

# 2017 ANNUAL REPORT

 northside  
MONTESSORI SCHOOL





"Free the  
child's potential  
and you will  
transform him  
into the world."

MARIA MONTESSORI





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# REPORTING AREA 1

## MESSAGE FROM KEY SCHOOL BODIES

### MESSAGE FROM THE CHAIR OF THE BOARD

by Sharon Bowman

**2017** was a year of great change and transition at Northside Montessori School. We began the year learning that Barbara Maxfield would be leaving us, after 5 years as Principal. Appointment of a Principal is arguably the most important role of the Board, and we take this role very seriously. We wanted to ensure we gave ourselves time to make the right decision for the long-term future of the school, so we appointed an Interim Principal, Georgina Reynhout, and when Georgina moved on after two terms, our Deputy Principal Fiona Walker stepped up as Acting Principal for Term 4.

A change in leadership is challenging for any organisation. The Principal sets the tone for the school, so changes will always have an impact. We are acutely aware that the transition was difficult for staff, and to some extent also for parents. Our children on the other hand took the changes in their stride as they generally do!

We were immensely pleased to welcome Adam Scotney as Principal from the end of 2017. The Board believes that Adam, together with Executive Team in place at this time, is ideally positioned to lead the school into the future as we progress toward achievement of our strategic objectives and realise our vision.

Northside Montessori's vision is to instil in each child a wonder in the world and a love of learning, providing opportunities to develop the full potential of the child, and the confidence to independently and collaboratively explore their environment.

Throughout the transition in leadership, our focus continued to be on the core business of delivering an authentic and high-quality Montessori education and

care to children aged from 0 to 12 years.

Our decision making is guided by our Strategic Plan 2016-2019.

Our strategic intent is aligned around three key pillars:

- Learning – we continue to support our teaching staff to deliver a high-quality Montessori education through commitment to their ongoing professional development, support for the requirement to align the methodology with curriculum requirements imposed by the State Government, and support for programs
- Community – strong engagement in the life of the school is a key indicator of family satisfaction and student success. Our School Support Hours program has provided a formal scaffold for this involvement, and we are grateful for the assistance that parents have provided through, and beyond, this program
- Sustainability – we again achieved a strong financial result in 2017. These excellent results, which have now been sustained for the last 5 years, are vital to our future sustainability. Strong and consistent growth in our student numbers has been an objective for the last several years, and 2017 has seen both strong enrolments and a pleasing level of continuation to, and through, the primary cycle

In 2017 we also refreshed our

Masterplan, and we now have a blueprint for a series of capital works and expansion projects that can take the school to the next level of development, should our future enrolment projections come to fruition. Our aim is to ensure our assets continue to be effectively used for delivering a Montessori education for generations of students and families to come.

"Northside Montessori's vision is to instil in each child a wonder in the world and a love of learning, providing opportunities to develop the full potential of the child, and the confidence to independently & collaboratively explore their environment."

SHARON BOWMAN  
CHAIR

## I WISH TO

acknowledge my fellow Directors on the Board. In particular I acknowledge the leadership and contribution of our former Chair, Samantha Baker, who stepped down in November 2017 after nearly 2 years as Chair. We are fortunate to have the advantage of the deep and varied professional experience of these dedicated volunteers, along with their unwavering commitment to both the Montessori method and our school.

I would also like to thank the staff who have contributed in many ways to sustain the school throughout a difficult year. We thank them for their commitment and contribution, which enabled us to continue to provide an exemplary education for our children throughout.

We look forward to a positive and exciting year in 2018, which marks our 40th Anniversary!

Sharon Bowman  
Chair



# MESSAGE FROM THE PRINCIPAL

by Adam Scotney



**Northside** Montessori Society operates two campuses on Bobbin Head Road in Sydney's North Shore. One campus is Northside Montessori School located in Pymble and the other is Stepping Stones Montessori Long day Care in Turramurra.

The Northside Montessori School site operates classes for children 3-6 years, 6-9 years and 9-12 years of age. This site encompasses early learning and Primary school education. The school also operates Toddler and Infant classes to support parents in the care and nurture of their young children.

