

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

ACKNOWLEDGEMENT OF COUNTRY

Farmhouse Montessori School acknowledges that Aboriginal and Torres Strait Islander peoples are the First Peoples and Traditional Custodians of Australia. We pay respect to Elders past and present and their unbroken connection to land, waters and skies. We commit to respecting the lands we walk on, and the communities we walk with.

2025 Annual Report

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THEME 1: A Message from Key School Bodies

Kristy Pownall,

Chair's Report -In conjunction with the Board

2025 has been a year of strengthening, renewal, and deepened connection for Farmhouse Montessori School. Across both campuses, our community has continued to embody the values at the heart of Montessori education - curious, confident, and compassionate children. I want to extend my sincere thanks to our families, staff, and volunteers for their unwavering support during a year of meaningful transition.

A significant moment for the Board this year was the handover of leadership from long-standing Chair and Director, Nick Fletcher, whose contribution to the school over many years has been extraordinary. On behalf of the community, I thank Nick for his steady stewardship and deep commitment to Farmhouse. As we navigated several Board changes, we were also pleased to welcome new Directors who have brought fresh energy, expertise, and a shared commitment to strong governance. This renewal has enabled us to strengthen Board processes, clarify roles, and continue aligning with best-practice and governance expectations.

This year also marked our first full cycle of learning and operations in Building 5 at North Head, following the major relocation completed at the end of the 2024 academic year. The new environment has transformed the Primary experience - connected classrooms, a dedicated library, music and multimedia spaces, and bushland views that truly extend the Montessori classroom into nature. The educational and cultural benefits have been profound, and I want to acknowledge the staff and families who helped ensure the transition has now fully settled into daily life at the school. We also continue to invest in our environments.

Another defining milestone of 2025 was the leadership transition within the school. We were pleased to appoint Harshitha Ravikumar as Principal in Term 3, following her steady and thoughtful service as Interim Principal. Harshitha's leadership across both campuses has brought stability, clarity, and renewed focus on educational excellence, community engagement, and regulatory readiness.

In a year where the early childhood sector nationally has faced scrutiny, I am proud of the strong safeguarding culture at Farmhouse. Our policies, procedures, governance structures, and high staff-to-child ratios reflect our deep commitment to ensuring every child's safety, dignity, and wellbeing. This commitment was affirmed through our recent ACECQA assessment, where the school was rated "Exceeding" the National Quality Standard - a recognition not just of educational quality, but of the strength of our leadership, compliance, and child-safe practices. Families place enormous trust in us, and the Board and leadership team take that responsibility with the utmost seriousness. Receiving an Exceeding rating across the coming five years is a powerful affirmation of the quality and integrity of the Farmhouse learning environment.

Our community spirit shone brightly this year, nowhere more so than at our "Colour My World" Trivia Night, where we achieved a record fundraising result. This vibrant, joyful event reflected the strength of our parent community and the generosity that continues to sustain the school. The funds raised will directly support improvements to our learning environments, benefiting children across both campuses.

Throughout 2025, Farmhouse students were immersed in rich learning experiences - from the International Peace Run and combined Montessori Sports Carnival to excursions, cultural programs, and the much-anticipated Yani camp. Our charitable partnerships, including One Meal, Dalwood Spilstead, and Wally's Rescue, continued to nurture empathy and community-mindedness in our children]. We also invested strongly in staff development, ensuring our educators remain supported, inspired, and equipped to deliver high-quality Montessori practice.

I would like to express my heartfelt appreciation to our dedicated teachers, assistants, and administrative teams for the care, professionalism, and consistency they bring every day. Much of their work occurs behind the scenes, but its impact is felt deeply in the calm, joyful, and purposeful environments the children experience. To our families, thank you for your trust, your involvement, and the many contributions you make to school life.

As we look toward 2026, Farmhouse Montessori School is well-positioned for continued growth, stability, and educational excellence. I am proud to serve this community and grateful for the opportunity to support the ongoing development of a school that holds such a special place in the hearts of our children and families.

Principal's Report-

Harshitha Ravikumar



The 2025 school year has been one of consolidation and purposeful progress for the Farmhouse Montessori School community. Building on the foundations strengthened in previous years, we have continued to deepen our commitment to authentic Montessori practice while embracing thoughtful growth and refinement across all areas of school life.

This year has strengthened collaboration and a shared dedication to high standards for both learning and wellbeing. Our children have demonstrated increasing independence, curiosity, and resilience, while our staff have continued to engage in reflective practice and professional growth to ensure excellence in teaching and leadership.

It remains a privilege to serve as Principal of Farmhouse Montessori School. I am sincerely grateful to our School Board for their governance and guidance, to our committed teaching and administrative teams for their professionalism and care, and to our families for their partnership and trust. Together, we continue to nurture a community grounded in respect, purpose, and a genuine belief in each child's potential.

Leadership Transition and Strategic Vision

Early in the year, the Board and staff participated in a Vision and Mission Strategy Session to ensure alignment with the school's future growth. This resulted in a collective revision of the school's core identity:

- **Vision Statement:** To nurture "curious, confident, and compassionate children" in a joyful environment where they feel valued and inspired.
- **Mission Statement:** Focused on helping every child reach their unique potential, fostering independence, and preparing them to be responsible global citizens.

