, Alli and Denise for the large amount of work this entailed.
- Investment in various facilities in both schools:
 - New noise-reduction carpet and new kitchen in the Primary school.
 - Outside structures for the toddler room in North Balgowlah, and safety bollards in the pre-primary car park.

- Engagement with ASPECT, which conducted an educational Audit of the primary school, recommending changes to the classroom environment and delivery of the curriculum to enhance learning for those children with additional needs.
- The eco Warriors of North Balgowlah continued their active approach to sustainability and protecting the environment. This year they collected recyclable bread ties to raise funds providing wheelchairs for the disabled, and helped our children understand the damage that plastic products can have on our waterways and oceans.
- The pre-primary campus spearheaded several community initiatives to assist the wider community during 2020. This included initiatives such as the Dalwood Spilstead Sisterhood gift drive, and the Community Co-op food drive for the homeless. These have allowed our youngest students to understand how their efforts can have real value in our community.
- Ride to School club was established at the pre-primary and is now running in the primary school, connecting families who wish to ride to school together. New bike racks will be installed at North Balgowlah to promote this worthwhile activity.
- Sport continued as usual across both campuses, with swimming, cricket, athletics and soccer taking place throughout the year.
- Evergreen music delivered weekly music and band lessons on both campuses, tailored to the particular music ability and needs of each child.
- New staff:
 - Hannah Colton was employed as the schools' new additional needs teacher.
 - Thomas Kreiger was employed as the schools' well-being officer. Thomas has been delivering sessions for students and staff (and parents 2021) on mental health and wellbeing.
- Stage 3 students' 3-night school camp on the Central Coast.
- The replacement of the annual trivia night with an online trivia night which was great fun - thanks to all of the parents who helped to organise this.
- Zali Steggall MP visited the primary school to talk about what she does in Canberra, particularly to address issues like climate change: an inspiring and empowering session.
- The board have explored options for potential additional space; something we will continue to focus on.



Jessica and Leo, our first primary school graduates at their graduation lunch



L-R: Renee Bilston, Zali Steggall MP, Gavin McCormack, Nick Fletcher



Preschool community collection 'Giving Tree'

Looking to the future

With the school expected to reach capacity early this year, and with a strong pipeline, it is important for us to plan ahead. As a Board, we have an exciting vision for the future of the school.

We are currently developing a 5-year plan and will be seeking input from the community. The plan will be centred on the following purpose statement for the school:

Empower children to flourish, with the values, skills and passion to have a positive impact in the global community.

We are planning to engage with the school community to develop and refine the plan, but in the interim if you have any thoughts on what you'd particularly like to see, please talk to Gavin or one of the Board members.



A Board workshop to develop the draft 5-year strategy: L-R: Nelson DaSilva, Gavin McCormack, Fiona Campbell, Stephen McNulty, Nick Fletcher, Nic Rivers. Absent: Renee Bilston

Thanks and acknowledgement

The Board and I would like to thank all the teachers and staff for keeping their focus on the education and growth of our students in these exceptional times. Particular thanks to the Executive Team, Jenny, Corinne, Laura and Jill, working with staff across both campuses, for quickly developing robust COVID safety plans for both sites. We would also like to thank Jill who went 'above and beyond' this year, managing various application processes, payment plans and various credits arising as a result of COVID.

The support given by the whole teaching team to families during the COVID disruption was enormously valuable. They have been a credit to the school, and as a Board we would like to sincerely thank and acknowledge all of our teachers and staff for their hard work.

We would like to extend our thanks and best wishes to Stage 3 Directress, Claire Waters, who returned to the UK for family reasons at the height of the pandemic. Claire was instrumental in establishing and leading our Stage 3 class. She was held in high regard by fellow educators, parents and of course the children, and left a wonderful legacy for Laura to continue.

We would also like to thank Gavin, who has been enthusiastic, proactive and thoughtful throughout the year. His passion for education and our children is invaluable and we sincerely thank him for his enormous contribution to the success of the school.

I would also like to thank the rest of the Board – Stephen, Nicolas, Fiona, Nelson, John and Renee – for their wisdom, guidance, and effort over the year. We were meeting on an almost daily basis at times during the pandemic, and the discussions and relationships forged during this challenging time have, I think, brought us together and helped improve our operating and decision making. I would like to thank, in particular, Nelson da Silva who has been absolutely invaluable in understanding, characterising and modelling the likely financial impacts, and financial scenarios of COVID, while also improving day-to-day financial planning, helping us continue to make informed decisions.

