

THE FARMHOUSE MONTESSORI SCHOOL

Educating the Whole Child



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

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

www.farmhousemontessori.nsw.edu.au

2022 Annual Report

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THEME 1: A Message from Key School Bodies

Chairman Report

On behalf of the Board, I am delighted to present a summary of the key activities and achievements at the Farmhouse Montessori School over the past year. It has been a year marked by change, reflection, and growth, and I am grateful for the unwavering support and dedication of our community throughout these developments.

Since the last AGM, we experienced a change in Principle, which can be a disruptive event. I would like to extend our sincere appreciation to all staff members for their seamless handling of the transition and their continued focus on delivering an outstanding Montessori education for our students. We also express our gratitude to our Interim Principal Bruce for his experience, wisdom, passion for education, care for our children, and quick integration into our community.

We plan to appoint a permanent Principal towards the end of 2023 and would like to acknowledge Bruce's instrumental leadership in helping the school move forward.

We are also pleased to have welcomed three new casual Board members (pending confirmation of full membership at this AGM): Stephen Zisserman, Alice Greenwood Ketelby, and Greg Anderson, who have contributed their diverse skills, insightful advice, and hands-on support to our board.

The Board and I would like to express our gratitude to our educators and staff for their unwavering dedication to our children over the past year. We recognize and appreciate their countless hours, consistent care, and professionalism.

We have encouraged the development of a team leadership structure throughout the school. Coordinators have been appointed for both primary and pre-primary campuses, working with the Deputy Principal and Principal. This will enable teachers who aspire to leadership roles and will facilitate succession planning.

We also thank all parents who have contributed in various ways to help build our community, with a special mention to class parents.

Ongoing in 2023 will be the development of the school's first 5-year strategy, which 'will establishes our mission to empower children to flourish by providing them with values, education, skills, and passion to have a positive impact in the global community. The strategy, consisting of six key elements, was created through extensive engagement with parents, staff, and students, and will serve as a guide for the board in future decision-making.

As part of the strategy development, we will made significant progress in enhancing our marketing capabilities and activities. We extend our sincere thanks to the Marketing Committee for their innovative ideas and initiatives in the lead up to this. We will continue to encourage parental involvement in various capacities, including social events, class engagement, and participation in committees such as Marketing, IT, and Property.

We look forward to welcome Alia James as our new Deputy Principal in 2023, whose wealth of Montessori experience from New York and Hong Kong will undoubtedly be an asset to our school and we are looking forward to working with her.

On a personal note, I would like to thank my fellow board members—Kristy, Stephen McNulty, Nelson, Stephen Zisserman, Alice, and Greg—for their time, support, and valuable advice over the last year.

Finally, thank you to all parents for your ongoing support and dedication to our community. We look forward to continued growth and progress at the Farmhouse Montessori School.

Nick Fletcher,

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

Principal's Report

In August I was appointed Interim Principal to Farmhouse Montessori School taking over from Sabine. It is a privilege to join Farmhouse Montessori. I came to the school at an interesting time. I quickly went about working through a range of matters prioritising as I thought appropriate. The support of Jenny Bensted, Fiona Campbell, Suzanne Lyle, along with Jill Robertson, and each Board Members has been invaluable to speed up the process. I am most grateful to Nick Fletcher for his support and guidance along the journey. Key areas for consideration were staffing, facilities both classroom and potential expansion, policies, and marketing the school for future growth and sustainability.

Educational

The key Montessori pedagogy presented in each cycle was integrated with weekly offerings of Ethics, French, Sport, and Music. Parents were provided with quality reports on their child's progress. To gauge a deeper understanding of student capacity and educational needs, we are now engaging in the testing of each child from Kindergarten to Year 6. In addition, further educational experiences for students were excursions and incursions, for Stage 3, the

Great Aussie Bush Camp, the Montessori inter-school athletics carnival and peer support program. Ride to school each Friday continues to be a highlight for North Head students and parents.

Technologically, WIFI connectivity at North Balgowlah presented challenges that impede natural workflow and productivity in the classroom, with administration, and some communication with external parties. These concerns are currently being addressed.

Staffing

The resignation of Laura Navio-Serrano at North Head campus in the first half of the academic school resulted in staffing changes to both classrooms. The school appointed additional Teacher Assistants in Aikya with Alison Carrott and then Sarah Staples and Amy-Louise Elyse, as a specialist Learning Support Teacher.

