

# THE FARMHOUSE MONTESSORI SCHOOL

Educating the Whole Child



Primary School Campus: Building 5, 33 North Head Scenic Drive, Manly 2095

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

[www.farmhousemontessori.nsw.edu.au](http://www.farmhousemontessori.nsw.edu.au)

## 2024 Annual Report

## TABLE OF CONTENT

Theme 1::A message from School bodies .....	3
School Board Chairman Report .....	3
Principal of Farmhouse Montessori School Report .....	4-5
Theme 2: Contextual information about the School and characteristics of the student body .....	6
Theme 3: Student outcomes in Standardised national literacy and numeracy testing.....	8
Theme 4: Senior secondary outcomes (Student achievement).....	9
Theme 5: Teacher professional learning, accreditation and qualifications .....	10
Theme 6: Workforce composition.....	14
Theme 7: Student attendance, retention rates and post-School destinations in Secondary Schools .....	15
Theme 8: Enrolment policies .....	17
Theme 9: Other School policies .....	20
Theme 10: School determined priority areas for improvement.....	21
Theme 11: Initiatives promoting respect and responsibility .....	22
Theme 12: Parent, student and teacher satisfaction.....	28
Theme 13: Summary financial Information .....	29
Theme 14: Publication Requirements .....	30

## THEME 1: A Message from Key School Bodies

### Chairman's Report

For the period Jan 2024 – Dec 2024

Farmhouse Montessori School Annual Report

This year has been one of significant strategic progress for Farmhouse Montessori School, as we continued to lay the groundwork for long-term sustainability, growth, and educational quality across both campuses.

A major achievement was the completion and successful opening of our new primary campus at Building 5, North Head. This long-planned move reflects the Board's clear strategic intent to establish a permanent, fit-for-purpose home for the primary school. The transition required sustained governance focus, including oversight of heritage negotiations, regulatory approvals, capital works, and community communication. We are proud of the strong parental support and growing enrolment interest this new facility has generated. A key priority for future is to make full use of this amazing facility and grow student numbers.

We also made much-needed progress on governance update, including the finalisation of an updated Constitution, formally approved at the 2024 Annual General Meeting. The revised Constitution strengthens our governance by:

- Explicit alignment with the Australian Charities and Not-for-profits Commission (ACNC) and NESAs requirements.
- modernising and clarifying the school's not-for-profit purpose and obligations
- defining director responsibilities more clearly and aligning them with contemporary governance expectations
- simplifying outdated language and structural provisions for clarity
- enabling improved processes for director appointments, meetings, and member engagement

Enormous thanks to our Secretary, Anna, who was instrumental in leading this update.

Our updated strategic plan is now in place and is actively guiding decision-making across key areas such as enrolment strategy, compliance readiness, educational practice, and stakeholder engagement.

With growing pre-school numbers and renewed interest in our primary offering, the Board has prioritised enrolment pipeline development. We endorsed specific kindergarten targets, explored opportunities to expand capacity at North Balgowlah, and invested in enhanced marketing and digital outreach. This included the development of a new school video and a complete website refresh (currently underway), both designed to better communicate the unique strengths of a Montessori education.

The Board has also overseen ongoing regulatory and compliance preparation, with a focus on forthcoming ACECQA and NESAs reviews. Particular thanks go to the leadership team for their work on a comprehensive Quality Improvement Plan for the pre-school and the continued rollout of OWNA across both campuses.

Financial performance has stabilised, and although the school remains in a rebuilding phase, our cash flow, enrolments, and forecasting are all trending positively. The Board has made careful decisions regarding future staffing costs, school fees, and discount policies to ensure long-term financial health.

This year's AGM will be my last as Chair, as I will be stepping down from the Board to avoid a potential conflict of interest arising from a family member taking up a staff position within the school. I have thoroughly enjoyed my time on the Board and have benefited enormously from the opportunity to contribute to a school community I believe in deeply. I am incredibly grateful to my fellow Board members and to Principal Alia James for their dedication, wisdom, and collaborative spirit.

A key Board member, Nelson DaSilva, resigned this year and on behalf of the board I'd like to express my enormous appreciation for everything he has done. Nelson has been instrumental in strengthening the school's financial capability — improving the clarity, timeliness, and strategic focus of our financial reporting. His calm, methodical approach and deep financial insight have been critical in guiding the school through a period of considerable change including through the challenging COVID period. On behalf of the Board and the broader school community, I thank Nelson for his service and wish him all the best for the future.

While a key priority of the school is to grow enrolments in the primary and improve financial returns from this campus, overall, the school remains in a strong position to move forward, and I leave knowing that the foundations we have built will support the next chapter of

growth and impact for Farmhouse Montessori School.

*Nick Fletcher.*

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

## **Principal's Report**

The 2024 school year has been one of renewal, growth, and deepened connection for the Farmhouse Montessori School community. It has been my great privilege to serve as Principal during this transformative year, and I am deeply grateful to the School Board, the teaching and administration teams, our families, and our students for their unwavering commitment, warmth, and support.

### **Strategic Direction and Leadership**

The year began with a clear strategic plan to continue strengthening our Montessori programs, streamline operations, and enhance community engagement across both campuses.

A major focus of the year was the successful relocation and expansion of our Primary School Campus to a larger, purpose-designed site at North Head Sanctuary, Manly. The planning, compliance, and construction process required collaboration with the Sydney Harbour Federation Trust, NBR Architects, and Matthew Brooke Builders. With the support of our staff and families, the move was completed in July and officially celebrated with an Opening Ceremony in September. This joyful and meaningful milestone in the school's history brought the community together to celebrate our shared vision.

The new campus now features a dedicated library, music room, and multimedia space, in addition to classrooms connected by a light-filled verandah overlooking native bushland. The environment supports our Montessori vision of peaceful, purposeful, and nature-connected learning. As part of a succession plan developed in consultation with the Board, Deputy Principal Harshitha Ravikumar has played an integral role this year, strengthening leadership capacity across the Preschool and Primary campuses.