We look forward to welcoming a new board member (to be elected at this AGM) who will replace John Du Vernet. John has completed an impressive 6 years and has been a passionate, committed and driving force who can feel immensely proud for having helped the school grow to become what it is.

Regards,



Nick Fletcher,

Chair, Manly Warringah Montessori Society-In conjunction with the Board:

FROM THE PRINCIPAL

Dear families,

2020 was a year of the unexpected where we had to demonstrate resilience as a community. Together we worked hard to protect each other from the threat that the pandemic brought us. We showed our children and the future leaders of tomorrow that if we collaborate and work alongside each other, then anything is possible.

Our teachers, parents and students worked differently this year. The school suddenly closed, and the children were asked to learn from home alongside parents who were under the same restrictions. But together we allowed our children to continue with their educational path without minimal hurdles or hiccups.

2020 was the year that the school had its first graduates leave for high school. After completing their Montessori journey and equipping themselves with the skills and academic ability to take on the next steps of their educational journey, this was a momentous moment for our school and one that was celebrated by coming together under the shades of the Trees at the North Head Campus on a sunny afternoon.

After receiving a rating of 'exceeding' from ACECQA for the preschool campus in 2019, the primary school had their annual visit from NESAs during the winter of 2020. This involved the Department of Education evaluating our policies, procedures and documentation around teaching, learning, assessment, child protection and attendance. The school received a very positive response, with the department advising the school that they were very happy with no recommendations to be made to the way the school operates.

The drive for community change and engagement was high on the agenda in 2020. Both campuses held initiatives based around assisting those who need it most. The eco warriors at the North Balgowlah Campus continued their drive towards a sustainable future. The parent community collected gifts for the Dalwood Sisterhood and the Homeless. Children at the North Head campus also collected unwanted gifts for the children at Barnardo's in the city. Community drives such as these instil a message of hope and care into the wider community and establish a culture of empathy, love, and compassion within our student population. I only hope that these kinds of initiatives will continue into 2021.

The curriculum was high on the agenda across both campuses, with sports taking place on a weekly basis, music being delivered in all classes on both campuses and incursions and excursions still part of the educational journey. Our stage 1 children embarked on weekly walks around the suburb, the stage 2 children planned and organised weekly bushwalks at North Head and the stage 3 children regularly visiting different areas of the community and taking part on a 3-day overnight camp on the Central Coast. Montessori said, *'If you can't bring the world to the child, take the children to the world.'*

I will end this message with big thanks to everyone who works so hard to make 2020 what it is. Firstly, the teachers who show nothing but dedication, grit, and drive to allow our students access to the best possible education. Our families who work alongside the school to bring the Montessori education into every home. Our board who put in so much effort to govern accordingly and guide the school as we make big and important decisions, but most importantly, the students, who work with passion and intention towards using the skills the schools provide to go out there and make the world a better place in the future.

2020 was a year where the unexpected happened to us all, but together we adapted the way we worked to make sure that each one of us is safe and supported and that is the true spirit of the Farmhouse Montessori community.

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 and events held. These are normally done by way of Staff appraisal and parents surveys which are either online or handouts at inhouse parent workshops at the school.

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.

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 and when a vacant seat becomes available.

SCHOOL BOARD MEMBERS 2020

Chairman:	Nick Fletcher (appointed 27 th March 2020)
Board Members:	John Du Vernet (appointed 15 th April 2015)
	Renee Bilston (appointed 15 th April 2015)
	Fiona Campbell (appointed 18/9/ 2018)
	Stephen McNulty (appointed 25/3/2020)
	Nic Rivers (appointed 18/3/2020)
	Nelson da Silva (appointed 25/3/2020)

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 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 20 students per class.

DEMOGRAPHICS - TODDLER & PRE-PRIMARY

Nth Balgowlah

Enrolled students	
Females	47
Males	40
Indigenous	0
CALD	1
Additional Needs	2

Kindergarten

Nth Balgowlah

Females	8
Males	9
Indigenous	0
CALD	4
Additional Needs	0

Primary

Nth Head

Enrolled students	Term 2	Term 3
Total		
Females	15	15
Males	26	25
Indigenous	0	0
CALD	0	0
Additional Needs	6	6

STUDENT ATTENDANCE - PRIMARY

94.34% of students attended school on average each school day or were on approved leave in 2020 Semester 1.