North Balgowlah staffing was stable for the most part of the year. The decision for Amanda Anear to resign and Jenny Bensted taking Long Service Leave resulted in staff, including Corrine Dawson, taking on further responsibilities for which we are all grateful. At the end of 2022 we welcomed back Elizabeth Todd and Samantha Wong.

What was clear to me was the need for a focused leadership coordinating role at North Head Campus. The appointment of Harshitha Ravikumar has proved to be very successful in bringing together the day-to-day educational needs of the campus. A similar role is muted for the North Balgowlah Campus.

Professional development and mentoring of our staff is always a School priority. We continue to assist staff in a very practical way (fiscally and time) to formalise their Montessori qualifications and educational best practice. These included the conference in Adelaide attended by Harshitha and Fiona. In 2023 Samantha and Harshitha will attend the International Montessori Conference in Thailand. The engagement of Fiona Campbell, a former

Montessori Principal and expert in Montessori pedagogy, as a consultant to teach and mentor staff on Montessori best practice proved to be extremely beneficial to mentor staff and strengthen Montessori practice at Farmhouse. Personally, I have enjoyed the engagement with regular linking and meetings with Principals of other Montessori Schools.

At the end of last year, the decision was made to introduce the new role of Deputy Principal. I am delighted that Alia James has taken up this role. She brings a considerable depth of Montessori experience. I am also delighted to announce Laura will be returning to Farmhouse in Term 4 of 2023. These appointments will reinforce the already high-quality Montessori education.

Community Service

Farmhouse is known for its generosity of others in the community. As we moved out of COVID-19 lock-down, Farmhouse engaged in a number of extra-curricular activities. These include Fundraiser for school affected by floods in Lismore, Teddy Bear Picnic fundraiser for 'One Meal", Rotary Food Hamper Collection, and Cake Bake for Bear Cottage. The generosity of parents to support the students and staff is always appreciated.

During Term 3 the School introduced the Intercampus Bus Service to assist parents in transporting their child to and from school. The bus provides an important link between the two campuses as we engage in various educational programs.

Promotion of Farmhouse.

We continue to promote the School through the engagement with our parent community with events such as Grandparents, Mother's and Father's Days, Open Days, and Orientation evenings for each stage of education offered. Parents have welcomed and appreciated class visitation and lesson observations at North Head. We are now working to introduce this practice at North Balgowlah.

The School is working through the strategic plan outlined by the Marketing Committee to build the numbers of North Head Campus. This includes signage at Balgowlah Stockland Mall, updating the website, school branding and developing a style guide. Recently there has been a significant number of parent enquiries and tours of North Head Campus with the view to join Farmhouse during 2023 and 2024. If we keep on track, the future looks very bright for

2023 and beyond.

In closing I wish to thank staff for their professional and diligent commitment and dedication to education of each child. I thank Jill Robertson, Suzanne Lyle, Alli Rayel, and Denise Tomkins for their hard work and dedication.

Dr Bruce Rixon

Principal

THEME 2: Contextual Information about the School

Farmhouse Montessori School has two campuses. The Early Childhood and Kindergarten program is located in the grounds of North Balgowlah Public School set on a large plot of land surrounded by large trees and generous outdoor space. With the children, we maintain chickens, herbs and a range of plants. Maria Montessori believed that children should be able to wander freely from the tactile materials found in a classroom to the sprawling wonders of nature.

Our Stage 1 environment caters for these exact needs. Children can wander freely from the classroom into the outdoor environment, where they will be met by the smiling faces of our outdoor educators as they explore the hands-on outdoor learning space. All the while, keeping within the parameters set by Montessori's pedagogy and philosophy. 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 Primary Campus is located in heritage-listed former artillery buildings in North Head National Park, Manly these grounds are governed by the Sydney Harbour Federation Trust.. The low-set buildings have timber throughout and many original features of the historic buildings remain. The school has city and harbour views from the playground, which is surrounded by a peaceful, pristine heathland.

The school regularly use the national park for learning opportunities about Australian history, Indigenous studies and native flora and fauna. The children regularly engage with the natural environment on their doorstep, through bush walks in the national park, picnic lunches, walks to the local beaches and whale watching.

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 with the AIS. 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.

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.

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.

TRANSPARENT CLASSROOM

Designed by Montessorians for Montessorians, this online portal is a winner with staff and parents alike. Staff spend less time on administration and more time on planning their presentations and students' learning. Parents can see at a glance what their children are learning, who they are working with and what's next for their ongoing development. Now implemented across all programs from age 3-12 Years.