### **Educational Excellence and Program Innovation**

Throughout the year, we focused on embedding Montessori principles while aligning with NES and Early Years Learning Framework (EYLF) requirements. Updating the Quality Improvement Plan for the preschool was a tremendous collective effort over all National Quality Areas. Our curriculum continued to be enriched through specialist offerings such as music, French, sport, and library. This was complemented by targeted programs that addressed student wellbeing and learning diversity. We implemented Individualised Education and Behaviour Support Plans, supported by additional staffing and carefully chosen resources. The Talk-It-Out initiative, Grow Your Mind program, and Peer Support Australia activities provided our students with meaningful opportunities to develop social-emotional awareness and student agency.

Digital tools were also embedded more effectively in our school operations and pedagogy. Transparent Classroom enhanced visibility into student learning, enabling staff and families to collaborate more deeply. We also launched OWNA, a digital platform that improved communication, preschool attendance, and administrative tasks. Our Year 3 and Year 5 students participated in NAPLAN, and staff used data-informed approaches to ensure differentiated instruction.

The richness of learning was further evident in educational experiences such as the Fearless Futures Leadership Summit, the Sydney Writers' Festival excursion, and the Art Gallery of NSW visit. Celebrations such as Book Week, Harmony Week, Reconciliation Week, and our inaugural Cocktail Art Show fundraiser also reinforced our commitment to whole-child education and community involvement.

### **Staff Development and Culture**

Professional learning and a culture of reflection were at the heart of our staff development strategy. Educators engaged in a regional Montessori professional development day hosted by Northside Montessori, where international facilitators shared best practices.

We celebrated a significant milestone this year with Suzanne Lyle's 20-year anniversary, an event that highlighted the depth of dedication within our team. We also welcomed new educators who enriched our culture and practice. Pathways for experienced staff were strengthened with the establishment of coordinator roles and planning support to ensure pedagogical leadership and sustainability.

### **Operations, Technology and Governance**

Operationally, 2024 marked the completion of several key milestones. The school successfully prepared for NES registration and ACECQA compliance reviews, ensuring our practices meet all regulatory standards. We transitioned to digital documentation of policies and enrolments through OWNA and implemented stronger cybersecurity protocols and improved Wi-Fi capacity at both campuses.

We also expanded our student support services with professional development, improved parent communication processes, and dedicated resources for students with additional needs.

### **Community, Values, and Partnerships**

Farmhouse Montessori School continues to be defined by its strong sense of community and shared values. This year, we welcomed families to numerous events, including parent mixers, Grandparents' Day, and educational evenings. Our school calendar was rich with joyful events, such as the annual Trivia Night, Father's and Mother's Day morning teas, and World Teachers' Day celebrations.

Partnerships with local organisations were deepened through charitable efforts that supported LocalKind Northern Beaches, Dalwood Spilstead Service, and Manly Women's Shelter. Students developed empathy and civic responsibility through these meaningful engagements. We also collaborated with Montessori schools across Sydney, attending the Combined Sports Carnival and participating in professional observation exchanges.

*Alia James*

Principal

## THEME 2: Contextual Information about the School

Farmhouse Montessori School has two campuses. The Early Childhood and also a 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. A nature refuge, bordered by dramatic cliffs, North Head Sanctuary, Manly is located on the peninsula at the northern entrance to Sydney Harbour. Traditionally known as Cr-rangel, North Head hold special significance for its Traditional Owners, the Gayamagal People.

The low-set building built in 1936 features many of the original Art Deco features of the historic buildings. And was part of the original North Head Artillery Barracks 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 Foundation (Kindy) and then 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.

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 pay our respect to their Elders past, present and emerging and acknowledge the Gayamagal 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.

### **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.

### **School Board Members 2024**

Chairman:	Nick Fletcher (appointed 27 <sup>th</sup> March 2019)
Board Members:	Stephen McNulty (appointed 25/3/2020)
	Nelson Da Silva (appointed 25/3/2020)
	Kristy Pownall (appointed 25/3/2020)
	Stephen Zissermann (appointed 23/11/2022)
	Greg Winter (appointed 23/11/2022)
	Justin Mitchell (appointed 25/06/2024)
	Adam Winter (appointed 25 06/2024)