Percentage Attendance per Grade-Semester 1			
	Average	Male	Female
Year 1	93.2%	95.08%	90.41%
Year 2	93.75%	93.75%	0
Year 3	93.14%	94.25%	91.19%
Year 4	95.63%	95.%	96.83%
Year 5	95.74%	98.75%	94.54%
Year 6	94.50%	94%	95%
School Average :	94.34%		

94.79% of students attended school on average each school day or were on approved leave in 2020-Term 3.

Percentage Attendance per Grade-Term 3			
	Average %	Male	Female
Year 1	92.7%	95.07%	88.78%
Year 2	94.56%	94.56%	97.19%
Year 3	96.77%	97.19%	95.92%
Year 4	95.92%	95.51%	96.60%
Year 5	94.61%	100%	92.45%
Year 6	93.88%	100%	87.76%
School Average:	94.79%		

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 2020-CANCELLED THIS YEAR

Education ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic. This means the current Years 3, 5, 7 and 9 will not undertake the assessment this year. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments. Any change to this and to the year levels that participate in the annual NAPLAN assessments would need to be agreed by all education ministers.

No child will have a NAPLAN result for 2020.

NAPLAN results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress. NAPLAN tests are only one aspect of each school's assessment and reporting process, they do not replace the extensive ongoing assessments made by teachers about each student's performance. Your child's teacher will have the best insight into your child's educational progress.

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.

EXTRA-CURRICULAR & COMMUNITY ACTIVITIES

Throughout the year the school normally hosts a range of courses, workshops and information sessions. However due to COVID-19 this year we have had to cancel all workshops for the first half of the year as well as all extra-Curricular activities at both campuses.



Some of the events that also had to be cancelled this year
Farmhouse Family-Manly Fun Run.

Combined Sports Carnival-Montessori.

Music and Poetry Night 2020 at both campuses. We look forward to hosting these events in 2021 .

Some of the school extra-curricular activities recommenced at the Primary school in Term 3 2020 these are listed below.



Thank you for all your generosity. Our ongoing preschool/Primary School food collection is in support of Community CO-OP Northern Beaches. Community Co-op Northern Beaches usually supports 3,000 locals however these numbers have escalated to 20,000 during these unprecedented times. The children have taken such pride in bringing in pantry items in each and we have had over 45 shopping bags of groceries for the Rotary food drive. Each class has been focusing on the "Lesson of Giving back" the children were bursting with pride helping load up the truck.



The joy of giving has been a wonderful learning experience for our pre-schoolers and primary school students.

The Kindergarten children also made Christmas biscuits and created a biscuit stall to sell them. Amount raised was \$160.00 for Dalwood home and presents where bought using this money and donated to Dalwood.

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



The extra-Curricular activities currently available at the Primary campus currently are:-

- Junior Band. (This recommence in June)

Great Aussie Bush Camp-7th to 9th December 2020 Incl:



The Stage 3 students were lucky to be able to attend the Great Aussie Bush camp this year at Kincumber due to a lifting of the COVID-19 restrictions we were fortunate enough to secure a place in Term 4. The students took part in a variety of outdoor recreation-based teaching and learning exercises which have been selected by the school. These activities have been picked to deliver the best possible outdoor recreation-based teaching and learning



outcomes for our students through programs that are fun, challenging, diverse, relevant, and memorable. The lost island activity with the children in the mud was fun for all. We all look forward to the camp again in 2021.

Swimming at Warringah Aquatic Centre-Term 4



This year we continued the School Swimming Program for all students at the Warringah Aquatic Centre, due to the popularity by both the students and the parents this will be a sport item for the school each year.

All grades participated in this program which was enjoyed by all that attend. This year the school once again paid for this program and the parents were only asked to pay for the bus transportation to the venue for the 8 weeks duration of the Program.

Year 6 Primary School Graduation



We also had our very first Year 6 graduates, Leo and Jessica! The year 5's delivered speeches about our wonderful Year 6's, with Leo and Jessica giving their own speech about the journey of their school years. They also bought our Stage 3's gifts for our classroom which we are excited about to use. It was a beautiful ceremony for all involved. We are all so proud of Leo and Jessica and we welcome our new Year 6's for 2021 .