Student Enrolment Initiatives

Preschool Stability: The North Balgowlah campus maintained strong, consistent enrolment numbers. The school actively monitored the 'flow' of students from preschool to the primary campus, identifying this as a key area for improvement.

Retention Strategies: To strengthen the transition between campuses, several cross-campus initiatives were expanded:

- Preschool children participated in reading sessions and excursions at the primary school.
- Joint events were held, such as the Montesporty Sports Carnival, where kindergarten children from the preschool joined primary students for a day of activities.
- 'Going Out' activities were increased, supported by the school's bus service.

Staff Development, Wellbeing, and Professional Growth

The year saw the finalisation and approval of the 2025 Independent Schools Cooperative Multi-Enterprise Agreements (CMEA) for both teachers and professional and operational staff. The new agreements provide updated remuneration and employment conditions, supporting workforce stability and recognising the valuable contribution of our staff across both campuses.

Professional Training: Staff engaged in a rigorous cycle of professional development participating in Mandatory Training, Specialised Workshops, Montessori Qualifications and In House training.

Community Engagement and Events

Marketing Strategy: The school revitalised its public profile through several channels:

- **Digital Content:** A new promotional film was launched on the website and social media platforms.
- **Social Media Growth:** Building the school profile on social media was a key highlight.
- **Events and Outreach:** The school fostered a vibrant community through Speaker Series Events, by hosting experts in the field.
- **Fundraising:** The Annual Trivia Night.
- **Local Presence:** The school participated in the Northern Beaches Independent Schools Expo.

Educational Excellence and Quality Improvement

Farmhouse School is dedicated to upholding authentic Montessori principles through strategic planning and reflective practice. By focusing on prepared environments and quality interactions, the school fosters independence and respect, ensuring their educational approach remains rigorous and responsive to the community's needs.

Regulatory Success:

- **NESA Registration:** The primary school successfully completed its registration renewal, securing full registration for both campuses for the period of 2026–2030.
- **ACECQA Assessment:** The preschool underwent a partial Assessment and Rating visit in November, focusing on Quality Areas 1, 3, 5, and 6 and was rated as Exceeding in all areas.

Quality Improvement Plan (QIP): Throughout 2025, the preschool implemented several improvements under the National Quality Framework, including enhancing Aboriginal and Torres Strait Islander perspectives, refining documentation through the OWNA platform, and strengthening Learning Support Plans for children. Over 20 policies were reviewed and updated to ensure ongoing compliance and improvements.

Academic Assessment: Students in Years 3 and 5 participated in NAPLAN 2025 in March. The school successfully managed the process, ensuring all approved accommodations and adjustments were met.

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-rang-gel, North Head hold special significance for its Traditional Owners, the Gayamagal People.

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 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 Manly Warringah Montessori Society T/A Farmhouse Montessori is registered with the Australian Charities and Not for profits Commission (ACNC).

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

Vision

We nurture curious, confident, and compassionate children by creating a joyful learning environment where they feel valued, inspired, and ready to make a positive difference in the world.

Mission Statement

At Farmhouse Montessori, we believe in every child's potential. Through a supportive Montessori community, we help children grow intellectually, emotionally, and socially—preparing them to be independent thinkers, kind individuals, and responsible citizens. We guide them to:

- Discover their unique strengths and reach their full potential.
- Develop core values like kindness, respect, honesty, and perseverance.
- Build independence, confidence, and self-discipline.
- Make thoughtful choices and contribute meaningfully to their communities.

School Board Members 2025

Chairman: Nick Fletcher (appointed 27th March 2019) resigned 18/6/2025
Board Members: Stephen McNulty (appointed 25/3/2020) resigned 18/6/2025
Nelson Da Silva (appointed 25/3/2020) resigned 10/2/2025
Kristy Pownall (appointed 25/3/2020) Acting Chair (18/06/2025)
Stephen Zissermann (appointed 23/11/2022)
Greg Anderson (appointed 23/11/2022)
Justin Mitchell (appointed 25/06/2024) resigned (22/10/2025)
Adam Winter (appointed 25 06/2024)
Mia Long (appointed 18/06/2025)
Victoria Jones (appointed 18/06/2025) resigned (7/10/2025)
Jamileh Jahangiri (appointed 18/06/2025)
James Gillespie (Appointed 18/06/2025)

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

The Farmhouse Montessori School recognises the need to undertake NAPLAN these results then help 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.

The Montessori method and pedagogy typically believe in the observation and assessment of student's daily work instead of standardized testing.

On a typical week instead of tests, Montessori schools use various methods to assess student progress including but not limited to: oral exams and presentations, documentation of student work and ongoing observation of progress, student self- assessment, observation of progress in the process, to name a few.

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 provides detailed information and data for national literacy and numeracy testing.

For a detailed overview of the results of students in NAPLAN at Farmhouse Montessori Primary you can view these on the MySchool website with this link.

<https://myschool.edu.au/school/40850/naplan/results>

NAPLAN paper test window-2025- 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-Timetable.

Dates	Session 1 (9:45-10:30)	Session 2 (10:45-12:00)	Session 3 (1:15-2:30)
Wed – 12 th March 2025	Writing for 3rds (40 mins)	Writing for 5ths (42 mins)	Reading for 3rds (45 mins)
Thurs -13 th March 2025	Reading 5ths (50 mins)	Conventions of Language 3rds (45 mins)	Conventions of language 5ths (45 mins)
Fri – 14 th March 2025	Numeracy for 3rds (45 min)	Numeracy 5ths (50 mins)	
Mon – 17 th March 2025 Make up	Make-up	Make-up	
Tues – 18 th Mar Make up	Make-up	Make-up	

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.

