



**FARMHOUSE**  
MONTESSORI SCHOOL



EDUCATING  
THE WHOLE CHILD

## PROSPECTUS

*"My vision of the future is no longer people taking exams and proceeding then on that certification, but of individuals passing from one stage of independence to a higher one by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual."*

*- Maria Montessori*



## MISSION STATEMENT

The Farmhouse Montessori School provides a learning environment 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 self, others, 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 instil in each child and family a sense of acceptance and understanding through our diverse learning environment and community, so as to become global citizens.

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

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

## ABOUT THE FARMHOUSE MONTESSORI SCHOOL

The Farmhouse Montessori School is an independent school across two campuses on the lower Northern Beaches. The school was established by a group of committed parents in 1982 with a preschool of 16 students, and has now grown to about 150 children across both campuses.

The school is licensed by the Department of Education and Communities (DEC), and registered with the Board of Studies (NSW) as an independent school. The Montessori program fulfils the National Quality Standards for Early Childhood, includes the learning outcomes of the Early Years Learning Framework and the key learning areas stated by the NSW Board of Studies, as well as the new Australian National Curriculum.

# HOW WE EVOLVED

In December 1981, a group of parents, who had been unsuccessful in their endeavours to place their children into a Montessori School, agreed to form the Manly Warringah Montessori Society. This was the first step in starting a Montessori school in the Manly Warringah area. Five and half months of hard work culminated in the opening of the school on 7 June 1982 at the Farmhouse, Manly Vale, within a community centre.

Without the valued assistance of the Warringah Shire Board and the Farmhouse Management Committee, the school would not be the reality it is today. In 2002, the school moved from the Campbell Pde site to a temporary site in King Street, and after 2 years of dedication, it finally moved onto the present site at 9, Bardoo Avenue, North Balgowlah.



# OUR EXPANSION

In 2014, the school expanded to open a primary school in the Gatehouse of the old School of Artillery, within the stunning grounds of North Head Sanctuary, Manly. The school started with four students, and in its first three years grew to 35, with enrolments still growing year on year.

Surrounded by pristine bushland overlooking the harbour, the primary school provides the perfect environment for our students to further develop their love of learning, independence and curiosity. The recent appointment of a new principal is a milestone in the continuing growth and development of our school.

# STAFF

**We're committed to continuous learning for our staff.**



The Farmhouse Montessori School is incredibly proud of its dedicated and experienced teaching staff. Our teachers are not only committed to providing the best environment for your children, but are also involved in various Montessori and early childhood organisations. They support Montessori schools and centres throughout the world, as well as workshops and institutions of early childhood.

Each Director/ess has a teaching degree as well as further Montessori training. Other educators have or are training for a Child Care Certificate, Diploma or further. All staff work closely together to ensure the children are provided with the highest standard Montessori environment. On our primary campus, we have made a commitment to higher staff-child ratios and have two qualified teachers in each of our primary classes.

As a school, we have an ethos of supporting the sustainability of authentic Montessori teaching. All teaching staff regularly participate in workshops and training to continue to upgrade their understanding of child development. We are also currently funding the next generation of Montessori teachers to complete their Montessori training in both pre-primary and primary.

# PHILOSOPHY AND PROGRAM

We offer an authentic Montessori education.



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

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

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

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

## WE AIM TO TEACH

### Respect.

Respect - for oneself, for others, for the environment and all walks of life.

### A lifelong love of learning.

A lifelong love of learning – curiosity and wonder, an enquiring mind, problem-solving, patience and tenacity

### Independence.

Independence – self-possession, responsibility and adaptability to the ever-changing world.



## WHAT IS A MONTESSORI EDUCATION?

Montessori is an educational framework that supports holistic development of the human being, helping each child to achieve their own unique potential. The Montessori approach offers a vision of education as an 'aid to life'. As an educational system, it is used in more than 22,000 schools worldwide, and has a longer track record of success than any other educational approach in the world. In the context of our rapidly changing world, it is perhaps even more relevant today, giving students life skills for both collaborative and independent learning.

The Montessori approach was developed by Dr Maria Montessori, a physician, anthropologist and pedagogue, through intense scientific observation of children from many ethnic, cultural and socio-economic backgrounds from birth to maturity. It is based upon a deep understanding of child development.