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
 - o Giving presentations of materials that they know
 - o Assisting those having difficulty or are hurt.
 - o Assisting other children with conflict resolution
 - Take responsibility for their classroom.
 - o In ensuring the maintenance of materials
 - o 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 Education	3	Bachelor of Teaching	3
Degree in Primary Education	2	Diploma in Early childhood	6
Masters in Early Childhood	1	Child Care Certificate III	3
Graduate Diploma in Education (Montessori) (6-12)	1	Certificate IV in Business Administration	1
Bachelor of Arts	1	Certificate IV in Accounting	1
Diploma of Montessori Education (3-6) Enrolled	1	Diploma in Montessori Education (Montessori) (6-12)	1
Diploma in Education (Montessori)-(Enrolled)	1	Diploma in Montessori Education (Montessori) (6-12) (Enrolled)	2
Post Grad Certificate in Education	1	AMI Diploma Montessori Early Childhood	1
Bachelor of Education (Special Education)	1	Master of Teaching (Birth to 12 Years) (Enrolled)	1

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

- One staff member currently enrolled and completing their Diploma in Montessori Education (3-6)
- One staff member currently completing Master of Teaching (Birth to 12 years)
- two staff members currently enrolled and completing their Diploma in Montessori Education (Primary)

MAF Conference:

This was cancelled in 2020 we are looking forward to some staff attending in 2021.

Professional Learning Activity-2020	Focus Area	No. Of Staff Participating
CPR Refresher Training	Education	19
Emotional Regulation in students with Autism Spectrum disorder	Education	7
CPR Refresher Training	Education	1
Infection Control Training-COVID 19	Education	1
Infection Control Training-COVID 19	Education	1
Montessori Foundation – Dyslexia a Montessori Solution	Education	1
Obligations in identifying and responding to children and young people at Risk	Education	22
Montessori Foundation - What Montessori Teachers Need to know about ADHD, Gifted, Twice Exceptional Learners	Education	1
Student Well Being Hub - Professional Learning Module for Online Safety	Education	1
E Safety Commissioner – Online Risks and Protective factors	Education	1
Head to Head Forum	Education	1
Identifying Dyscalculia	Education	1
Schooling from home & Navigating family relationships	Education	1
Preparing the Environment for Handwork	Education	1
Anxiety Strategies during COVID-19	Education	1
Virtual Conference-Responding together-Managing Wellbeing in Times of change and uncertainty	Education	1
Wet Felting in Cosmic Education	Education	1
The benefits of building strong family and community partnerships	Education	1
Breakfast Briefing Human Resources Professionals	Education	1
NSW Child Protection Legislation Updates	Education	1
Neuroscience & Behaviour	Education	1
Small Adjustments for Huge Gains	Education	1
You can teach it all : Managing the Elementary Montessori Curriculum	Education	1
Mental Health Whole School Processes and Practices	Education	1
Namuru: Workshop for early childhood teachers in indigenous art	Education	1
Law & Regulations for nominated supervisors	Education	1
Mindfulness for child	Education	1
How to Teach children with Autism Spectrum	Education	5
How to Teach children with Autism Spectrum-Assistant course	Education	1

Most of the Professional Development for 2020 was online or by Webinars due to Covid 19 which enabled a lot more flexibility for staff to do more courses.

On average, the expense per staff member on professional development and continuing training was approximately \$773.00

WORKING WITH OTHER SCHOOLS

During 2020, we continued to work closely with other 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 is 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.

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.

The priority set out above is always subject to the review and approval of the Principal. As a Montessori school, we must consider the balance of the classroom.

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 school's philosophy and methodology.

PRESCHOOL PRIORITY

As a preschool provider, we are also required to adhere to the Early Childhood Education and Care Grants Program priority of access guidelines.

- Children who are at least 4 years old on or before the 31 July in that preschool year and not enrolled or registered at a school.
- Children who are at least 3 years old on or before 31 July in that preschool year and from low income and/ or Aboriginal families.
- Children with English language needs.
- Children who are at risk of significant harm (from a child protection perspective)

There is no order of priority assigned to the list of points above.