For the Northside Community 2017 was a year of change and transition. While there were many exciting things that occurred in the life of the school there was some change that presented a number of challenges for the school community.

As you read this 2017 Annual School report you will undoubtedly recognise the strength and resilience of the Northside community. Northside is a community that is committed to the Montessori method of educating children and is a community that remains strong in its resolve to ensure that students in the school have the very best opportunities to develop and succeed.

In Term one the school said farewell to the Principal, Barbara Maxfield who had served the community since 2012. As an interim measure the school appointed Georgina Reynhout as Interim Principal at the end of Term 1. Throughout the course of 2017 the school continued to develop under the leadership of Georgina.

During the middle of the year the school sought accreditation through the Montessori Australia Foundation to be recognised as a Registered Montessori School through the Montessori Quality Assurance Program. The staff worked diligently to meet the requirements of this program and at the end of the year were given the recognition as a Registered Montessori School. This recognition demonstrates that Northside is presenting a high quality and Authentic Montessori program to its students.

Students across the school participated in school wide events throughout the year such as Harmony Day, Maria Montessori's Birthday, Mother's and Father's Day breakfasts as well as a School Musical.

Students from our 9-12 Class had the opportunity to be involved in Montessori Model United Nations activities which involved a number of students and their families travelling to China and later in the year New York to participate in this wonderful program.

"Northside is a community that is committed to the Montessori method of educating children and is a community that remains strong in its resolve to ensure that students in the school have the very best opportunities to develop & succeed."

ADAM SCOTNEY  
PRINCIPAL





## STUDENTS

in the 6-9 prepared activities and information for a school Environmental Expo and had the opportunity during this time to learn about ways in which they could limit their impact on the environment. Being able to then share this information with the wider school community during the Expo event was a highlight.

One feature of the Northside community is the opportunity for students to be involved in Co-Curricular activities both before school and after school. While the school operates an OOSH program, it also offers a range of alternate activities for students during these times. Co-Curricular activities include- Coding Club, Origami, Taekwondo, Mandarin, French, Chess, Orchestra and Choir. Student participation in these activities is high and they provides an excellent opportunity for students to develop new skills across a range of areas.

As the year continued the school continued under the leadership of Georgina during Terms two and three during which time the School Board sought to appoint a new Principal. In Term 4 Fiona Walker who was the Deputy Principal in 2017 took on the role of Acting Principal and in November 2017 the school appointed Adam Scotney to fulfil the position of Principal moving forward.

Despite the challenges faced in 2017 the school maintained a solid foundation and made preparations for the future. In 2018 Northside will celebrate it's 40th Anniversary Year and the school community looks forward to a number of exciting events to recognise this milestone. We certainly are reflecting on the many good things that have happened in the life of the school during this time and look forward to many more great years into the future.

Adam Scotney  
Principal

# REPORTING AREA 2

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

### NORTHSIDE

Montessori School's vision is to maximise the potential of each child by being a best practice Montessori school. Best practice emphasizes the development of the whole child from 0 years onwards, being a centre of Montessori educational excellence, providing leadership within the Australian Montessori community and operating within a sustainable framework which includes financial, social and environmental aspects of the school.

Northside Montessori School offers Montessori education for Pre-Primary (from age 3) and Primary aged children through to Year 6. The teaching methods and curriculum, whilst based on the methods, insights, materials and discoveries of Maria Montessori, also meet the EYLF and the New South Wales Education Standards Authority (NESA) guidelines and requirements in all key learning areas. Our teachers are accredited through NESA as well as having extensive Montessori training. The curriculum is designed and delivered in way that helps each child in the development of their sensory-motor skills, discrimination and judgment, socialisation and independence, creative intelligence and imagination. The School is committed to providing a holistic, caring and nurturing educational environment that fosters self-confidence and inner security to learn independently, to build a habit of concentration, initiative and perseverance and to foster curiosity and a sense of order.