Montessori education is centred on the child with the Educator guiding, rather than teaching. The approach believes that each child has a natural love of learning, that they are competent, inventive, imaginative and brimming with ideas and theories about the world around them. It encourages each child's natural desire to learn and fosters their natural curiosity and love of knowledge. Educators are facilitators in the process of learning and our Educators present the information to the child in a climate of mutual respect.

The development of self-esteem, tolerance, mutual respect and concern for others are traits that are nurtured in this environment. Educators have a deep respect for each child and therefore nurture their individual learning process by recognising potential and provoking thought, action, and collaboration through observation and planning.

Montessori honours our sense of place as a learning experience and provides an environment that encourages and supports the child's awareness of their importance in caring for each other and their role in caring for the Earth and its inhabitants. Maria Montessori's ultimate goal was to achieve world peace by developing children of the world.

## OUTCOMES: LEARNING RESULTS

The expected learning outcomes at the Farmhouse Montessori School are defined within the context of the Montessori curriculum. It forms the basis of the educational program for every student.

### Sensorial

Students will have the ability to use their senses to understand their abstract and concrete experiences in the world around them.

### Practical Life

Students will have the ability and the desire to care for themselves, others and their environment.

### Language

Students will be competent in expressing themselves in written and spoken language and competent in their understanding of the written and spoken words of others.

### Mathematics

Students will be skilful in abstraction and reasoning. They will be able to use deductive and inductive methods to solve symbolic and practical problems.



### Science

Students will have a conscious awareness and understanding of the natural world and its order. They will have the ability to recognise and use the basic methods of scientific enquiry.

### Cultural Subjects

Students will create a foundation for the appreciation of the humanities and the arts. They will have a sense of historical perspective, an understanding of one's place in the world and gratitude for the accomplishments of those who came before them.

### Moral and Character Development

Students will possess a strong sense of self. They will be capable, responsible, and accountable to themselves and others.





## INFANT COMMUNITY | 2-3 YEARS

**PROGRAM:** Full day 8.30am – 3.30pm | 3 days or 2 days a week.

A child's third year is a time of critical brain development. By this stage, children are achieving the major movement milestones and are beginning to use language to communicate. Our infant community program nurtures the child's intrinsic need to explore and discover their environment and encourages them to experience the world in a way that helps them to build a strong sense of their own capability and independence.

### Learning

We focus on their growing ability to do more for themselves within the developmental areas of:

1. Communication
2. Fine and gross motor movement
3. Emotional and social development
4. Discipline (the beginnings of self-regulation)



## STAGE 1 | 3-6 YEARS | THE FIRST PLANE OF DEVELOPMENT

**PROGRAM:** Full day 8.30am – 3.15pm | 5 days, 3 days or 2 days a week.

Between the ages of two and a half and four and a half is when most of your child's intelligence and social characteristics will be formed. This is also when your child is most receptive, curious, and excited about exploring the world around him or her. A Montessori classroom nurtures that excitement and curiosity by offering a variety of materials to stimulate and intrigue your child.

The Montessori Directress is trained to recognise when your child is ready to learn a new skill, and to foster his or her natural instincts and abilities. Your child is valued as an independent thinker and encouraged to make choices on his or her own. A Montessori education provides students of each age with information in a way they can understand and enjoy. Learning is fun, empowering, and custom-fit to suit your child's individual learning style.

## Learning

There are four main areas in our pre-school program:

1. Practical Life
2. Sensorial
3. Language
4. Mathematics

We also place considerable emphasis on Creative Arts, Music, Science, Geography and Cultural Studies.



## EXTENDED DAY | KINDERGARTEN

Program: Full day 8.30am – 2.30pm | Monday-Friday

Farmhouse offers a NSW government registered (NESA) Kindergarten year. The Kindergarten year in Montessori early childhood education is the third and final year of the 3-6 cycle in which the learning from the earlier years is consolidated. In Montessori, the child at 5-6 years is in the final year in the 0-6 development phase, 'The Absorbent Mind', the plane in which young children 'absorb' learning from their environment naturally and spontaneously.

This final year of their 3-year cycle provides them with many advantages, from having the opportunity to be classroom leaders and mentors, to stretching their learning with the Montessori materials in the most complex of ways. It also addresses their social-emotional development and prepares them for the next phase of development in primary school.