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient	10
Total number of teachers (Both Campuses)	11

WORKFORCE COMPOSITION

School Staff	Both Campuses
NESA Accredited Teaching staff	11
Early Childhood Educators (Cert III or Diploma)	14
Non-teaching Classroom Support	2
Full-time equivalent NESA Accredited Teaching staff	9
Full-time equivalent all non-teaching staff including Administration	4.5
Administration Staff	5

At Farmhouse we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, however, we strongly encourage applications from First Nations teacher and other staff.

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-2025	Focus Area	No. Of Staff Participating
CPR Annual- Refresher Training	Education	23
First Aid	Education	23
Identifying and Responding to Children and Young People at Risk-Child Protection & Mandatory reporting -AIS	Education	11
CELA-Child Protection NSW Refresher	Education	16
SHT Fire Warden Training	WH & S	1
Principal Induction Program	Education	1
School Governance Course 1-An introduction to Independent schools	Education	1
Human Resources Professional' Breakfast Briefing Webinar	Education	1
Governance Workshop 2025	Education	1
GST,FBT, Superannuation and Salary Packaging Day	Finance	1
Autism Spectrum Targeted Support-	Education	1
Mathematics I-2 Syllabus Resources Hub	Education	1

Professional Development for 2025

Expenditure on Professional Development (PD)

On average, the expense per staff member on professional development and continuing training was approximately \$782.00.

WORKING WITH OTHER SCHOOLS & ORGANISATIONS

During 2025, 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 school also organises multiple fundraising drives within the school community for different local Northern Beaches organises.



One Hamper 2025 Christmas Appeal

One Meal is a not-for-profit community organisation, 100% volunteer run providing free food relief for people in need - fresh fruit and veggie hampers, cooked meals and pantry staples. Collaborating with social service agencies and community groups to help those most in need.

Both campus had a great show of support from the school community and approximately 55 boxes were collected by One Meal. Throughout December they distributed 4,000 hampers, that's equivalent to nearly 70,000 meals to those in need.



Carlile Swimming School-18th March

We were thrilled to welcome Carlile Swimming School and their mascot to our preschool! The children had a fantastic time learning about water safety and the importance of swimming skills. Thank you, Carlile Swimming, for making water safety fun and engaging for our children!

Independent School Expo-18th May

Farmhouse Montessori School participated in the recent Northern Beaches Independent School Expo held at Dee Why RSL Club with 20 other independence school from the Northern Beaches, where we had the opportunity to share our unique Montessori approach with prospective families. It was a valuable chance to connect with the broader community to highlight our child centred philosophy, and answer questions from families interested in an authentic and nurturing educational environment.



ANZAC Commemorative Cermony -organised by Saltwater Vetrans-8th April

The Yani and Aikya students were invited to attend the ANZAC service organised by the Saltwater Veterans down and Manly Sailing Club. The students who for many was the first time at one of these services enjoyed the experience and learning about this ceremony and the importance of it.

Combined Montessori Sports Carnival



Today was as much about running and jumping as it was about connection and community. As Montessorians, we believe in nurturing the whole child in mind, body, and spirit. Events like this celebrate more than physical achievement; they highlight collaboration over competition, joy in effort, and the strength of a shared community. Bringing together children from multiple Montessori schools reminds us that we're all part of something bigger—a network built on respect, grace, and a deep belief in each child's potential.



Thank you to [@barrenjoeymontessori](#) [@northside_montessori](#) [@cameragalmonessori](#) and [@forestvillemontessori](#) for sharing in this day. Here's to stronger ties, joyful memories, and the power of movement and unity.

Combined Staff Development Day-June 6th

Annually we join other Montessori school in the region for a Combined Staff Development Day in June. This year the event was held at the Museum of Contemporary Art, Sydney. The 7 staff attended and they enjoyed this event. Some having never been before.



Sri Chinmoy International Peace Run-8th August

We are please to have the Sri Chinmoy International Peace Run back this year at school. The Peace Run is a global torch relay that connects millions of people. Every two years, runners collectively cover 40,000km worldwide carrying an Olympic style torch. Athletes, schoolchildren, community groups and representatives come together, sharing the distance, building the hope of universal peace. This year the run will circumvent the entire continent of Australia in a 112 day venture, making our contribution to the international journey large, varied and encompassing.



They provided a 45 minute interactive presentation in which the international team introduced themselves and their motto: "Peace Begins with Me." They also had the students hold/run with the Peace Torch which the children loved.

Teddy Bear Picnic-26th September-Bear Cottage

Our preschoolers came in their cosiest pyjamas, brought along their favourite teddy bears and had a parade at our Teddy Bear Picnic. Together, we raised vital funds for [@bear_cottage](#), the only dedicated children's hospice in NSW, where life is for living.



Headland Montessori School



Once again we continue our strong connection with Headland Montessori with some of the older students having the opportunity to visit this year, 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 engaged and had a lot of fun playing games with the younger children in between stories.