### 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.

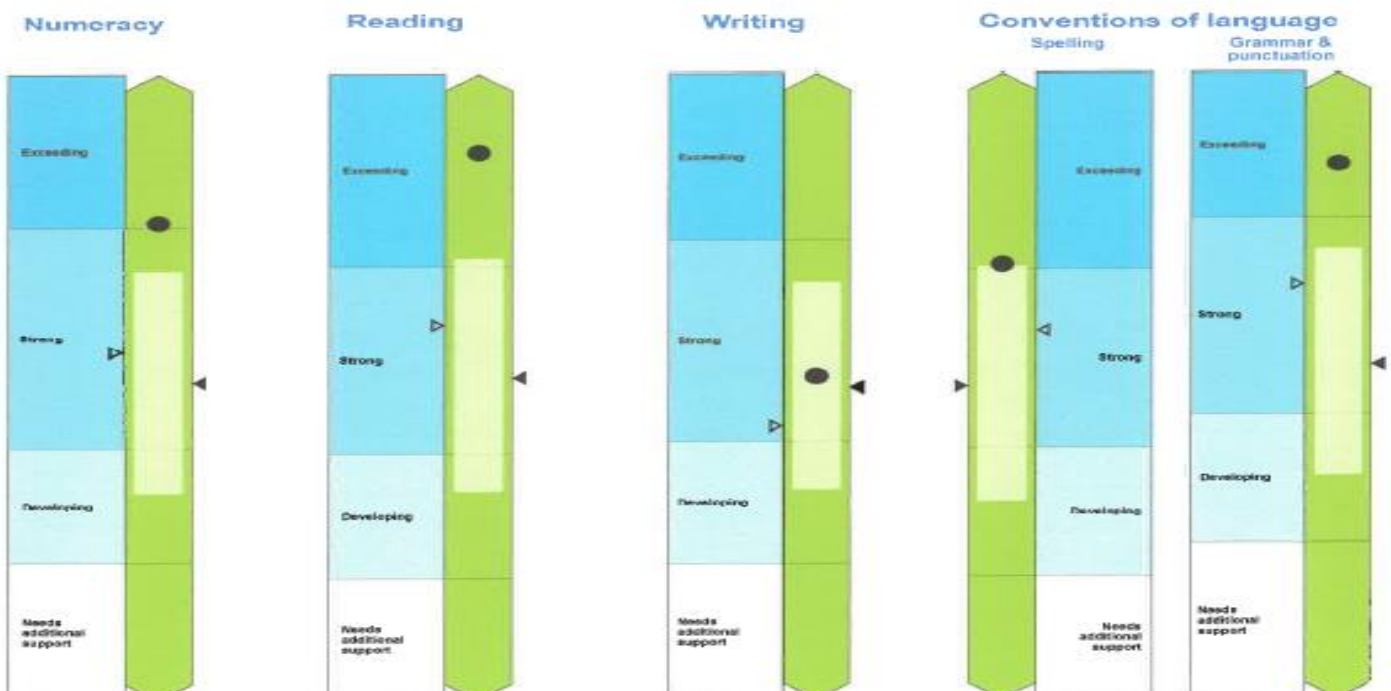
The *My School website* is a resource for parents, educators and the community to find comparable information about each of Australia's schools. This website provide detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.

NAPLAN paper test window-2024- The NAPLAN paper test window is three days. Students who are absent or require a scribe for the writing during the test window can sit catch-up tests on the following days these are in blue.

#### We had 5 Year 3 Student and 5 Year 5 Students sit NAPLAN this year.

Dates	Session 1 (9:45-10:30)	Session 2 (10:45-12:00)	Session 3 (1:15-2:30)
Wed - 13th Mar	Writing for 3rds (40 mins)	Writing for 5ths (42 mins)	Reading for 3rds (45 mins)
Thurs -14th Mar	Conventions of Language 3rds (45 mins)	Numeracy for 3rds (45 min)	Reading for 5ths (50 mins)
Fri - 15th Mar	Conventions of language 5ths (45 mins)	Numeracy for 5ths (50 mins)	
Mon - 18th Mar Make up	Writing 1 in Year 3 1 in Year 5	Reading 2 in Year 5	
Tues - 19th Mar Make up	Conventions of Language 2 in Year 5	Numeracy 2 in Year 5	

The table below will show you the National average, Farmhouse School average and Individual student results for 2024.



## **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.

#### The number of staff with the following qualifications:

Category	Number of Staff	Category	Number of Staff
PHD-Education	1	Master of Teaching (Early Childhood)	1
Bachelor of Education (Primary)	3	Bachelor of Education (Early Childhood) Enrolled-	1
Bachelor of Education (Secondary)	1	Diploma in Montessori Education 0-3	2
Master of Education (Birth-12 years)	2	Diploma in Early Childhood	10
Bachelor of Applied Social Science (Counselling)	1	Diploma in Montessori Education 3-6	2
Certificate 111 in Early Childhood	2	Bachelor of Education (Early Childhood)	7
Certificate 1V in Business Administration	1	Montessori Diploma (AMI) 0-3	1
Certificate 1V in Accounting	1	Bachelor of Teaching	1
Diploma in Montessori Education (6-12)	3		

### Professional Learning & Development

Farmhouse Montessori has a strong commitment to the professional development of staff. All staff participate in professional learning programs that enhance their knowledge, understanding and use of innovative approaches to pedagogy, subject specific content, legislation and other school priorities,

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:

Staff Professional Learning Activity/Development-2024	Focus Area	No. Of Staff Participating
First Aid Full- Refresher Training	Education	30
Identifying and Responding to Children and Young People at Risk-Child Protection & Mandatory reporting -AIS	Education	30
Disability Legislation-Self paced Learning Experience-AIS	Education	1
School Governance Module 7: Child Protection	Education	1
School Governance Module 10: Child Safe Schools Values, Behaviours and Culture-AIS	Education	1
Autism Spectrum: Universal Supports-Self paced Learning Experience-AIS	Education	1
Making your Numerical Data Work-Self paced Learning Experience-AIS	Education	1
Supporting Students with Challenging Behaviour Module 1-AIS	Education	2
Supporting Students with Challenging Behaviour Module 2-AIS	Education	1
Supporting Students with Challenging Behaviour Module 3-AIS	Education	1
Supporting Students with Challenging Behaviour Module 4-AIS	Education	1
Supporting Students with Challenging Behaviour Module 5-AIS	Education	1

The Collaborative Planning Process: Developing Individual Plans - Self-paced Learning Experience-AIS	Education	1
Green Means Go! Stage 4 and 5 Road Safety Exploration - Self-paced Learning Experience-AIS	Education	1
Education Research Connections #3: Teacher Wellbeing (Online) -AIS	Education	1
The AISNSW Annual Briefing 2024-AIS	Education	3
Human Resource Professionals' Breakfast Briefing-AIS	Education	1
AIS-Middle Leaders Online course	Education	1
Be Prepared for an Unexpected School Registration Inspection-2024 Updates	Education	1
Human Resource Professionals Breakfast Briefing	Education	1

### **Professional Development for 2024**

#### **Expenditure on Professional Development (PD)**

On average, the expense per staff member on professional development and continuing training was approximately \$1057.00.

## WORKING WITH OTHER SCHOOLS & ORGANISATIONS

During 2024, 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.