Whilst the Montessori methodology and approach to learning is central to our approach the school offers a broad range of co-curricular activities as well. These include Japanese, French, Mandarin, Sport, Computer Coding, Taekwondo, Yoga and Origami; to name a few.

### IN ORDER TO

meet the needs of our family's busy lives, we provide After School Care and Vacation Care. Families can also choose to have their younger children take part in a Montessori foundation of learning from 6 months to 3 years of age in our Montessori Long Day Care which provides an excellent program for children before progressing to our Pre School and Primary School. Our 9-12 aged students have the opportunity to be involved in an International program called Montessori Model United

Nations (MMUN) and travel to New York, Italy or China to be involved in a United Nations simulation.

Graduates from our school are well-equipped for Secondary School and make a smooth and successful transition to the 'traditional' high school setting.

The following summarises the traits of our graduates: • The freedom and capacity to make choices

- Excellent problem solving ability
- Confidence and engaged learners
- The capacity to resolve issues and conflicts
- The ability to direct oneself
- The skill to plan and think things through
- An ability to multi-task and remain focused
- Being open-minded
- Having a hunger for learning
- Strong understanding of self and connections with others.

Having a long established tradition and celebrating the school's 40th Year in 2018, Northside Montessori School is well regarded and known for quality Montessori Education in Sydney.

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# REPORTING AREA 3

## STUDENT ACHIEVEMENT

### IN NATIONAL TESTING

#### IN THE MONTESSORI

School setting regular formal assessments of students such as written tests are not common place. Despite this, Northside Montessori students still participate in the national testing in Literacy and Numeracy that is available through NAPLAN.

As a school we see that NAPLAN tests are one assessment tool which provides a snapshot of a child's ability in literacy and numeracy which can help us identify individual student's strengths and weaknesses; and in part serve to inform our teaching practices.

The very small student numbers sitting for the NAPLAN tests in Years 3 and 5 at our school can mean that making assumptions about the overarching performance trends of the school is limited. The individual performance of just one or two students can significantly alter the statistical

data which might lead to assumptions about either high or low performance that may not be a true reflection of the cohort.

While our school community recognises the need to undertake NAPLAN and uses the results to inform teaching practice, we also acknowledge that there are many other values in Montessori Education that are not measured by this tool. Attributes highly valued in Montessori Education such as creativity, critical thinking, resilience, motivation, persistence, curiosity, questioning, humour, endurance, reliability, enthusiasm, self-awareness, self-discipline, leadership, compassion, courage, sense of wonder, resourcefulness, spontaneity, humility or civic mindedness cannot be measured in this way. These qualities are globally valued and can be equally important to a child's future success.

#### IN THE 2017 NAPLAN ASSESSMENT NORTHSIDE HAD 100% PARTICIPATION FROM ITS STUDENTS

Year 3	Band 4	Band 5	Band 6 and above
Reading	14%	22%	83%
Writing	33%	50%	0%
Spelling	17%	33%	17%
Grammar	0%	17%	67%
Numeracy	19%	25%	47%

#### PERCENTAGES OF STUDENTS FROM BAND 4 ONWARDS

Year 5	Band 5	Band 6	Band 7	Band 8 and above
Reading	8%	25%	42%	25%
Writing	9%	55%	27%	9%
Spelling	0%	55%	27%	18%
Grammar	0%	27%	27%	45%
Numeracy	0%	50%	25%	17%

#### PERCENTAGES OF STUDENTS FROM BAND 5 ONWARDS

# MONTESSORI MODEL UNITED NATIONS



**As part** of the educational program at Northside students have the option to attend the Montessori Model United Nations as part of a group from Northside. As part of this program students formulate, present, debate, and revise positions on current issues that are affecting people of the world. By assuming the perspectives of a citizen of their selected countries, MMUN students not only develop an understanding of the needs and rights of others, but also learn to respect cultures, political views, and beliefs of others.

Taking on their ambassadorial roles in a Model UN simulation, students research the issue that their UN committees will address. Model UN participants learn how the international community acts on its concerns about topics including peace and security, human rights, the rights of the child, child labor, the environment, food and hunger, economic development and globalisation.