Wally's Doggy Rescue

Wally's Rescue is a dog rescue that is run by a group of dedicated volunteers. Wally's covers Sydney, Central Coast and the Central West of NSW.



Their aim is to rehome unwanted, abandoned, abused, mistreated and neglected dogs and pups and whilst doing so, educating the community about being responsible pet owners.

The Yani class held a bake sale to raise money for this worthy cause \$205.00 was raised and will be taken by the children and presented to them.

Montessori International Conference 2025-30th October

We were delighted to host delegates from the Montessori International Conference at our Primary campus at Manly and share our Montessori approach in action in the classrooms. The group of 50 delegates enjoyed an afternoon tea and being immersed in nature with us up on North Head with a small bushwalk around the North Head site.



THEME 6: Workforce Composition

Workforce Composition

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

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. All staff are checked and a register is kept at both campuses.

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, leave this year due to maternity. This staff member has been replaced during this 2025 year for the duration of leave. We have also two classroom assistants on Maternity leave both positions have been covers for the duration of their leave.

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 North Head there are three classes with mixed grades (Stages). One Lower Elementary (6-9) One Upper Elementary (9-12) and one Kindergarten class.

Demographics-Pre-Primary & Primary 2025

North Balgowlah Campus

Enrolled students	95
Females	47
Males	48
Indigenous	0
CALD	6
Additional Needs	2

Primary Nth Head

Enrolled students	Semester 1	Term 3
Total		
Females	22	23
Males	13	11
Indigenous	0	0
CALD		
Additional Needs		

Kindergarten- Nth Balgowlah

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

STUDENT ATTENDANCE -PRIMARY-2025

89.92% of students attended school on average each school day or were on approved leave in 2025 Semester 1.

Percentage Attendance per Grade-Semester 1			
	Average %	Count of students with attendance rates <90%	Count of students with attendance rates >90%
Year 1	91.49	2	2
Year 2	85.82	5	4
Year 3	93.99	1	5
Year 4	90.55	3	3
Year 5	90.12	2	4
Year 6	89.30	2	2
School Overall Attendance : 89.92 %			

85.78% of students attended school on average each school day or were on approved leave in 2025-Term 3.

Percentage Attendance per Grade-Term 3			
	Average %	Count of students with attendance rates <90%	Count of students with attendance rates >90%
Year 1	94.40	2	3
Year 2	63.43	6	1
Year 3	97.20	0	5
Year 4	91.72	3	4
Year 5	91.83	2	4
Year 6	80.00	3	0
School Overall Attendance: 85.78 %			

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

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/-2025 Policies	Access to full text
Child Protection	Updated	School website: www.farmhousemontessori.nsw.edu.au
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: www.farmhousemontessori.nsw.edu.au
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: www.farmhousemontessori.nsw.edu.au
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: www.farmhousemontessori.nsw.edu.au
Privacy- Confidentiality Policy	This policy outlines the right to confidentiality and privacy of the child and the family.-Updated	School website: www.farmhousemontessori.nsw.edu.au
Enrolment Policy	Updated	School website: www.farmhousemontessori.nsw.edu.au
Whistle Blower Policy	Manly Warringah Montessori Society T/A Farmhouse Montessori School is committed to the aims and objectives of the Whistleblowers Protection Act 2001 and recognises the value in developing and fostering a culture of corporate compliance, ethical behaviour and good corporate governance following the release of the Regulatory Guide 270 issued by ASIC in November 2019.	School website: www.farmhousemontessori.nsw.edu.au
Administration of Medication Policy	This policy outlines for families requesting the administration of medication to their child that will be required to follow. These guidelines are developed by the School to ensure the safety of children and educators.	School website: www.farmhousemontessori.nsw.edu.au

New/Revised & Updated School Policies 2025

Social Media, Cyber Safety & Safe use of Digital Technology and Online Environment Policy	New-September 2025
Administration of Medication Policy-Updated	Updated-September 2025
Sun Safety Policy Updated	Updated-September 2025
Enrolment Policy	Revised and Updated-Sept 2025
CIMT (Critical Incident Management Team Policy)	New 2025
Emergency Management Evacuation Policy & Procedure	26/5/2025
Bushfire Policy & Procedure	26/5/2025
Bomb Threat & Chemical spill Policy	26/5/2025

Photography Policy	24/10/2025
Attendance Policy	29/9/2025
Fee Policy	24/10/2025
Statement of Commitment to Child Safety	24/10/2025
Acceptance and Refusal Authorisation Policy	24/10/2025
Additional Needs	21/10/2025
Administration of First Aid	Updated 14/11/2025
Board Approved Fee Policy and Procedure	Updated 14/11/2025
Child Safe and Supportive Environment	Updated 14/11/2025
Dealing with Infectious disease Policy	Updated 14/11/2025
Delivery of children to and collection from Education and Care Services	New 14/11/2025
Emergency Management Evacuation policy and Procedure	Updated 14/11/2025
Enrolment policy and Procedure	Updated 14/11/2025
Governance	Updated 14/11/2025
Grievance and Complaints	Updated 14/11/2025
Immunisation Policy	Updated 14/11/2025
Incident, Illness, Accident & Trauma Policy	Updated 14/11/2025
Responsible person policy	Updated 14/11/2025
Safe Transportation policy & Procedure & Information	Updated 14/11/2025
Social Media, Cybersafe & Safe Use Of Digital Technology Policy & Procedure	Revised & updated 14/11/2025
Staff Code of Conduct	Updated 14/11/2025

Hardcopies of most policies are held in the reception/office area at North Balgowlah campuses with some available for viewing on the school website or on request via email. Others can be requested to be emailed to the families.