We had two staff members do Observations on the 5<sup>th</sup> March at Montessori East in the Waragul classroom with Sharon Tan and Phil. We thank them for hosting our staff for the day.

The school also organises multiple fundraising drives within the school community for different local Northern Beaches organises. The school community open their pantries and donate spare canned food as well as non-perishable items as part of a food drive for the Local Kind formerly - Community Co-op Northern Beaches also One Meal.

The Manly Women's shelter is helped each year with a fund drive of beauty products made into gift baskets by the students for the women at the shelter.

Christmas time is one of the biggest times as this is when the giving tree is on display in the school reception area so that families can bring in an unwrapped gift for a family- This goes to help the Dalwood Spilstead Early Intervention and Support Service- This is a charity organisation based on the Northern Beaches of Sydney to help small children in need. This is doubly important as funding for this service has now been significantly reduced.



### LocalKind



Yani class held a bake sale in March for LocalKind (formerly Community Northern Beaches) and raised \$369.00 which was presented to Daniel from LocalKind by the students.



LocalKind Northern Beaches (formerly Community Northern Beaches) offers vital drop-in support to vulnerable individuals, addressing homelessness, domestic violence, and refugee settlement challenges through tailored, trauma-informed assistance. Their early intervention programs empower families, youth, and children, fostering resilience and future well-being. They also provide people with material aid and connect them to other services via their community hub. The pre-school also

collected food items and unused toiletries to donate.



The Preschool campus held a Teddy Bear Picnic on Tuesday 9<sup>th</sup> April and Thursday 11<sup>th</sup> April to help support the One Meal Food Drive.



One Meal Northern Beaches delivers food relief through weekly Community Meals (General support), and a Delivery Program (targeted support) getting fresh hampers and cooked meals directly to people referred by social service agencies and community groups. Both campuses collected approximately 56 boxes that we were able to deliver.



Northern Beaches Women's Shelter

NBWS is a safe haven, supporting homeless women so they can rebuild their lives, reclaim their independence and rejoin society. Formerly Manly Women's Shelter, NBWS is a non-profit, community-funded charitable organisation providing crisis accommodation, support, safety and services for homeless women across Sydney's Northern Beaches. The school organises



## Dalwood Spilstead Early Intervention and Support Service



We organised to donate 10 plastic covered mattresses to Dalwood earlier this year-2024 that we no longer required for the Toddler room which they were very grateful for. We are glad to help this organisation



## Combined Montessori Sports Carnival

We had a fantastic day at the Combined Montessori Sports Carnival! The children displayed excellent sportsmanship and camaraderie, participating in various activities, from sack races to relay runs. This event was a wonderful opportunity for them to exercise physically, develop teamwork skills, and connect with peers from other Montessori schools. The joy and laughter shared during the carnival were truly heartwarming.



## Ride2School Day-22 March

We organise to had the NSW Police officers from the Bike squad come to the school to talk on Bike Education and safety to the students we thank the NSW Police Department and Senior Constable Bill Alexander and Sergeant Brett Barnes and their colleagues for the informative talk and advise that they passed onto the students.



## Combined Staff Development Day-June 7th

Once a year we join other Montessori school in the area for a Combined Staff Development Day in June this was once again held at Northside Montessori School at Pymble.



Speakers & Facilitators on the Day:-

Andrew Fuller, Sara Brady, Kay Urquhart, Revecca Dallam, Laureen Barnard and Billy Conway. All staff had an interesting and informative day and we wish to thank Northside for providing once again a great venue and day.

## Headland Montessori School



Some of the children had the opportunity to visit Headland Montessori, which was a fantastic way to build community and foster connections between the two schools. During these visits, the students read stories to the younger children. The Yani children were very engaging and had a lot of fun playing games with the younger children in between stories.



## THEME 6: Workforce Composition

### Workforce Composition

Principal	1
Deputy Principal	1
Classroom Assistant	17
Teacher	11
School Administration and Support Staff	5
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.

Level of accreditation	Number of Teachers
Proficient	14
Provisional	0

**Indigenous Staff Members: 0**

**Teaching Staff Retention Rate: 93.33%**

**We had one teaching staff, two administration staff and one classroom assistant leave this year due either moving areas, retirement or family matters. These staff members have been replaced during this 2024 year.**

## 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.

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

### Demographics-Pre-Primary & Primary 2024

#### North Balgowlah Campus

Enrolled students	106
Females	59
Males	47
Indigenous	0
CALD	6
Additional Needs	2

#### Primary Nth Head

Enrolled students	Semester 1	Term 3
Total	36	35
Females	16	16
Males	19	18
Indigenous	0	0
CALD	0	0
Additional Needs	13	13

#### Kindergarten- Nth Balgowlah

Enrolled students	3
Females	3
Males	0
Indigenous	0
CALD	0
Additional Needs	0

### Student Attendance -Primary

**90.56%** of students attended school on average each school day or were on approved leave in 2024 Semester 1.

Percentage Attendance per Grade-Semester 1			
	Average	<90%	>90%
Year 1	93.64	0	8
Year 2	91.41	2	4
Year 3	90.61	2	3
Year 4	88.67	2	5
Year 5	90.10	2	3
Year 6	87.12	4	0
School Overall Attendance :		90.56	%

**87.39%** of students attended school on average each school day or were on approved leave in 2024-Term 3.

Percentage Attendance per Grade-Term 3			
	Average %	<90%	>90%
Year 1	81.38	7	1
Year 2	89.46	2	4
Year 3	90.20	2	3
Year 4	95.63	1	6
Year 5	80.36	4	0
Year 6	85.46	2	2
School Overall Attendance:		87.39	%

## **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 31<sup>st</sup> 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

Our policies ensure that all aspects of the schools' mission, in providing for student's welfare, are implemented. 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, and staff members, and are announced in the School newsletter

Policy	Summary/New/Updated/-2024 Policies	Access to full text
Child Protection	Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
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 -Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
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. Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
Managing 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. Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
Privacy-Confidentiality Policy	This policy outlines the right to confidentiality and privacy of the child and the family.-Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
Enrolment Policy	Updated	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>

### New/Revised School Policies 2024

Enrolment Policy & Procedure	School website: <a href="http://www.farmhousemontessori.nsw.edu.au">www.farmhousemontessori.nsw.edu.au</a>
Child Protection/Reviewed	

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.