"In the conference, I was a delegate for Vietnam and had to represent their needs and interests. I have been researching, writing position papers, learning about the United Nations and the rights of all humans and creating speeches since Term 3, last year in preparation for this event."

CHRISTOPHER DUFF,  
DELEGATE FOR VIETNAM,  
NORTHSIDE MONTESSORI  
YEAR 6 STUDENT



## ONE STUDENT WHO ATTENDED MMUN IN 2017 WROTE:

Recently I went to New York to represent Northside Montessori School as part of a program called Montessori Model United Nations (MMUN). In the conference, I was a delegate for Vietnam and had to represent their needs and interests. I have been researching, writing position papers, learning about the United Nations and the rights of all humans and creating speeches since Term 3, last year in preparation for this event. My particular focus was finding ways to improve the world by identifying and eliminating land mines as part of the 'Special Political and Decolonisation Committee (Specpol)'. MMUN was an experience I will always remember. Apart from the conference, just walking around NYC was amazing. It's hard to imagine how big it is - from Brooklyn and Staten Island all the way to the Bronx and the Statue of Liberty to Central Park and from Uptown to Downtown. We walked most of it. New York was a massive place. The conference was held in the Marriot Marquis Times Square, New York. It was huge too.

The conference was great. It started with a flag procession. In total, 4,000 children participated from Montessori Middle Schools [for 12-15 year olds] and Montessori Upper Elementary Schools [for 9-12 year olds] from around the world. Over 90 countries were represented. There were 3,000 students alone from Upper Elementary - spread over 7 committees based on the real structure of the United Nations. We debated and problem solved real issues faced by the United Nations General Assembly. My topic was assistance in mine action. We had to reach consensus on a draft resolution to take to the UN after committee session ended on Friday. Committee sessions ran over two days where we gave speeches, collaborated together, wrote working papers, agreed on draft resolutions, did line by line reviews and voted together. It was hard work moving motions and reaching group agreement but we did it. You had to wear suits all the time except at the cultural and social nights. On the last day of the conference we got to vote at the actual United Nations. The UN itself is a huge place. It is not classed as being on U.S soil so you have to go through a lot of security. As you enter the U.N building you have to pass through airport style screening and show your security pass. After that you get directed to your seat. As I represented Vietnam, I sat where the real delegates for Vietnam sit when the United Nations is in session. The draft resolutions were then voted on. My draft resolution was passed. This meant that it would be given to the Secretary General to be examined by the real delegates of the United Nations. If they agree, our work will become an international agreement.

I think this was a valuable experience and I feel good about changing the world for the better.

Christopher Duff  
Delegate for Vietnam  
Northside Montessori Year 6 Student

"I think this was a valuable experience and I feel good about changing the world for the better."

# OUR GRADUATES

AT THE end of 2017 seven students graduated from Northside Montessori. Some of these students returned to complete another year at the school while others moved onto their new school. Student Chis Duff provided his reflections on the transition to his new high school and how he was prepared at Northside for this new chapter in his schooling.

## HOW WAS YOUR TRANSITION TO HIGH SCHOOL?

It was very smooth as I attended all the orientation days, so I got to know some people before term started. Now I'm in term 2, the teachers are expecting that you bring all your equipment and be very punctual. I'm also getting used to the routine.

## HOW DID NORTHSIDE PREPARE YOU FOR HIGH SCHOOL?

As I progressed through 9-12, due dates became stricter, and we had to pay more attention to instructions, and plan out projects more. We did more tests to practice for high school exams, and as my knowledge grew in 9-12, I transitioned off the materials and started to do more written work - rather than using counters to calculate sums, cards to learn grammar and lots of other aspects of school work.

## WHAT ADVICE WOULD YOU GIVE TO OTHER STUDENTS AT NORTHSIDE?

You have got to be prepared for each day and each lesson, try and do your homework on the afternoon once you get it, and prioritize the homework which is due first. Don't expect you'll get assessments which you only have 1 day to complete, and if you don't get 100% you'll be expelled, you will never get anything like that, every school must give 2 weeks' notice before assessments are due, and they can't expel you if you get anything wrong, also pay attention in class you might be told something important which is related to homework, assessments etc. Another point is to respect other people and don't have appalling behaviour.