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 history statement stating, "Up to Date.", 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 NESAs 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 evening 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).

Fees for Equity 3- and 4-year-old children are set at 75% of the rate for 3- and 4-year-old non equity children.

If the enrolment of a child occurs later then the last day of week 4 of any given term, the family will be entitled to a pro-rata fee, resulting in the family only being charged for the remaining weeks of the current term.

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.

LEGISLATIVE LINKS	LINKS TO OTHER POLICIES
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Education and Care Services National Regulations 2011: 99, 158, 168(2)(f) National Quality Standard: 2.3.2	Child Protection
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Source

<ul style="list-style-type: none"> Community Child Care Co-operative, Casa Mia Montessori School

Policy Review Date	Modification	Review Date
Oct 2017		Nov 2018
Nov 2018	New Logo and updated by Board	Feb 2020
March 2020	Pro rata update	Feb 2020
20 November 2020	Fee Equity wording inserted	2022

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 enroll 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

BULLYING, DISCRIMINATION & HARASSMENT POLICY

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*). This has now been added and updated into the Farmhouse Policy on Bullying which is available on the school website.

	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 guidelines. All of these policies can be found on the school website.

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 wellbeing and to care for others.

Staff endeavours to make themselves aware of professional help available e.g. community health centres, speech therapists, optometrists, screening facilities etc. Regular communication is maintain 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 have 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 Adviser – 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.