## TRANSITIONS

Transitions to the next 3-year learning environment are a unique feature of the Montessori environment. Farmhouse has a flexible transition policy in which the child's readiness is closely monitored to determine the timing of their move into the next 3-year classroom. Readiness will be evident towards the end of the cycle when they start to demonstrate the physical, social and cognitive behaviours of the next 3-year phase of development.

The timing of transitions may happen throughout the year and are not restricted to the start of the school year. Transitions are not considered disruptive in Montessori, but rather beneficial as they don't delay a child moving on when they are clearly ready. They are planned in consultation with children, teachers and parents and there is an emphasis on preparing and familiarising the children with their next environment to ensure a smooth move.

*"Our aim is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core."*

*- Maria Montessori*



## STAGE 2 | THE SECOND PLANE OF DEVELOPMENT

PROGRAM: Full day 8.45am – 3.00pm | Monday-Friday

### The child in the lower primary environment

Maria Montessori described the second plane of development (6-12 years old) as a “calm phase of uniform growth”. This is an intellectual period of mental growth, reasoning and development of imagination. Children become social explorers and there is nothing they can not achieve as long as they have a large number of opportunities and the proper conditions to learn.

A child’s ‘absorbent mind’ gradually changes to the ‘reasoning mind’ in stage 2. Their goals evolve from functional independence to intellectual independence. Children start to explore all sides of issues. They want to understand things for themselves, not just accept facts as facts. They want to use their own rationale and judgment and make their own decisions.



### The curriculum

The lower primary curriculum (6-9 years) takes advantage of this natural enthusiasm for learning and lays the foundation for skills needed at the next level. The Five Great Stories play an essential role in the classroom, providing elementary primary Montessori students with a ‘big picture’ of the world and life. They spark the imagination and lead children to contemplate not only the past but also the future. It is through telling these Cosmos stories that students are motivated to further research, initiating them into exploration and discovery. These stories comprise: The Beginning of the Earth, The Coming of Life, The Coming of Humans, The Story of Writing and The Story of Numbers.



### Social and emotional development

During this stage, children are eager to learn about topics such as morality and justice and will build social groups organised by different rules. Maria Montessori emphasised the importance of ‘going out’ throughout these years. These children can not be confined to the four walls of the classroom; they need to be exposed to a vastness of culture, wide social contacts and the open environment in order to grow into independent and responsible individuals.

# STAGE 3 | THE SECOND PLANE OF DEVELOPMENT

PROGRAM: Full day 8.45am – 3.00pm | Monday-Friday

## The child in upper primary

The upper primary classroom (9-12 years) provides an environment for the stage 3 child to continue to ignite their imagination while they strive to make sense of the world and their place in it. During this stage, the child continues to expand their intellect and abilities as young citizens. They model respect, adopt peaceful practices, and develop a personal, positive contribution to the world. Students work both independently and in groups, learning is connected to the real world and projects become bigger, lasting for longer periods of time. Skills in time management and accountability are fostered as children learn to balance socialising and work.



## The curriculum

The prepared environment continues to be divided into subject areas for mathematics, language, history, geography, and science. The concrete Montessori math materials are still of great importance as students begin their advancement into upper elementary math concepts. There are wonderful materials to learn about and practice fractions, decimals, percentages, volume, cubing, algebra and geometry. The goal, however, in the final years of the second plane, is to move away from the concrete materials and apply their knowledge to abstract thought, to be able to think imaginatively and hypothetically.

## Social and emotional development

The 9-12 child is no longer interested in just right and wrong, good and bad; they seek to understand the motivation behind behaviours.

With a growing social conscience and increased energy, the developmental needs of the 9-12 child are supported through community service projects, leadership roles with younger stages, increased independence and purposeful physical activity. The 9-12 environment provides a safe and nurturing opportunity for children to grow and become self-confident, ethical, productive young citizens of the world.



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

*- Maria Montessori*



# FARMHOUSE

## MONTESSORI SCHOOL

### EDUCATING THE WHOLE CHILD

#### Preschool

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9 Bardoo Avenue, Nth Balgowlah, NSW 2093

#### Primary

(02) 9977 6790

Building 6, Nth Head Sanctuary,  
33 North Head Scenic Dr, Manly, NSW 2095

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