## WHAT DO YOU MISS ABOUT NORTHSIDE?

All my friends which I have made in the last 7 years I have been at Northside and Stepping Stones [back when Stepping stones was pre-primary] the teachers, the routine where I didn't need to drag "everything" around with me, the opportunities, a way to sum it all up would be that I miss 99.99% of everything at Northside. One of the experiences I have kept, is MMUN, as I attended the conference in Rome in May.

## WHAT DO YOU LIKE MOST ABOUT YOUR NEW SCHOOL?

There are lots of opportunities to be had for instance a Japan tour to be held next year which I would like to attend because I have continued studying Japanese from Northside, plus some more general opportunities which are common at high school. Drama has been fun as well because it is what my teacher calls a "taster subject" for year 9.



## REPORTING AREA 5

### TEACHER PROFESSIONAL LEARNING

**THROUGHOUT 2017** the school continued to provide quality professional learning opportunities for staff in order to maintain continued improvement in the quality of teaching and learning standards across the school. Besides external professional development, staff were expected to attend regular staff meetings, as well as curriculum and pedagogically based professional development sessions. Teaching and non-teaching staff were involved in a range of courses and programs to improve their skills and knowledge in their given areas of responsibility.

Individual professional development was undertaken by staff with the aim of enhancing the teaching and learning outcomes and for their own developing pedagogical practices. Staff participated in a range of Professional Development conferences held by the NSW Association of Independent Schools (AIS) and other independent providers in an aim to target whole school initiatives, including focus on the educational needs and outcomes, child protection regulations and discipline.



SUMMARY OF CONFERENCES, WORKSHOPS, SEMINARS  
AND TRAINING ATTENDED IN 2017 BY NORTHSIDE  
MONTESSORI TEACHING AND NON-TEACHING STAFF,  
AND BOARD DIRECTORS.

Subject	Course Provider/Details	In Attendance
The AIS Governance Symposium	NSW Association of Independent Schools	6
Child Protection Investigators Course	NSW Association of Independent Schools	1
MEA Interpretation Workshop	NSW Association of Independent Schools	3
MEA Workshop	NSW Association of Independent Schools	1
Montessori Business Managers Forum	Australian Montessori Foundation	1
AMI Foundation Course (4 Weeks)	Australian Montessori Foundation	1
AMI 6-12 Montessori Diploma (Semester 1)	Australian Montessori Foundation	1
Montessori Curriculum Workshop	NSW Association of Independent Schools	3
Identify, Respond Kids at Risk	External provider	3
Executive Development	Hewsons	1
CPR Course	Hills First Aid Training	All Staff
First Aid Course	Hills First Aid Training	All Staff
Agriculture and Food in the Classroom	External provider – Syd Showground	1
Physiotherapy and Manual Handling Training	Caswell Health Care	1
AMI Montessori Assistants Course	Australian Montessori Foundation	1
Reading Tutor Program	Multilit	2
Minilit PD	Multilit	1
Montessori Whole School Refresher	Montessori Australia Foundation Limited	4
Montessori Model United Nations Training - Rome	MMUN	1



# TEACHER STANDARDS

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines	11
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Individual Professional Development was undertaken by staff with the aim of enhancing the teaching and learning outcomes and for their own developing pedagogical practices.