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.

During the year the School purchased and replaced playground and sporting equipment for student.

Students were able to undertake a variety of sporting activities with the support of NSW Sporting Grants. The school bus service that transports students has added another pick up and drop off location to both the morning and afternoon service.

We are currently looking at an alternative bus driver or possible an Uber service if our fulltime driver is away ill so that disruptions are at a minimum. The priority will be for families of children that are booked into OSH so that they will not forfeit this fees as well.

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 2025 Calendar of School Events

Calendar 2025

Term 1	Jan	28-31st ^h	Staff Development - Classroom Setup -Morning
	Feb	3rd	Term 1 Student Start Date
	Feb	14th	8:15am NAPLAN Parent Information Session -NH
	Feb	17 th	Botanical Gardens Excursion
	Mar	3rd rd -7 th	Parent Classroom Observations -NH
	March	10 th -14 th	Parent Teacher Conferences -NH
	March	12 th -24 th	NAPLAN
	April	8 th	ANZAC Commemorative Day Service Manly
	Apr	11th	Term 1 Student End date
July Term 2	Apr	28 th	Staff Development Day
	Apr	29th	Term 2 Student Start Date
	May	2nd	Parent Education 8:15am
	May	6 th -9th	Mother's Day Morning Tea
	May	18 th	Northern Beaches Expo
	June	3rd	Combined Montessori Sports Carnival-(Primary-Campus Closed)
	June	6th	Combined Montessori PD-Museum of Contemporary Art-(Both Campuses Closed)
	June	9 th	King's Birthday (School Closed)
	June	13th	Student Semester 1 Progress Reports Due NH
	June	26th	9:45am Primary School Tour
	June	27th	Whole School-Excursion to Q Station
	July	3rd	Family Event-NH (Music presentation and Bush walk)
	July	4 th	Yani class-Excursion Parliament House-Yani Students
	July	4th	Term 2 Student End date
Term 3	Jul	21st	Term 3 Student Start Date I
	Jul	25th	Parent Education 8:15am
	Aug	7th	9:45am Primary School Tour
	Aug	8th	Sri Chinmoy International Peace Run to visit
	Aug	12-14th	School Photos-
	Aug	18th-22nd	Parent Classroom Observations NH
	Aug	22 nd	Whole School-Excursion-Peter & The wolf at the Opera House
	Aug	26 th -29th	Father's Day Morning Tea
	Aug	25th-29th	Parent Teacher Conferences NH
	Sept	20th	Parent -Trivia Night
	Sep	26th	Term 3 Student End Date
Term 4	Oct	13th	Term 4 Student Start Date
	Oct	15th-17th	Yani Camp-NH
	Oct	24th	Parent Education 8:15am
	Oct	28 & 31st	Grandparent and Special Friend Day
	Nov	19th	Student Semester 2 Reports Due
	Dec	3rd	Reports distributed - NH
	Dec	9th	Graduation-NH
	Dec	11 th -12th	Staff Development Date

MAJOR EVENTS & EXCURSIONS FOR THE YEAR

Excursions:-

Royal Botanical Gardens- 17th February

Today the children from Aikya and Orana visited the Royal Botanical Gardens to complement their work on the Timeline of Life. They explored different habitats in the Botanic Garden to find amazing creatures, observed their external features and discover how they changed as they grow at a workshop on invertebrates. Then joining Montessori East for lunch and games in the gardens.



Early to school-Want to go Whale watching

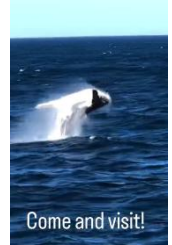
Mornings at Farmhouse Primary Campus can start with something extraordinary — whale watching right here on North Head.

In true Montessori spirit, the child's learning is not confined to four walls; it flows naturally from their environment. Here our students develop curiosity, respect, and a deep connection with the world around them.

These are lessons that no textbook can replace.

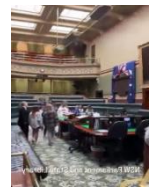
Quarantine Station-North Head-27th June

On Friday the 27th of June all the children from Yani, Aikya & Orana attended an excursion at Q Station, North Head Manly. The Q Station was built in 1832 to protect the colony of New South Wales from infectious diseases like cholera, smallpox, and typhus, which were spreading around the world through international sea travel. The children looked for clues to discover the purpose of the facility, learned how we protected ourselves from disease in the past, and learn about some of the consequences of contact between Aboriginal people and the early European settlers. This is a great venue for the school to utilise for excursions.



NSW Parliament and State Library-4th July

Our senior Montessori primary students visited the NSW Parliament, stepping into the heart of civic life. In true Montessori spirit, they engaged with real-world systems, asked thoughtful questions, and saw firsthand how community decisions are made. Experiences like this deepen their understanding of how society works and empower them to be active, informed citizens of the future.



Peter and the Wolf-Opera House-22nd August

The students joined the Sydney Symphony Orchestra at the Sydney Opera House for Peter and the Wolf, an enchanting musical tale that has been inspiring young music lovers for generations.