## **THEME 10: School Determined Priority Areas for Improvement**

Our focus will always be on the education and safety of the children at both school campuses. We strive to provide the best Education for our students. To this end the Board finalised negotiations with Sydney Harbour Federation Trust to lease a larger building (Building 5) at North Head which we moved into on the 22<sup>nd</sup> July 2024. With a lot of help from the parents and staff this massive job was completed, and we have settled into our beautiful new larger building.

Our classrooms are now well connected, and a veranda connects the two classrooms (lower primary and upper primary) with beautiful bushland views. Some of the highlights of the new campus include a library, music room, and multimedia room.

The planning and process for moving our primary school campus have been quite the undertaking, and I would like to acknowledge the support of the School Board and all of our parent volunteers, who have spent hours helping pack and unpack boxes for the move and helping to set up. Former Principal Bruce Rixon was instrumental in initiating the process of moving to our new campus.

## 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's 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

## Farmhouse Montessori School 2024 Calendar of School Events

<b>TERM 01</b>	
<b>Feb 26th</b>	Primary Parent Classroom Observations
<b>Feb 27th</b>	Primary School tour – 9.30 a.m.
<b>Feb 29<sup>th</sup></b>	Yani Girls-Excursion-Fearless Futures -St Andrew’s Cathedral School
<b>March 5th</b>	Preschool Tour – 4:15 p.m.
<b>March 5th</b>	Primary Parent Information Session 8:30am
<b>March 8<sup>th</sup></b>	International Woman’s Day and Yani Art Show
<b>March 11th</b>	Primary Parent Teacher Conferences (2 weeks)
<b>March 12th</b>	Primary School Tour 9:30 am
<b>March 13th</b>	Primary Campus NAPLAN Tests Commence
<b>March 18-23<sup>rd</sup></b>	Harmony Week-Thursday 24 <sup>th</sup> Harmony Day
<b>March 22<sup>nd</sup></b>	National Ride2School Day-Both Campuses
<b>March 26th</b>	Primary School Tour 9:30 am
<b>April 4th</b>	Parent Mixer & Information Night-Topic Montessori at Home 6.30-8.30 pm
<b>April 5<sup>th</sup></b>	Primary Excursion-Australian Museum-Rameses
<b>April 8<sup>th</sup>-12<sup>th</sup></b>	Preschool Parent Teachers Conferences
<b>April 12<sup>th</sup></b>	Last Day of Term
<b>TERM 02</b>	
<b>Apr 29<sup>th</sup></b>	Staff Development Day - Whole School - Pupil free
<b>Apr 30<sup>th</sup></b>	First Day of Term 2
<b>May 7<sup>th</sup> and 9<sup>th</sup></b>	Preschool Mother’s Day Breakfast
<b>May 10<sup>th</sup></b>	Primary Parent Book Club Every Friday During Weeks ,3,4,5,7,8,9
<b>May 10<sup>th</sup></b>	Primary Mother’s Day Morning Tea
<b>May 15<sup>th</sup></b>	2025 Kindergarten Information Session - Preschool Campus
<b>May 22<sup>nd</sup></b>	Primary Montessori Sports Carnival-Pymble
<b>May 23<sup>rd</sup></b>	Preschool Tour - 4:15 p.m.
<b>May 24<sup>th</sup></b>	Primary Excursion-Writers Festival Parramatta
<b>May 31<sup>st</sup></b>	Art Exhibition & Cocktail Evening - Preschool campus (whole school event)
<b>Jun 5<sup>th</sup></b>	Incursion-Yani-Monkey Baa
<b>Jun 7<sup>th</sup></b>	Staff Professional Development - Combined Montessori PD-Pupil Free Day-Northside MS
<b>June 10<sup>th</sup></b>	Kings Birthday - Public Holiday
<b>Jun 20<sup>th</sup></b>	Preschool Parent Information
<b>July 5th</b>	Last Day of Term
<b>TERM 03</b>	
<b>July 22<sup>nd</sup></b>	Staff Development Day - Whole School - Pupil free
<b>July 23<sup>rd</sup></b>	First Day of Term 3
<b>Aug 5<sup>th</sup> -9th</b>	Primary Parent Observations
<b>Aug 13 &amp; 15<sup>th</sup></b>	School Photos - Preschool
<b>Aug 14<sup>th</sup></b>	School Photos - Primary Campus
<b>Aug 15<sup>th</sup></b>	Preschool Tour 4.15pm
<b>Aug 19<sup>th</sup>-23<sup>rd</sup></b>	Primary Parent Conferences
<b>Aug 26<sup>th</sup></b>	Art Gallery of NSW Excursion
<b>Aug 27<sup>th</sup> &amp; 29<sup>th</sup></b>	Father’s Day Breakfast - Preschool Campus
<b>Aug 30<sup>th</sup></b>	Father’s Day Morning Tea - Primary Campus
<b>Sept 13<sup>th</sup></b>	Primary Parent Education Morning
<b>Sept 23<sup>rd</sup>-27<sup>th</sup></b>	Preschool Parent Teacher Conferences
<b>Sep 27th</b>	Last Day of Term
<b>TERM 04</b>	
<b>Oct 14<sup>th</sup></b>	First Day of Term 4
<b>Oct 29<sup>th</sup></b>	Oct 29th Grandparents Day - Preschool Campus