THEME 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

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.

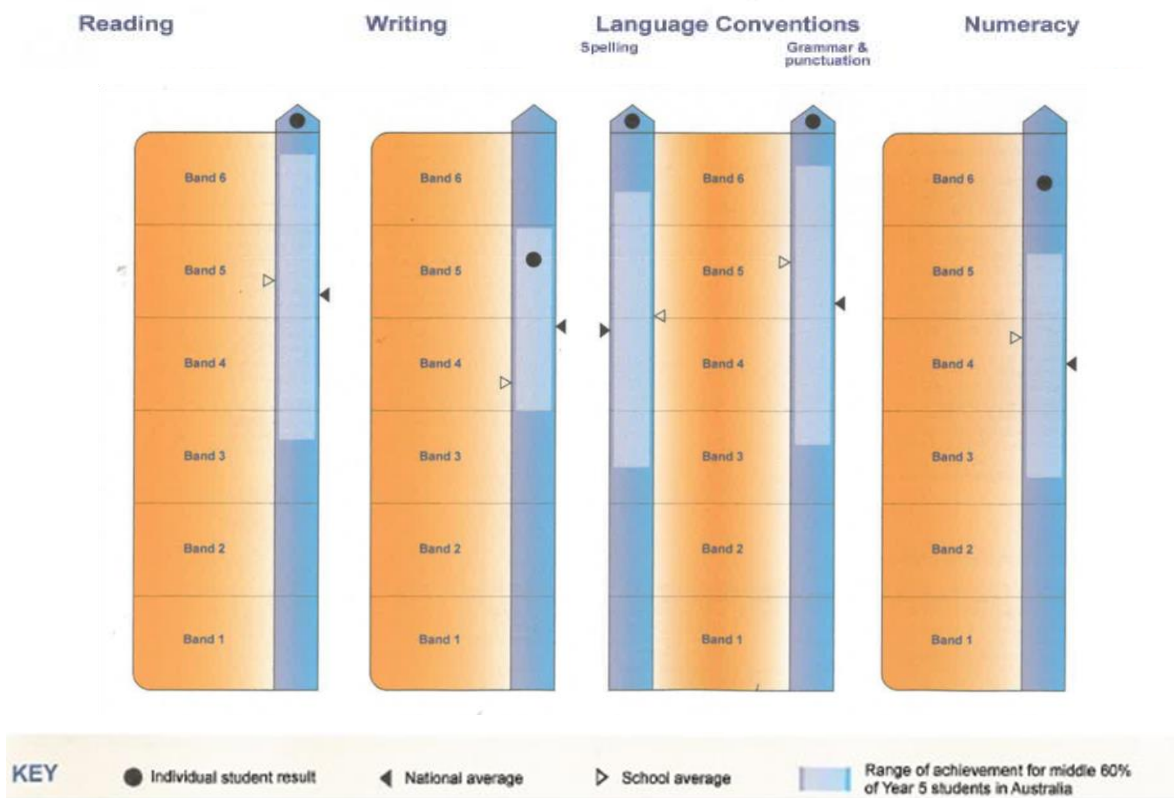
ACARA developed the Australian Curriculum. The national curriculum was introduced to improve the quality, equity and transparency of Australia's education system.

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. This website provide detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

NAPLAN paper test window-2022- The NAPLAN paper test window is three days. Students who are absent during the test window can sit catch-up tests on the fourth day.

Year	Students Seating Naplan	Day 1 Tuesday	Day 2 Wednesday	Day 3 Thursday
Year 3	9	Language conventions: 45 minutes Writing: 40 minutes	Reading: 45 minutes	Numeracy: 45 minutes
Year 5	5	Language conventions: 45 minutes Writing: 40 minutes	Reading: 50 minutes	Numeracy: 50 minutes



THEME 4: Senior Secondary Outcomes

This section of the report area does not apply to Farmhouse Montessori Primary School as we do not have a Senior Secondary Campus.

THEME 5: Teacher Professional Learning, Accreditation and Qualifications

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. We currently have one Teaching staff member on Maternity Leave and one about to go on leave.