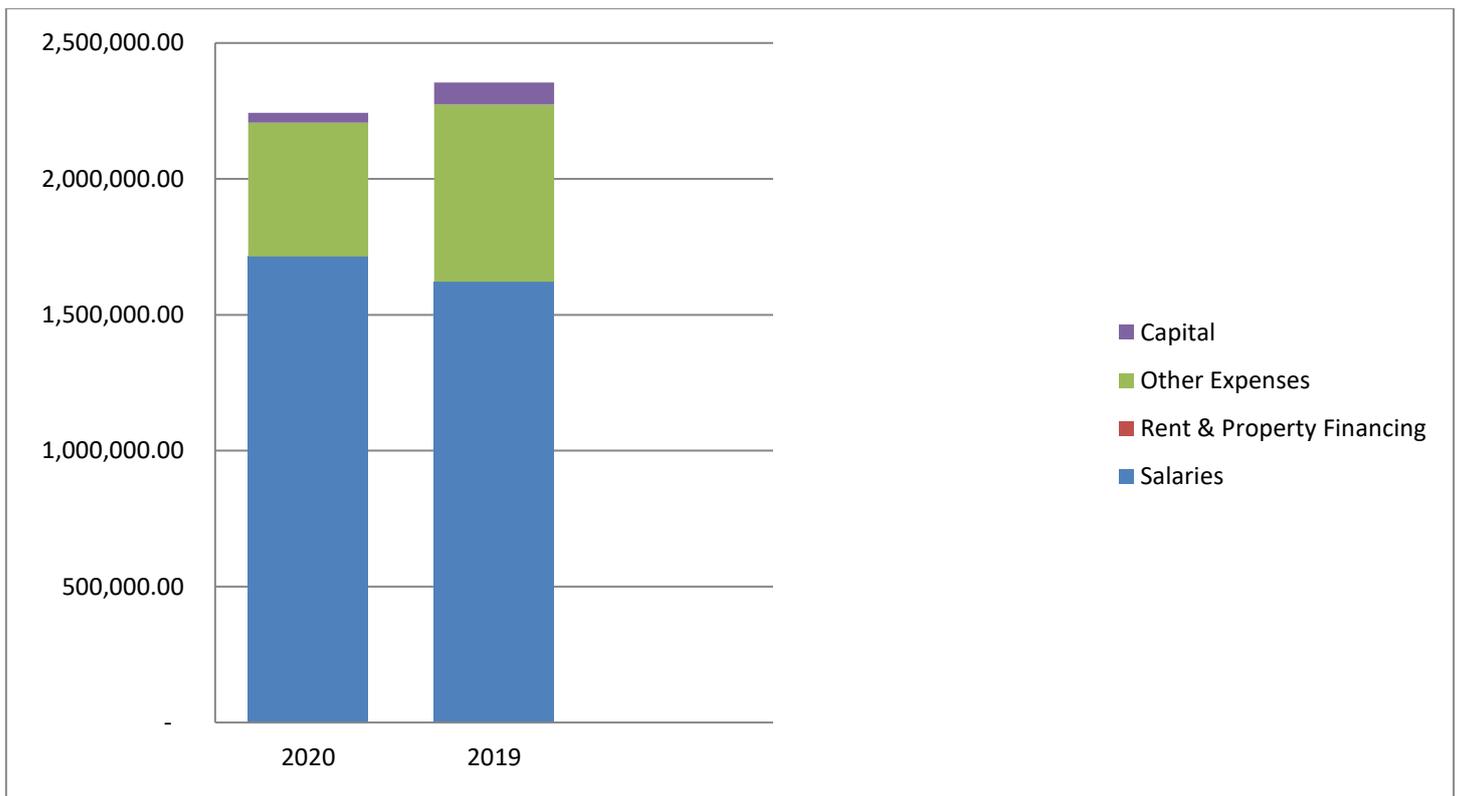
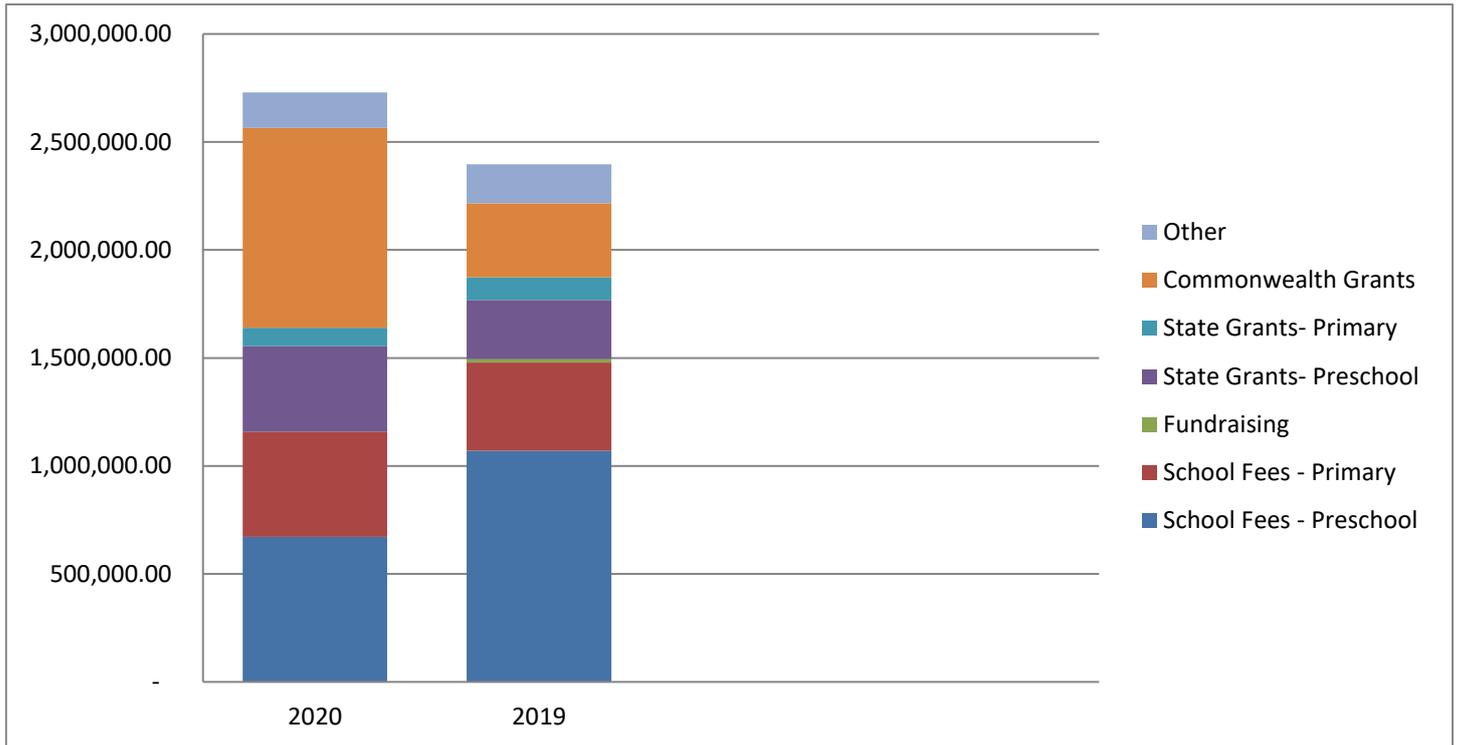
Should the grievance allege any form of abuse of the child, it is mandatory that the matter be immediately notified to the Department of Community Services Helpline: For staff 133 627, for parents 132111. The Principal will also notify the Chairman of Manly Warringah Montessori Society.