Led by Conductor in Residence Benjamin Northey, this interactive presentation of Peter and the Wolf will introduce your child to the wondrous sounds of a symphony orchestra – the perfect beginning for any child to a magical journey with music.

MAJOR EVENTS FOR THE YEAR

Speaker Series Session

1)-The Neuroscience of Learning

How children's brain like to learn Speaker Gavin McCormack

2) Positive Discipline: A free online Introduction for Parents by Jane Nelsen Speaker-Mark Powell

Families joined us to explore respectful strategies that support children's emotional development and cooperation at home and school. It was a valuable and engaging event, and we thank all the families who participated and contributed to the conversation.



Mother's Day Breakfast-9th May



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.

Open Morning/Day-13th June

We warmly invited all families to join us for our Primary School Open Day on **Friday, 13 June**. This was a wonderful opportunity to explore our classrooms, meet the teachers, and learn more about our Montessori approach for primary-aged children. We had a great turn out on the day with parents from the Expo also attending.

Henny Penny Hatching Chickens 16th June till 27th June

On the 16th June we received the Hatching Chicken Program for the school. Chicken hatching programs are a popular educational activity in NSW schools, allowing students to witness the life cycle of a chicken from egg to chick. These programs typically involve delivering fertile eggs to the school, along with an incubator, brooding pen, and other necessary supplies. Students observed the hatching process and learnt about chick care with the help of the classroom teacher. The students in Orana enjoyed having them in their classroom and all other students visited them on a daily basis.



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Father's Day Breakfast-29th August

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!

Trivia Night-20th September-Balgowlah Bowling club



Our annual Trivia Night was a true celebration of community and connection. Families from both campuses came together, embracing the theme 'Colour' with creative outfits and thoughtfully decorated tables. The rounds of trivia that had everyone engaged and entertained, while the lolly bar proved to be a popular highlight of the evening. Honouring the school's annual tradition was the auction of the unique artworks created by the children. Our thanks to John Cunningham for supporting us in our fundraising efforts with the live auction once again.



The collaboration between parents across both campuses was particularly wonderful to witness.

Yani Camp-14th-16th 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-Oct 31st

During the morning the Grandparents and special friends had an opportunity to explore the school and the surrounding area and enjoy a lovely morning tea. New books were on display to purchase for the children's library if grandparents wish to purchase. We had a great turn out and the students loved showing their grandparents around the campus.

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.

SPORT

Term 1 -Manly Sailing School



The school sailing program perfectly balance basic sailing theory and fundamentals with heaps of fun and games, and was suitable for both beginners and experienced sailors. We split into pairs, generally sailing on Optimists, and of course, their sailing adventures wrapped up in style – with a strong grasp of sailing jargon, newfound confidence on the water, and an impressive collection of rubber ducks making their final voyage. It turns out, even in the open sea, Yani students know how to have a little fun!



Term 2 -Ji Jitsu Manly



Our Jiu Jitsu sessions have been a brilliant way to explore the freedom to engage in dynamic manoeuvres and the responsibility to practise with focus, control, and respect. Just getting to the dojo is an exercise in independence – navigating bus routes, arriving on time, and walking with purpose (and maybe a little excitement) through the door.



Term 3 -Manly Ultimate Frisbee Club



The students enjoyed learning and playing Ultimate Frisbee with “The Manly Ultimate Club” which is a not-for-profit organisation dedicated to the development of Ultimate Frisbee in Sydney’s Northern Beaches area. The coaching teams have been running the juniors' coaching program at their club for 9 years now and well as coaching extensively at senior levels. Other junior coaches have played at high levels domestically and internationally and who have helped coach junior sessions at this club and other schools over recent years. They were great with kids and good Ultimate Frisbee coaches. The children had a great time and loved all of the lessons that they learnt this was played on the oval at our school at North Head.

Term 4 -Manly Tennis Centre

In Term 4 all the children participated in tennis lessons at the Manly Tennis Centre. Children learnt the basics of tennis in a caring and fun environment. During the sessions, children:

- **Learn how to hold and handle a racket** — exploring how to control it safely and confidently.
- **Practise ball control skills** such as bouncing, catching, rolling, and gentle tapping to build coordination.
- **Try forehand and backhand strokes** using large, low-compression balls that make success easier.
- **Move like tennis players** through running, side-stepping, and balance games that develop agility and body awareness.



The children took the 161 bus to Manly Wharf from the school then walk to Manly Tennis Centre learning the skills involved about bus travel and timetables

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. The principal sends out the staff survey.

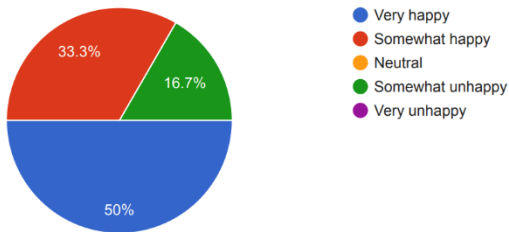
Parent survey results:

On fees and communications has been well received; fee reminders sent one week in advance were noted as helpful.

Staff Survey results:

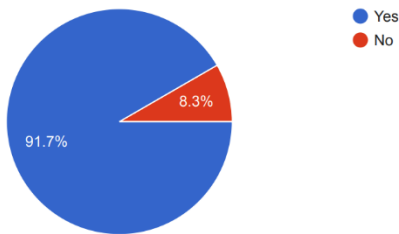
1. How happy are you at work?