The number of staff with the following qualifications:

Category	Number of Staff	Category	Number of Staff
PHD-Education	1	Diploma in Montessori Education (6-12) Enrolled	2
Bachelor of Education (Early Childhood)	7	Bachelor of Education (Early Childhood) Enrolled-	1
Bachelor of Education (Primary)	3	Diploma in Montessori Education 0-3	1
Bachelor of Education (Secondary)	1	Diploma in Montessori Education 6-12	2
Diploma in Early Childhood	10	Bachelor of Applied Social Science (Counselling)	1
Certificate 111 in Early Childhood	2	Certificate 1V in Business Administration	1
Master of Education (Birth-12 years)	2	Certificate 1V in Accounting	1
Montessori Diploma (AMI) 0-3	1	Bachelor of Teaching	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)
- Two staff members currently enrolled and completing their Diploma in Montessori Education (Primary)
- On staff member attended the MSCA Grassroots Conference: Montessori Education: A changing World, Evolving Culture in Adelaide Hills on Saturday 24th-25th September 2022.

Next year's conference will be hosted in Melbourne on September 23rd & 24rd September 2023.

Staff Professional Learning Activity-2022	Focus Area	No. Of Staff Participating
First Aid Refresher Training	Education	23
Child Protection	Education	23
Human Resource Professionals' Breakfast Briefing Webinar-Oct	Education	1
MEA Interpretation Workshop-Teachers	Education	1
Human Resource Professionals' Breakfast Briefing Webinar-Apr	Education	1

Most of the Professional Development for 2022 was online or by Webinars due to Covid 19 which enabled a lot more flexibility for staff to do more courses.

Expenditure on Professional Development (PD)

On average, the expense per staff member on professional development and continuing training was approximately \$1208.00

THEME 6: Workforce Composition

Workforce Composition

Head of School	1
Classroom Assistant	10
Teacher	8
School Administration and Support Staff	4
Learning Support Teacher	1

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools and independent schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working with Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes student-free School Development Days and induction programs for staff new to our school and the Montessori system. These days are used to improve the capacity of teaching and non-teaching staff in line with school ethos and Departmental priorities.

Indigenous Staff Members: 0

Teaching Staff Retention Rate: 95.9%

THEME 7: Student Attendance, Retention Rates and Post School Destinations

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 23 students per class.

Demographics-Pre-Primary & Primary 2022

North Balgowlah Campus

Enrolled students	82
Females	43
Males	39
Indigenous	0
CALD	17
Additional Needs	6

Primary Nth Head

Enrolled students	Term 2	Term 3
Total	47	47
Females	21	21
Males	26	26
Indigenous	0	0
CALD	0	0
Additional Needs	1	1

Student Attendance -Primary

87.38% of students attended school on average each school day or were on approved leave in 2022 Semester 1.

Percentage Attendance per Grade-Semester 1			
	Average	<90%	>90%
Year 1	86.25	5	1
Year 2	88.81	8	6
Year 3	84.02	6	3
Year 4	87.63	3	2
Year 5	86.70	4	1
Year 6	89.99	3	4
School Overall Attendance :		87.38%	

83.45% of students attended school on average each school day or were on approved leave in 2022-Term 3.

Percentage Attendance per Grade-Term 3			
	Average %	<90%	>90%
Year 1	81.40	6	1
Year 2	79.17	10	3
Year 3	82.83	4	3
Year 4	90.83	2	3
Year 5	86.89	3	2
Year 6	86.16	5	2
School Overall Attendance:		83.45%	

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.

THEME 8: Enrolment Policies

Purpose

The Farmhouse Montessori School educates children from Early Childhood to Primary age. To ensure policies and processes by which students are enrolled into Farmhouse Montessori School are clear to prospective students and their parents.

Monitoring

This policy is monitored by the Principal for each Farmhouse Campus and implemented by the Enrolment Officer, Head of Preschool and Principal.

Audience

The intended audience is prospective students, their families and staff.

The Enrolment Process

Applications for enrolment, and the enrolment pack including the fee schedule, are available from the office at each campus or downloaded from the School website. An application form for enrolment must be completed by the parent/s or carer/s and returned to the Enrolment Officer. All application forms must be signed by the parent/s or carer/s who have full-time responsibility for the care of the student. There is a \$250 non-refundable application fee and a \$99 non-refundable Manly Warringah Montessori Society Annual Membership fee.

The school encourages 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.

Parents wishing to proceed and put their child's name down for enrolment in the school, 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. There is an annual fee (one membership per family) more information is available on the waitlist application form or from the school office. Waitlist placement however does not automatically guarantee a place at the school.

The Admissions Criteria For Children On The Preschool Waitlist

When allocating places to children the selection criteria takes into consideration, educational policies, Montessori philosophy and DEC guidelines.