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:

- Due to the COVID 19 Pandemic Cash Flow Boost and Jobkeeper from the Commonwealth Government we were able to provide significant relief to families on both campus' with regards to Term Fees.
- We also managed to secure State Government funding, for Term 4, for 2 days of free Pre School and this was passed on to the Pre School families.
- As there were no excursions or external Professional development undertaken our expenditure was kept to a minimum.
- The Dept of Education and the Sydney Harbour Trust gave us some rent relief to help us through this period.

FUNDRAISING REPORT

OPEN DAY-NTH HEAD

The Nth Head Primary School Open day on Saturday 13th June 2020 due to the ongoing covid-19 pandemic and the Government request for social distancing requirements was cancelled this year.



OPEN DAY -NTH BALGOWLAH

The Nth Balgowlah Pre-School Open day on Saturday 21st March 2020 due to the ongoing covid-19 pandemic and the Government request for social distancing requirements was cancelled this year.



TRIVIA/AUCTION NIGHT 2020 VIA ZOOM

On Saturday 18th September the Farmhouse Montessori School held their annual Trivia/Auction night via Zoom for the first time due to COVID-19.

All families came together as a school to help put this event on again with the help of the event parent co-ordinators from the two campuses. This was a night to truly remember although a vastly different version this year, it was no less fun!!!!

Congratulations to Stephen & Melissa for winning the True and False round

Thank you to Bennet for the homemade custard tarts and to Johan best hat runner up.

Thank you to Faye for The Source hamper and Congratulation to Kristina R-Best hat voted.

Enormous thanks to Nic Rivers for organising the Zoom and Nick Fletcher for acting as MC for our Trivia Master on the night!



SCHOOL DETERMINED IMPROVEMENT TARGETS

PREMISES - NTH HEAD CAMPUS

New Carpet was installed in the Aikya classroom. Total cost \$5000.00

A small cupboard area was installed by the parents next to the existing Kitchen area in the East Wing most of the cost was covered by the parents the school covered the cost of the paint. Approximately \$200.00.



NTH BALGOWLAH CAMPUS

Bollards installed along the pathway out the front of the building. New Ceiling fans installed under the infant community classroom.

New outside covered awning in the Toddler playground

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 2020

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.

2020			
New policies & Documents or reviewed and Updated	New Policy	Created	Reviewed & Updated
Enrolment Policy			30/01/2020
Out of School Hours Waiver for Parents			21/02/2020
Duty of Care-safe and support policy			1/04/2020
Handbook-Selective High Schools	New	06/04/2020	
Aboriginal and or Torres Strait Islander Indigenous			6/04/2020
Additional Needs			6/04/2020
Assessment and Reporting Guidelines			6/04/2020
Asthma Management Policy			6/04/2020
Bullying, Discrimination and Harassment Policy			6/04/2020
Celebrations Policy			6/04/2020
Child Protection Policy			6/04/2020
Control of Infectious Diseases Policy-Primary			6/04/2020
Head Lice Policy			6/04/2020
Immunisation Policy			6/04/2020
Lockdown/Lockout Policy			6/04/2020
Medical Conditions Policy			6/04/2020
Multicultural Policy			6/04/2020
Animal Care & Welfare and Pet Policy			6/04/2020
Handbook-Staff			6/04/2020
Illness, Injury, Accident and Medical Emergency & Trauma Policy			6/04/2020
Sick Children Policy -NB			6/04/2020
Sick Children Policy -NH			6/04/2020
Sun Protection Policy			6/04/2020
Supervision of Children Policy			6/04/2020
Tick Policy			6/04/2020
Walking -Cycling to school Alone Policy			6/04/2020
Safety General Policy			9/04/2020
Sleep & Rest Policy-NB			9/04/2020
Staff Induction Book Policy			9/04/2020
Student and Volunteers Policy			9/04/2020
Water Safety Policy			9/04/2020
Work Health Safety Policy			9/04/2020
Work Health & Safety			9/04/2020
Epilepsy Management Policy			4/05/2020
Grievance Policy-Families			14/05/2020
Grievance Policy-Staff			14/05/2020
Code of Conduct/Ethics-Staff			20/05/2020
Return to work Policy-Staff			20/05/2020
Anti-Bias Policy			20/05/2020
Birthday Party Invitation Policy			20/05/2020
Gender Equity			20/05/2020
Interactions with Children			20/05/2020
Family Law Guide for Schools & Staff			22/05/2020
Long Service Leave Policy			22/05/2020
Out of Hours Babysitting Agreement Waiver			22/05/2020
Out of Hours Tutoring Agreement Waiver			22/05/2020
Out of Hours Tutoring Policy-Staff			22/05/2020
Out of Hours Babysitting Policy			22/05/2020
Respect for Children			27/07/2020