<b>Oct 29th</b>	Grandparents Day - Primary Campus
<b>Nov 1st</b>	Grandparents Day - Preschool Campus
<b>Nov 9th</b>	Annual Fundraising Social Night - Wakehurst Golf Club
<b>Nov 12<sup>th</sup></b>	Preschool Parent Education Evening
<b>Nov 15th</b>	Parent Education (morning session) -Primary Campus
<b>Dec 11<sup>th</sup></b>	Art Galley & Graduation Picnic - Primary Campus
<b>Dec 11th</b>	End of year Concert & Picnic - Preschool Campus
<b>Dec 11th</b>	Last Day of Term
<b>Dec 12<sup>th</sup></b>	Staff Development - no school
<b>Dec 13th</b>	Staff Development - no school

## Major Events & Excursions for the Year

### Fearless Futures Summit

On the 29<sup>th</sup> February a one-day student leadership summit aimed at providing Years 4, 5 & 6 girls with the opportunity to develop their leadership skills, practice wellbeing, and engage with experienced mentors in a supportive and interactive environment was attended at St Andrew Cathedral School.

The aim of this summit was to equip these young women with the confidence and tools necessary to overcome challenges, break down barriers, and create positive changes in their communities. A great time was enjoyed by all students that attended this event.

### International Womens Day



On March the 8<sup>th</sup>, International Woman's Day is celebrated all around the world. This year the theme is "Accelerating Progress...Making it better for women globally.

The Yani class brainstormed the traits of inspiring people then each chose a woman to research deeply and created personalised interpretations of her into a portrait. The children also wrote two piece, one about the women and the other about why they had chosen her.



### Art Show & Cocktail Party-North Balgowlah Campus-May 31<sup>st</sup>

On the 31<sup>st</sup> May a fabulous night was held at the North Balgowlah campus. A great turn out with both Primary and Preschool families attending this evening. A special thanks to our staff and parent volunteers for putting such a well prepared evening together.

Total raised on the night so far: \$4405.00. These funds will be used for upgrades to our outdoor play areas.



### Mother's Day Breakfast



We celebrated Mother's Day with a delightful morning tea, honouring the incredible mothers and maternal figures in all our student's lives at both campuses. It was a heartwarming opportunity for our students to express their gratitude and appreciation through heartfelt gestures, the children were thrilled to welcome mothers and even some grandmothers into their classrooms and offer a card, croissant, or hug. Each Mother's Day, we are reminded of the priceless role all of our mothers play. Thank you to our mums for all that you do and for spending some time at school with us.

### Sydney Writers Festival-Primary-

On May the 24<sup>th</sup> the Primary school travelled to Parramatta to attend the Sydney Writers' Festival Primary School Days program again.

This program is designed to inspire the next generation of readers and storytellers.

These hugely popular sessions bring renowned children's authors and illustrators to primary students for a fun, interactive and educational day that deepens their love of reading and writing.

The day is broken up into sessions and students hear from all the writers and illustrators featured on the day's program. The speakers will also be available during breaks to meet students, answer questions and sign books. The speakers this year being:- Tasma Walton & Samantha Campbell: (Turning back Time), Nova Weetman: (The Strength of Character), Kate & Jol Temple: (Evil Masterminds vs Loveable Rogues), Lev Grossman: (All Aboard for Adventure).



### IncurSION Yani class-Monkey Baa



On the June 5<sup>th</sup> was an incurSION by Alex from Monkey Baa, who conducted an exciting workshop on improvisation. The session began with warm-up exercises, where the children learned about the neutral pose, a fundamental concept in acting that helps actors become a blank slate ready for any role. The children thoroughly enjoyed playing different games that required them to work together to create various shapes and objects. These activities not only sparked their creativity but also fostered teamwork and communication skills



Improvisation and art are very beneficial for children. Through improvisation, children develop quick thinking and adaptability, learning to respond spontaneously and creatively to different situations. These skills are invaluable in fostering problem-solving abilities and building confidence. Additionally, art activities like those in the improvisation workshop enhance fine motor skills, improve hand-eye coordination, and provide a joyful outlet for self-expression.

### Archibald and Young Archibald exhibitions.-August 26th



The Aikya & Yani Class visited the Art Gallery of NSW. The children had an enriching experience visiting the Archibald and Young Archibald's exhibitions. With the guidance of our guide, they engaged in thoughtful discussions about the various artworks, displaying amazing observational skills and in-depth reflections. The excursion was capped off with a hands-on workshop where the students expressed their creativity by making wonderfully abstract portraits, each unique and incredibly imaginative and a visit to the Young Archie exhibit.



the Young Archie exhibit.

### Father's Day Breakfast



Father's Day celebration, where the children proudly shared their work with their fathers. It was such a lovely morning! The fathers explored the classroom, asked many questions, and connected with their children's learning experiences. Afterward, everyone enjoyed a light morning tea and even played some soccer!



### Open Morning/Day-September 20<sup>th</sup>



On the 10<sup>th</sup> September we celebrated the official Opening of our new Primary School Campus location at North Head Sanctuary, Manly, with Farmhouse Montessori School and the extended Community 10 years after the original primary campus opening.

The day was filled with a wonderful sense of community and joy. Two of our primary students began the ceremony with an Acknowledgement of Country and introduced the traditional smoking ceremony with

Brendan Kerin from the Metropolitan Local Aboriginal Land Council. Stories were shared from the land, an address was given by the Board Chair Nick Fletcher, and a history of the School was shared. Thanks were extended to the School Board, former principals Gavin McCormack and Bruce Rixon, Zali Steggall MP, the Sydney Federation Harbour Trust, NBRS Architects, Matthew Brooke Builders, all of our parent volunteers, and our dedicated staff for the tremendous effort in helping us move to our new home.



The ribbon cutting with our youngest primary and oldest primary students (Georgia and Arjo) was a memorable event. Our new location at North Head Sanctuary also means that our classrooms are well-connected and surrounded by nature.