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

- I. Places in the Infant community are prioritised in the following order:
 - Sibling from our waitlist
 - Date of application
- 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.
 - Date of application
 - Children transferring from another Montessori School
 - Children transferring from a non-Montessori School
- III. If places become available in stage 1, an internal waitlist of families wishing to increase or reduce days will be offered to the available places after siblings. For children who are not in the Board of studies kindergarten class a 5 -day a week programme will only be offered on a yearly basis.

Within the Farmhouse Montessori School's criteria for admission the DEC priority intake guidelines are adhered to when making enrolment decisions, in a way that seeks to allocate places to those in the greatest need.

The Admissions Criteria For Children On The Primary Waitlist

Offers to the external waitlist are prioritised by siblings of existing students, children transferring from a Montessori school then students applying from a Non-Montessori School. All applications 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, families must attend an orientation in order to educate the family on the school's philosophy and methodology.

Offers Of Enrolment

An application form for enrolment must be completed by the parent/s or caregiver/s and returned to the Farmhouse Montessori School Enrolment Officer. Applications are available from the school website or from either of the school campuses.

When processing the application form, the following documentation needs to be attached or the application will be deemed incomplete and will not proceed:

1. Proof of student's residential address (e.g. original copies of council rates notice, residential lease, electricity accounts Driver's Licence etc)
2. Proof of child and parents' visa status
3. Birth Certificate
4. Copies of any Family Law or other relevant Court Orders (If applicable)
5. Immunisation history statement

In addition, if the child is not a permanent resident or an Australian citizen, the parent/caregiver will need to provide:

1. Passport
2. Current visa or copies of relevant documentation
3. Copy of Citizenship

Offers of enrolment from the waitlist will be selected by **date-order**. (The date in which the family joined the waitlist).

We are required by law to ensure the health and safety of students, staff and visitors on our premises. It is, therefore, necessary for all questions on the Enrolment Form to be answered except those about parent's occupation and education. The information provided assists the School to communicate with parents and care for each child while at school. In cases where forms are incomplete, applications may be deemed insufficient and will proceed no further. Giving false or misleading information is a serious offence. In the event that statements made in this application later prove to be false or misleading, any decision made as a result of this application may be reversed. The School's Privacy Policy has further details.

Third Year Kindergarten Children

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

North Balgowlah Campus Induction

The school holds compulsory parent orientation evenings for parents at the end of the year before their child commences at the school. This allows parents to gain more knowledge about the Montessori philosophy and the general running of the whole school.

1. New students will be invited to attend an orientation morning.
2. New students will be offered a shorter day for the first few days.
3. 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 Kindergarten/Extended Day.

1. The parents will be notified of their child's readiness to transition to the North Head primary campus through consultation with their child's director/directress.

2. Following this there will be 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

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.

Term Fees

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

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

A schedule of fees is available from the school office or on our website. Late payment will incur a late fee charge.

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.

Photographs at the School

Taking photographs of students can constitute a collection of their personal information. Occasionally, photographs are taken of individual students and classes of students at school. In cases where parents do not wish their child to be photographed under any circumstances, this can be specified on the Enrolment Form.

Privacy

The school is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2002. The information provided will be used to process the child's application for enrolment. It will only be used or disclosed for the following purposes:

- General administration relating to the education and welfare of the student.
- Communication with students and parents or caregivers
- To ensure the health, safety and welfare of students, staff and visitors to the School
- State and National reporting purposes
- For any other purpose required by law The information will be stored securely.

Parents may access or correct any personal information by contacting the School. Any concerns or complaints about the way personal information has been collected, used, or disclosed, can be made by contacting the School. The health-related information collected is subject to the Health Records and Information Privacy Act 2002. It is collected for the primary purpose of ensuring the health and safety of all students, staff and visitors to the School. It may be used and disclosed to medical practitioners, health workers, other government departments and/or schools for this primary purpose or for other related purposes.