12 responses



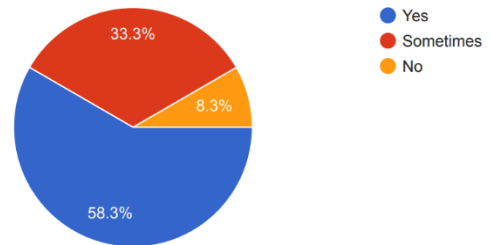
2. I know what constitutes good performance in my role

12 responses



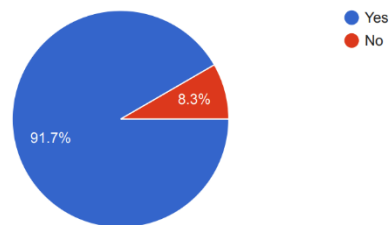
4) I receive meaningful feedback or recognition for my work

12 responses



5. I feel comfortable giving opinions and feedback to the leadership team (Educational Leader/Coordinator/Principal)

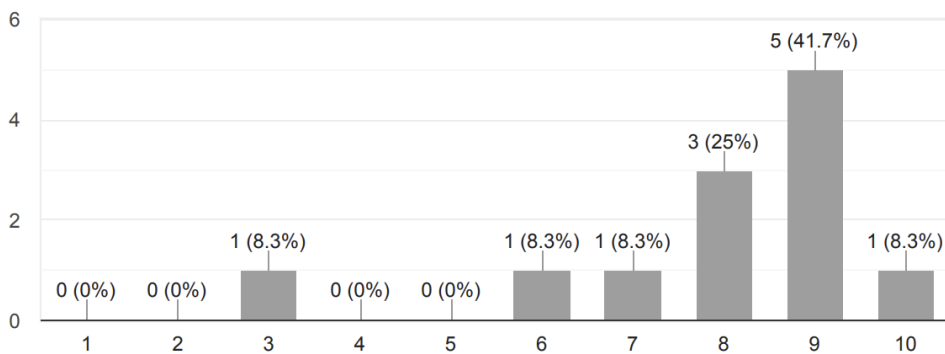
12 responses



6. On a scale of 1-10, how would you rate your work-life balance?

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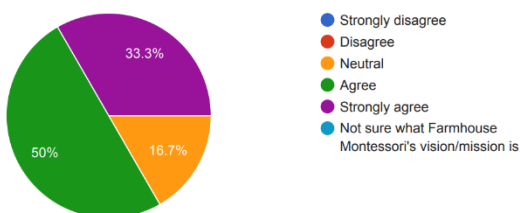
12 responses



7. My personal values align with Farmhouse Montessori School's vision and mission

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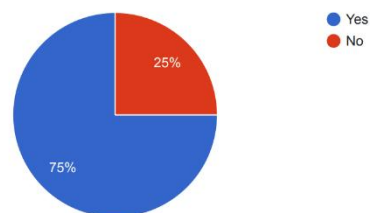
12 responses