### Yani Camp-14<sup>th</sup>-16<sup>th</sup> Oct



The Yani students had an unforgettable 3-day camp at Milson Island. They took part in a variety of activities, including fencing, archery, raft building, and fishing. It was wonderful to see the students working together, showing such unity and enthusiasm as they shared rooms with their friends and enjoyed all the adventures. Their positive



energy and teamwork throughout the camp made the experience truly special for everyone involved.

### Grandparents and special friends Day

On the 29<sup>th</sup> October we welcome the Grandparents and special friends of the students to the campuses for the visit to the classrooms and to join us for morning tea. It was thrilling to see so many of our grandparents at the school on this day.

## Trivia Night-9<sup>th</sup>

It was a thrill to see many of our parents and staff dressed up as they wanted to be when they grew up for this year's Annual Trivia Night at the Wakehurst Golf Club. This event, which was not only a fun social gathering but also a fundraising initiative, was made possible by the efforts of our parent volunteers staff and our generous sponsors.

The evening, filled with a live and silent auction, was a testament to the incredible support and generosity of our school community. We extend our heartfelt thanks to everyone for their very generous bidding for the respective art works and silent auction items.



## School Mixed Ensemble Band and Music

Music at Montessori is available for all students through both an in school class and an outside of school hours Mixed Ensemble. These sessions are run by Evergreen Music. The Mixed Ensemble program is currently only available for the Primary age students.



### MIXED ENSEMBLE (Band)

All members of the ensemble are required to be having weekly music tuition on their instrument in addition to the Mixed Ensemble session. Having this extra tuition is essential for children to be able to fully participate in the ensemble environment.



## Manly Surf School-Surf Safety, Bodyboarding, and Surfing-SPORT

The Yani students participated in a surf safety, bodyboarding, and surfing program with Manly Surf School for sport in Term 4. Manly Surf School has been teaching children surf safety and surfing since 1995. Each lesson was an hour long and began with the children learning how to spot and appropriately navigate rips, currents, and sandbanks. After the beach safety lesson, the children entered the water with their instructors who helped

guide them onto appropriate waves for bodyboarding and surfing



## Manly Surf School, Manly Beach safety-Aikya student-7<sup>th</sup> November

The Aikya children had a fantastic excursion to Manly Beach with Manly Surf School, an experience brimming with excitement, learning, and practical life skills. We journeyed on the public bus, an excellent lesson in independence and navigating our local area. At the beach, the children were introduced to surf safety fundamentals, and the basics of surfing and learned about some of our unique local ocean wildlife. There were plenty of opportunities for fun and teamwork between the games of Capture the Flag and beach relays

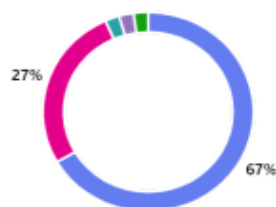


## THEME 12: Parent, Student and Teacher Satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school board sends out the parent survey to all parents at the Farmhouse Montessori School. Their responses/percentages are below in graph form.

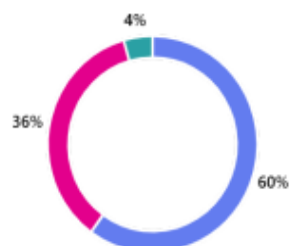
2. How likely are you to recommend Farmhouse Montessori as a school to friends and family?

Very likely	30
Somewhat likely	12
Neither likely nor unlikely	1
Somewhat unlikely	1
Very unlikely	1



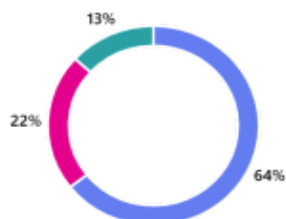
3. Overall, how satisfied are you with the Farmhouse Montessori School ?

Very satisfied	27
Somewhat satisfied	16
Neither satisfied nor dissatisfied	2
Somewhat dissatisfied	0
Very dissatisfied	0