THEME 9: Other School Policies

Policy	Summary/Changes in 2022	Access to full text
Student Welfare	This policy highlights the school's rational, and outlines some of the various measures and programs which are implement by the way of achieving the school's overall objective.	Available from the school
Anti-Bullying	This policy provides processes for responding to and managing allegations of bullying, including the contact information for the local Police. The policy also highlights the importance of prevention and early intervention strategies implemented by the school. The development of the Anti-Bullying	Available from the school
Discipline	This policy is based on the principles of procedural fairness and highlights the importance of parental involvement in the processes of procedural fairness for suspension and expulsion. The policy further explicitly confirms that the school does not permit corporal punishment of students, nor does it sanction corporal punishment of student by non-School persons.	Available from the school
Complaints and Grievances- Parents and Staff	These policies outline the dispute resolution process to be followed by both parents and staff. The parent complaint form can be accessed directly from the school website. The form will be sent to the relevant Board Member.	School website
Payment of Fees	This policy is for parents to gain a clear understanding of the service fee structure, ensuring children's fees are paid on time.	Available from the school
Physical Safe and Supportive Environment	This policy outlines the school obligation to provide a safe/clean and well-maintained environment and adhere to our legislative obligation at all time.	Available from the school
Child Protection	This policy outlines for all educators and staff at the school how to identify possible risk and significant risk of harm to children and you people at the school and adhere to our legislative obligation at all time.	Available from the school
Road Safety	This policy ensures best practice guidelines are implemented to ensure children are kept safe whilst traveling by road.	Available from the school
Student Behaviour Expectations	This policy is used in conjunction with the Student Code of Conduct about expectation while traveling on the school bus	Available from the school
Code of Conduct Parents	This policy outlines the school expectations with regard to the parent interaction with the school, it's teachers, students and each other.	Available from the school
Bus Policy & Procedure	This policy outlines clear guidance of the usage and expectations of the designated driver, students, and the school.	Available from the school
Suspension	This policy highlights the school's rational, and outlines some of the measures and procedures which are implement in this policy.	Available from the school

Expulsion, long suspension, Probation Policy	This policy highlights the school's rational, and outlines some of the measures and procedures which are implement in this policy	Available from the school
Kindergarten to Year 6 Behaviour Policy	This policy outlines the positive behaviour and rules for the students.	Available from the school
Behaviour Management Log	This is used as a follow up from the Behaviour Policy Discipline Flow chart.	Available from the school
Kindergarten to Year 6 Student Code of Conduct	This policy outlines clear values for the students to follow to ensure that the school is a safe and effective place in which learning can take place.	Available from the school

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 some available for viewing on the school website or on request. All staff members also have access to view all school policies online on the school GDrive.

Policies and Procedures are reviewed in consultation with the School Board, AIS, staff members, the parents and are announced in the School newsletter.

THEME 10: School Determined Priority Areas for Improvement

Our focus will always be on the education and safety of the children at both of the school campus. We strive to provide the best Education for our students.

During the year the School purchased play equipment for younger students.

Students were able to undertake a variety of sporting activities with the support of NSW Sporting Grants.

The School upgraded the facility of North Balgowlah, adding blinds to shade students to the Toddler section.

Safety of students and staff in a Lockdown situation is paramount. To assist student and staff safety, blinds, courtesy of The Sydney Harbour Trust to cover classroom doors were fitted at the North Head campus more blinds to follow in 2023 on the windows that do not have any blinds.

An intercampus bus service was introduced to support parents to bring students to North Head Campus. This bus service also transported students who attended an external OSH with a morning and afternoon service.

THEME 11: Initiatives Promoting Respect and Responsibility

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.

1. Family grouping in the classroom allows the child the ability to move from the youngest to the oldest.
2. 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.
3. All children however, are recognised for skills they may have that can be shared with others.
4. All children will be encouraged through presentations of lessons on how:
 - i. To help others having difficulty when possible
 - ii. To recognise those who have skills and ask appropriately.
 - iii. To show consideration for others.
5. All children in each class will be encouraged through presentation of lessons on how:
 - i. To work with other children in
 - ii. Giving presentations of materials that they know
 - iii. Assisting those having difficulty or are hurt.
 - iv. Assisting other children with conflict resolution
 - v. Take responsibility for their classroom.
 - vi. In ensuring the maintenance of materials
 - vii. In the end of the day closing and preparations for the next day

THEME 12: Parent, Student and Teacher Satisfaction

Parent, Student and Teacher Satisfaction

The school continues to seek ongoing feedback relating to school programs from parents, students and staff as a means of evaluating current practices within the school and as a means to inform future directions. For parents, regular opportunities for participation include the Parents Information Evenings that are held at the school one a term.

Parents are encouraged to join the Class Parent team that liaise directly with the teachers as well as the Principal to help with any events at the school and within the community so that all information is then passed directly back to the families.

Here are some of the comments from participating families of the Bike skills festival held by the school on the Parade Ground:

Wow 🙌🌈🍷❤️ what a special afternoon!!