8. I feel respected and that my suggestions and contributions are valued among coworkers.

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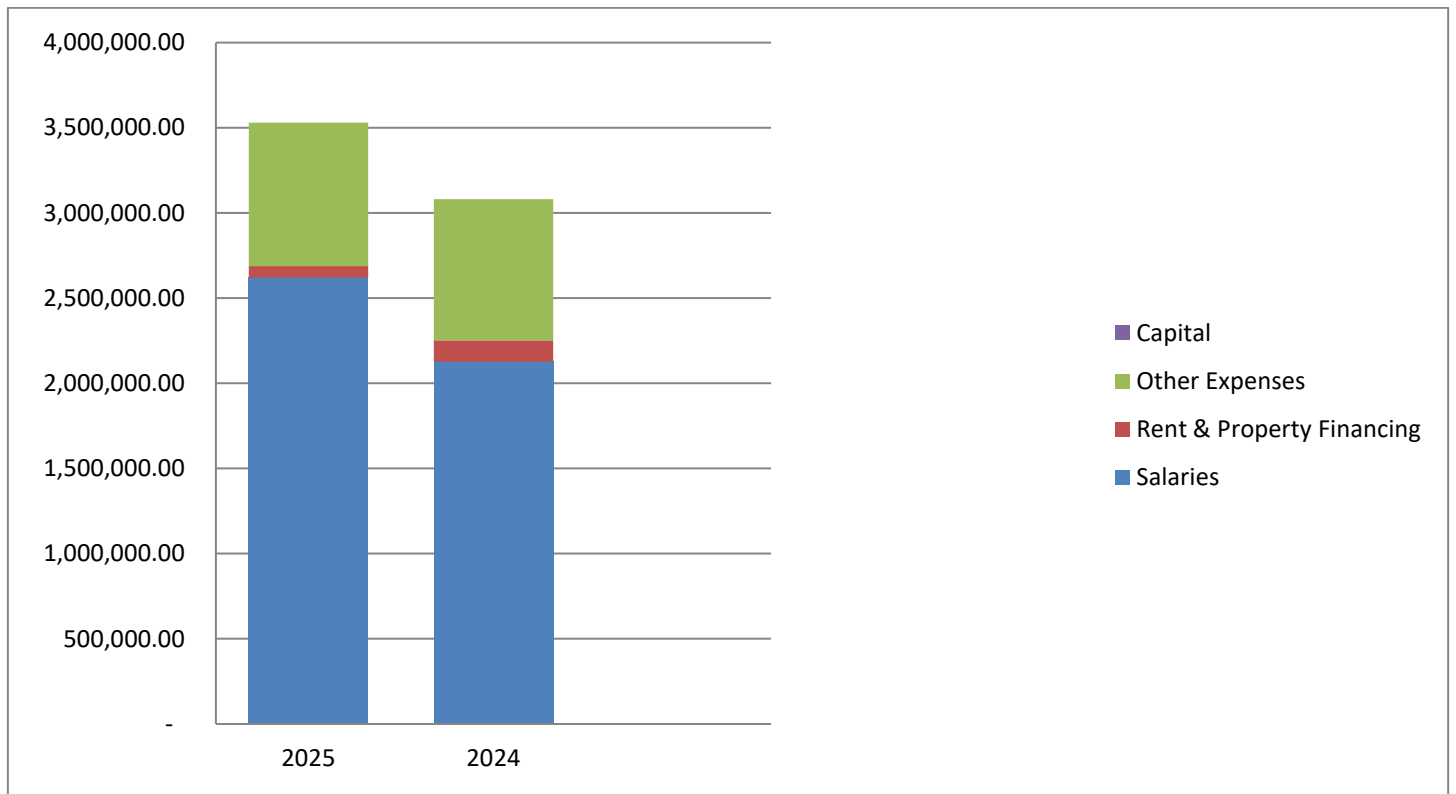
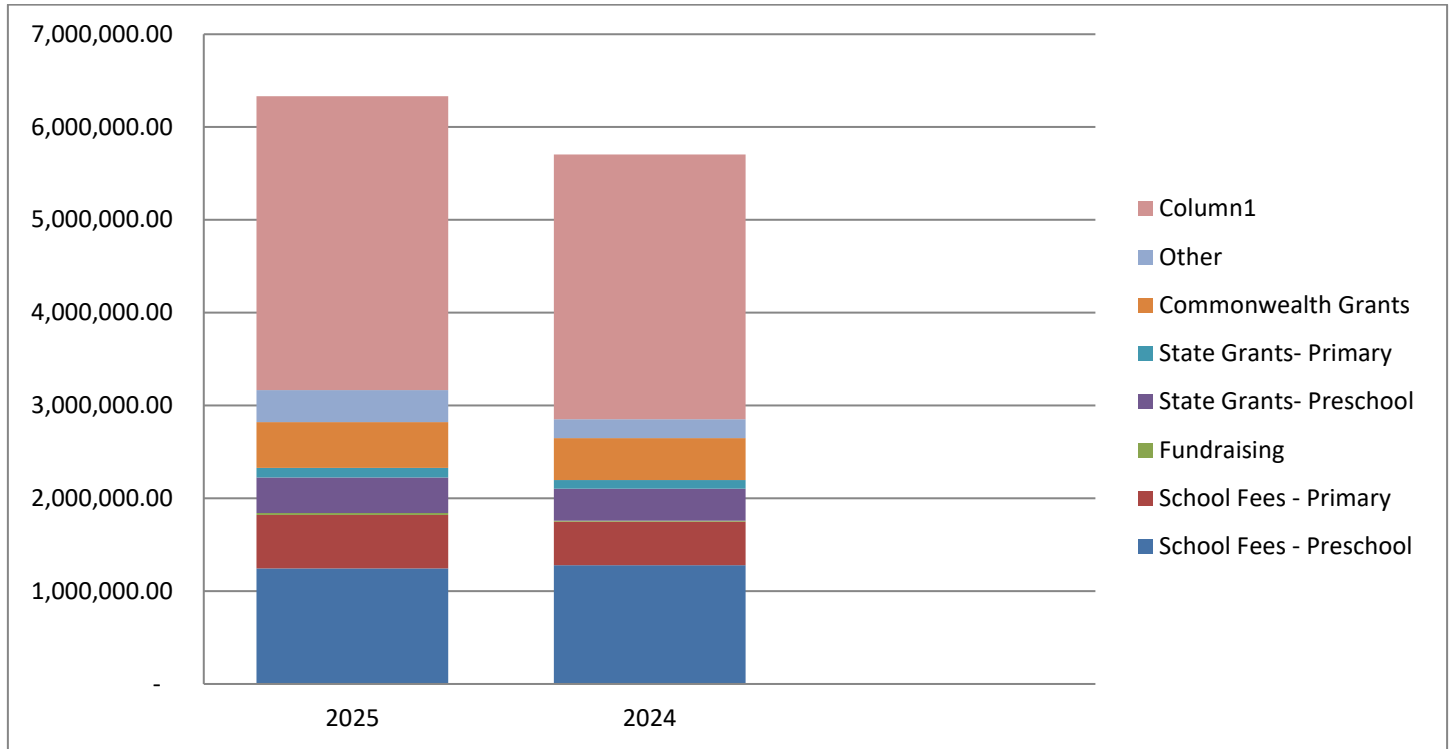
12 responses



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 providing Start Strong Fee Relief funding for our 3 year olds and 4 and 5 year olds in their year before school.
- Sporting school grants received for our Primary School students - 4900.00

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 2025 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.