8. I'm happy with the values, beliefs and behaviours being delivered by the school.

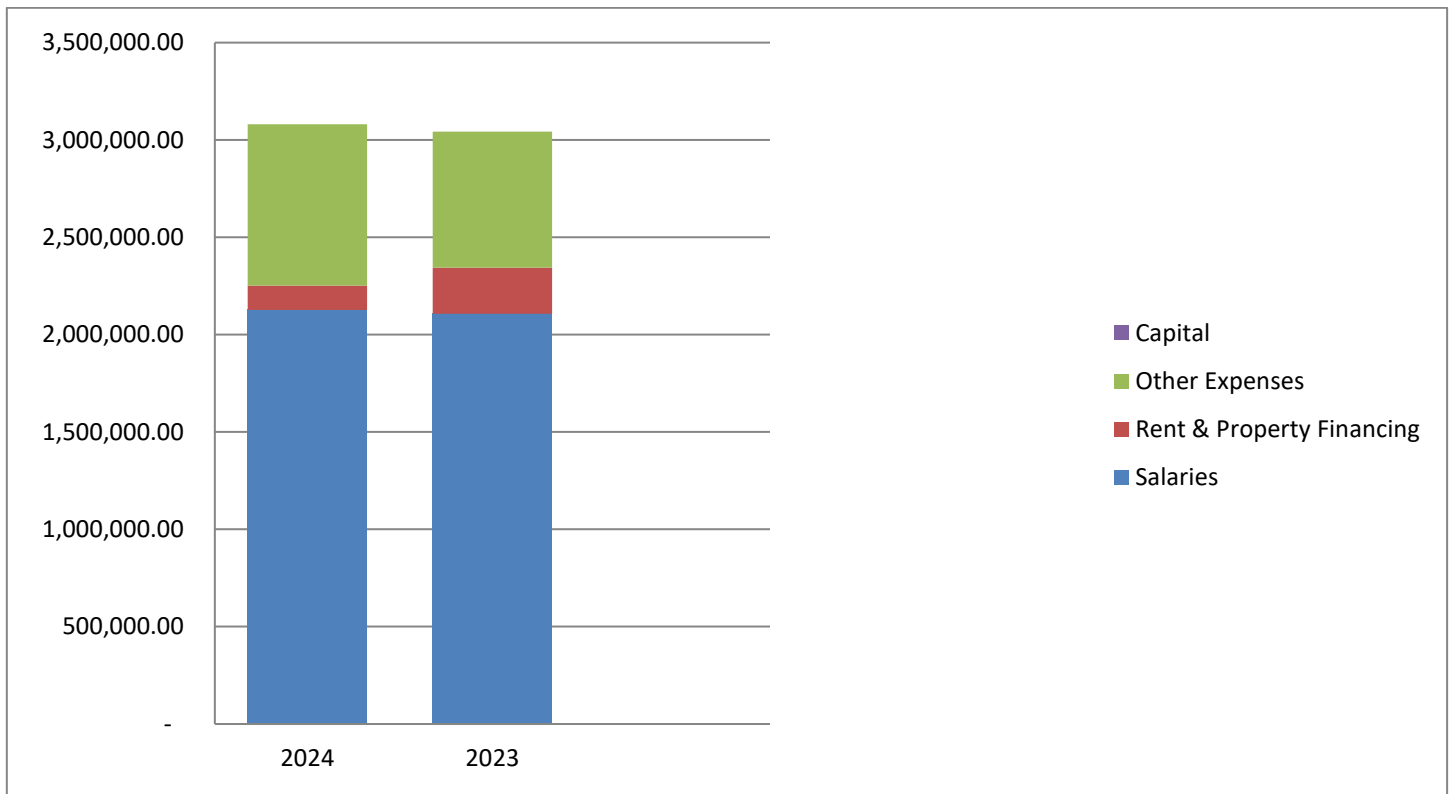
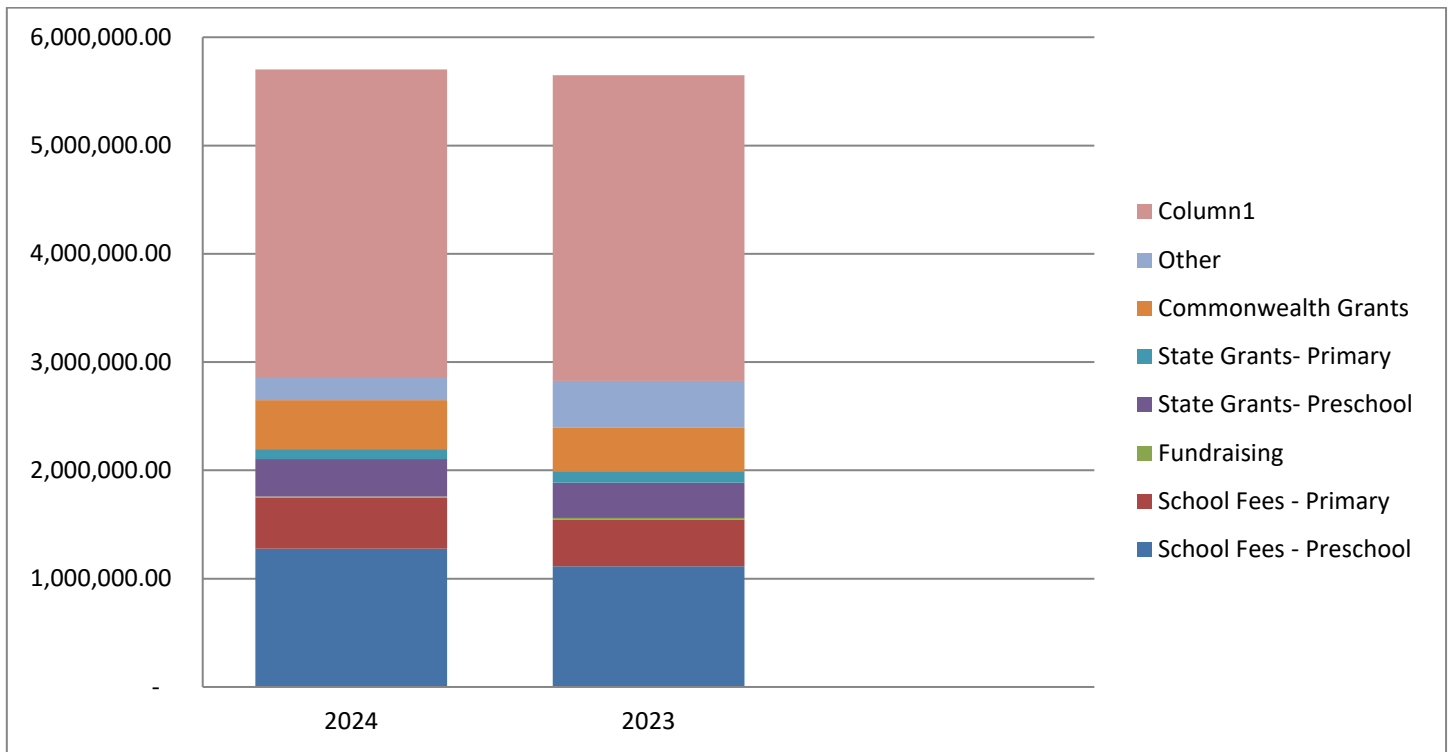
Strongly agree	29
Agree	10
Neutral	6
Disagree	0
Strongly disagree	0



## 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:

- The NSW Government is still proving Start Strong Free Preschool funding for our 3 year olds and 4 and 5 year olds in their year before school.  
This provided 600 hours per year of free preschool.
- Sporting school grants 4,400.00

## **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 2024 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.