👏 Great event. Thank you ❤️

Huge congratulations to everyone involved in orchestrating this wonderful event . We thoroughly enjoyed every aspect and I know just how many hours and logistics go into pulling these occasions together. We felt very proud and grateful to be part of such an amazing school community. 🙏❤️❤️🚲

Congrats on a brilliant event and amazing fundraising as well. Brilliant work! Thank you xx

Thanks for the amazing bike skills afternoon! What a great effort done by the people involved! Thanks for making it happened for everyone, it was great to get together 🙏🔄🚲



Working with other Schools

During 2022, we continued to work closely with other schools and Preschools 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.

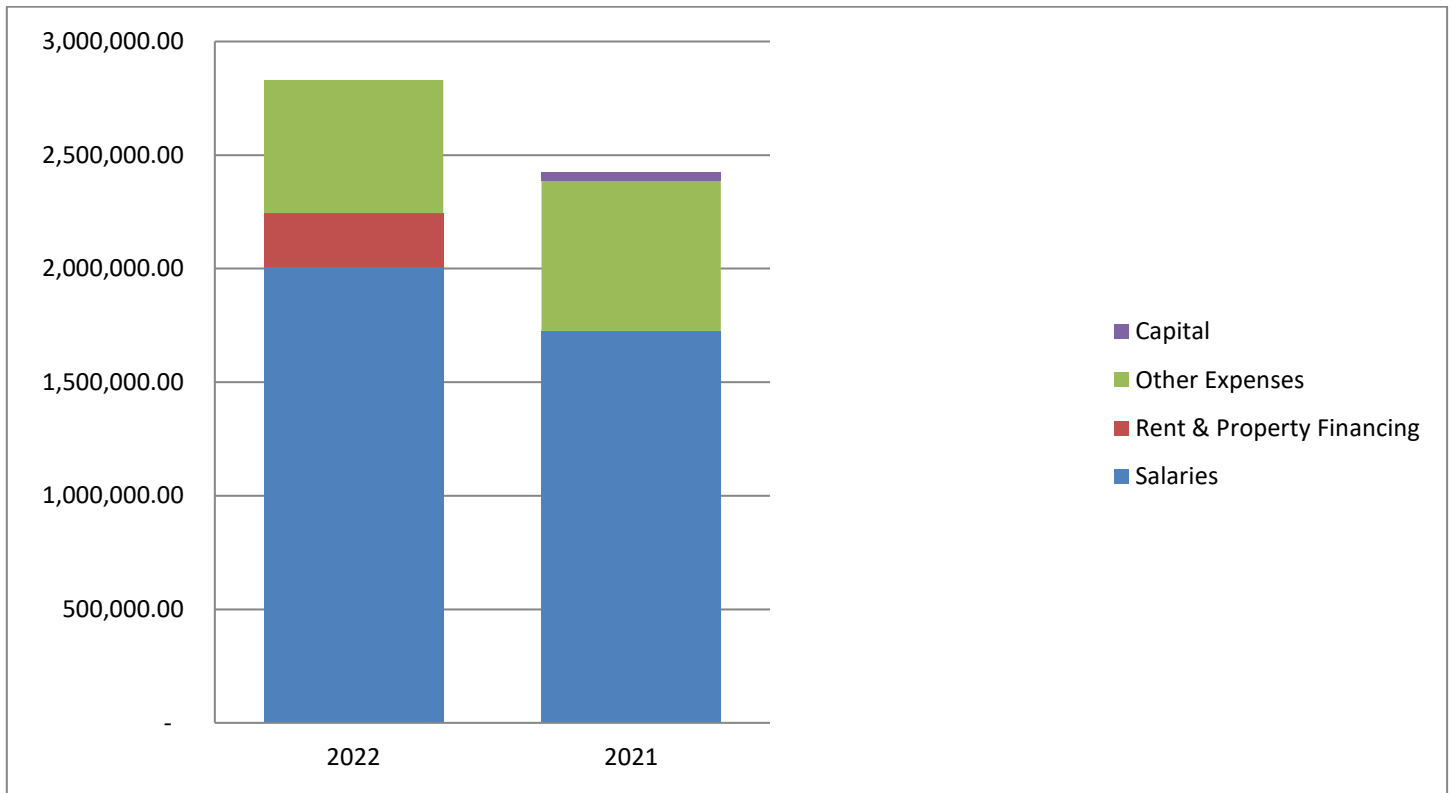
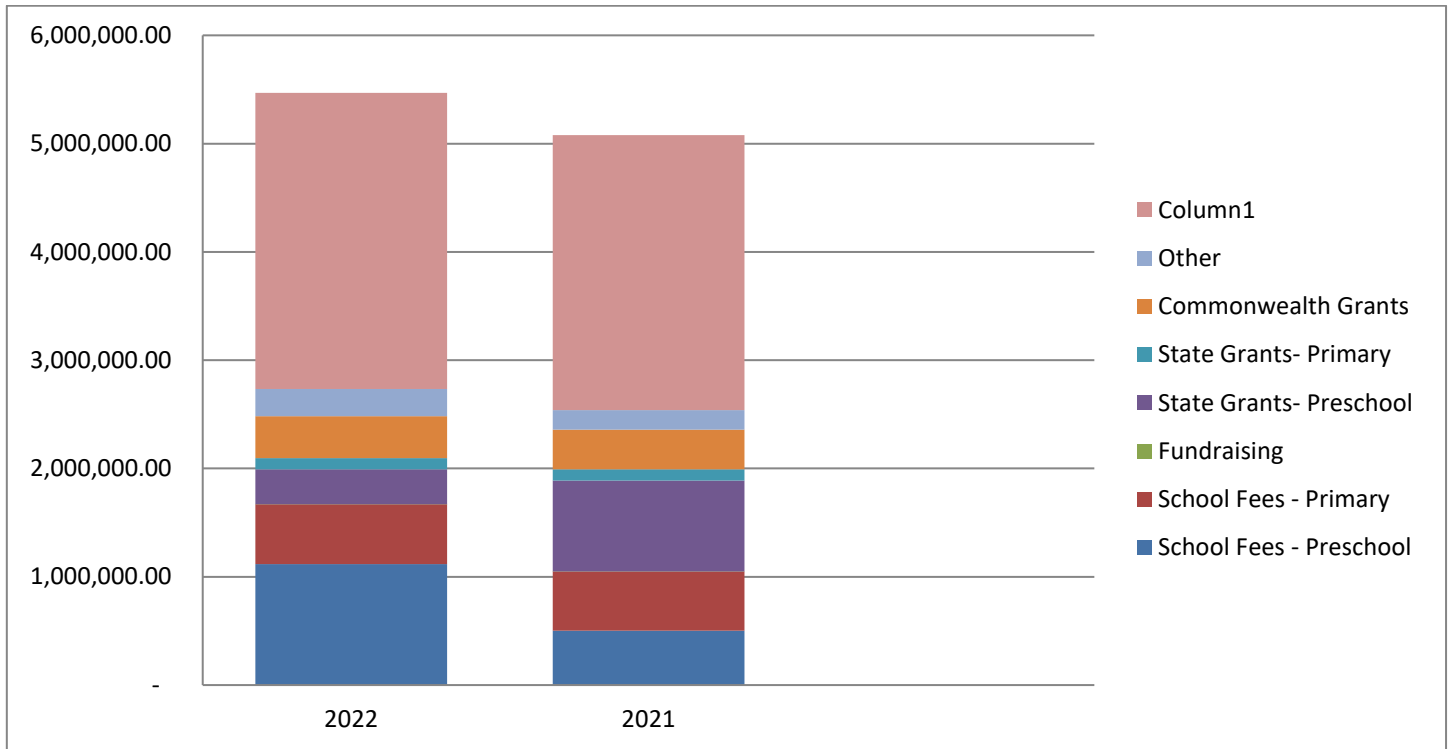
The preschool students have thoroughly enjoyed several Christmas concerts from Evergreen Music and our neighbours from Balgowlah North Public School Band.



THEME 13: Summary Financial Information

Financial Report

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



Changes in income and expenditure:

- Due to changes in State Government Funding we were only able to provided a fee relief pass through for our 3 and 4 year olds.
- Sporting school grants \$2600.00

THEME 14: Publication Requirements

Farmhouse Montessori School has completed its publication requirements by providing:

The NESAs Registration and Accreditation Manual now states that to be compliant with requirements, a registered non-government school must participate in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister. Schools must also provide data to the Minister, if requested, for the Minister to report to Parliament of the effectiveness of schooling in the State.

1. Annual report sent to NESAs on RANGS online.
2. Public disclosure by uploading annual report on the school website.
3. The 2022 annual report is available to any person/persons who cannot access the document online and policies and procedures are available for the Minister on request.