Open Door Policy-Staff			27/07/2020
Pastoral Care			27/07/2020
Transition Policy			27/07/2020
Bomb Threat & Chemical Spill Policy & Procedure			19/10/2020
Break In and Intruder Procedure			19/10/2020
Crisis Policy & Procedure			19/10/2020
Emergency Evacuation Rehearsal record			19/10/2020
Non English Speaking background policy			19/10/2020
Family Communication policy			22/10/2020
Handbook-Staff -Ten strategies for covid-19	New	01/04/2020	
Whistleblower Policy	New	11/05/2020	
Behaviour Booklet for Students	New	19/05/2020	
Release of Liability Waiver of Equipment form -Parents	New	19/05/2020	

FARMHOUSE MONTESSORI STRATEGIC PLAN 2020

As we move into 2020 and plan towards another wonderful year ahead. There are several areas of the school philosophy 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 2020.

Montessori/Education

'Peer to peer reading' from Primary Campus also present their projects to preschool children
North Head library – children to continue to offer library services.
Education evenings - planning topics for 2020 (parenting, A journey through Montessori)
PD days – More focussed on Pedagogy
Observation Days / induction
Webinars individual or group
Transition checklist between stages

These areas of development allow us to maintain our high-quality Montessori education throughout both campuses. They aim to develop a common language and fluidity between both campuses. The Montessori community extends well into families and surrounding districts of the school and this plan aims to empathise this.

Community/Culture

Kayaking / variety of staff socials
Aged care – connecting with aged care homes.
Christmas giving – Giving trees
Family Culture – Celebration of our diversity and heritage.
Parent's social: Mum's night out / New parents morning tea / class parents / joint class parent meeting
OWNA – Implementing term 1 2020
New Parent welcome night
Religious incursions & excursions
Harmony Day – Linked to celebrating diversity.

We aim to extend education beyond the 4 walls of the classrooms and the school buildings. A strong part of our educational direction is our intention and the intention of our students. We aim to stretch the reach of our curriculum by merging with a variety of cultures, religions and diversify our community engagement.

Sustainability/Change

Clothes swap – Initiatives involving students and families.
Reducing the use of plastic bags - Reusable soiled clothes bag –
Eliminate paper towels – finding ways to reduce the use of paper in school.
Waste free lunches – engage with experts to educate on waste free lunches/origins of food.
Community Orchid & seating NB
Flick up taps – reduce water usage
Recycling bins in all classrooms

Our impact as a school on the community and the children who are educated in our school is of utmost importance. What we model, our children will become. Throughout 2020 we will streamline our environmental footprint and lead the way in our education around sustainability and environmental impact.

Leadership/Wellbeing

Staff book club – select books for staff and organise get togethers.
Pilates with Matieu's mum
Mentorship / sharing expertise – During staff appraisals Gavin to understand unique skills and inform staff.
PD Feedback – Staff to give feedback on PDs they have attended during staff meetings.
Staff Socials – To rotate between activities.
Executive Input – The voice of the Staff heard during meetings.

The Farmhouse staff hold skills and experience which can be used to improve the running and the impact of our school upon the community. We aim to utilise these unique skills and develop experts within our staff. Staff will have greater impact on the running of the school and staff well-being will be an upcoming focal point.

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