# REPORTING AREA 6

## WORKFORCE COMPOSITION

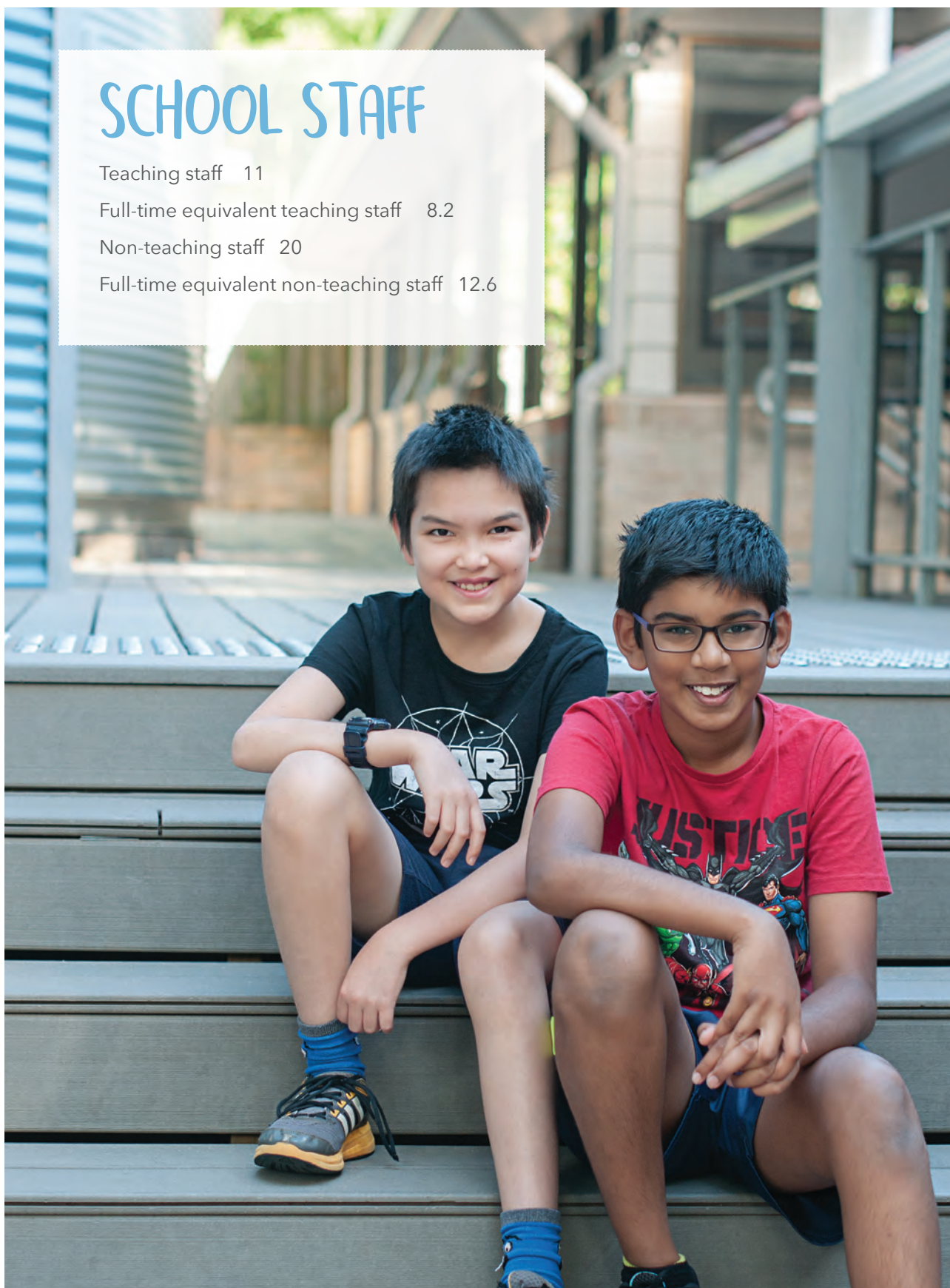
### SCHOOL STAFF

Teaching staff 11

Full-time equivalent teaching staff 8.2

Non-teaching staff 20

Full-time equivalent non-teaching staff 12.6



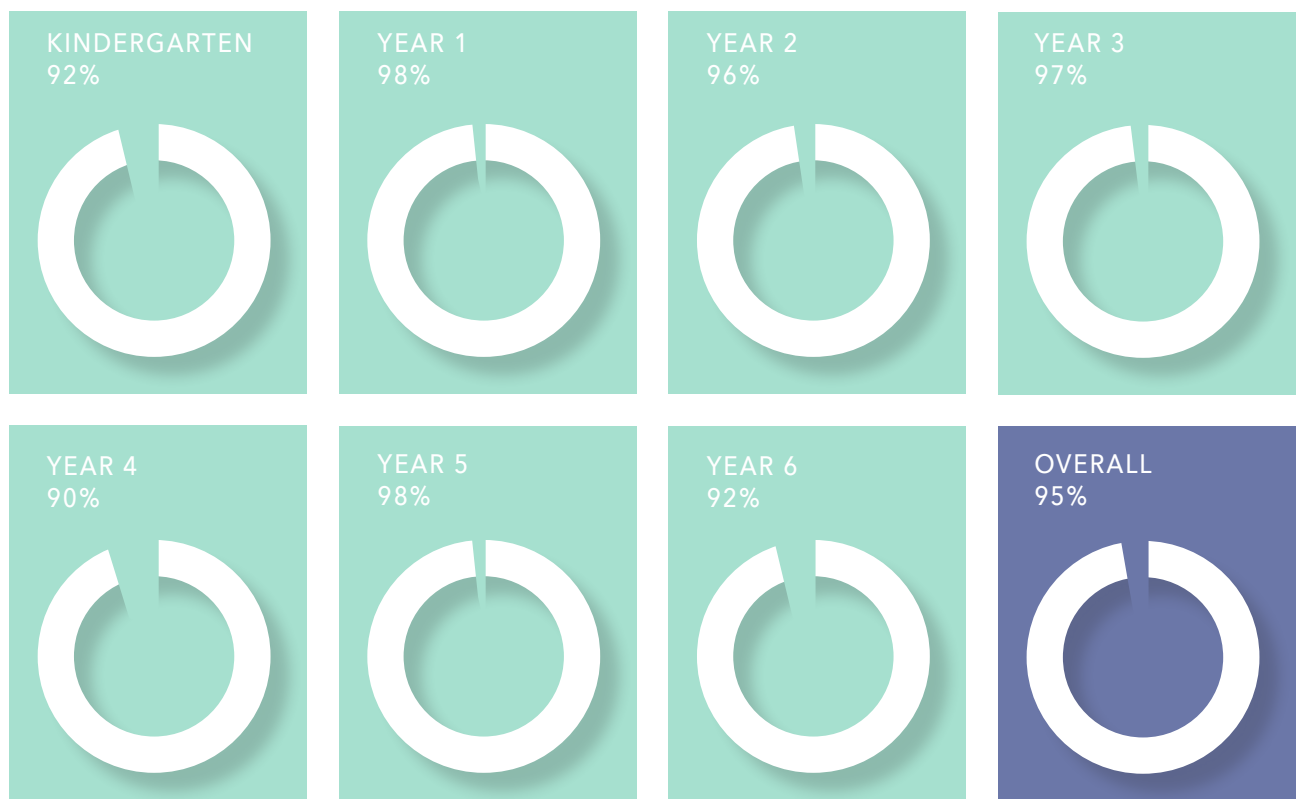


# REPORTING AREA 7

## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

OVERALL SEMESTER 1 - 95 %

K	1	2	3	4	5	6
92%	98%	96%	97%	90%	98%	92%



# MANAGEMENT OF ATTENDANCE

**REGULAR** attendance at school is considered to be vital in achieving the best possible learning outcomes. The Northside Montessori School has developed the Student Attendance Policy and Guidelines which manages Non-Attendance.

## POLICY

- Northside Montessori School maintains a register of enrolments.
- Northside Montessori School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class.
- Student absences from the School are identified and recorded in a consistent manner by the staff member responsible for each class.
- Unexplained absences from school are followed up in an appropriate manner with the child's parent or carer.
- Northside Montessori School notifies parents and/or carers in an appropriate and timely manner where a student has a poor record of school attendance. This is initially done by the classroom teacher.
- Where unsatisfactory school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the child's file.

Unexplained absences that cause concern are followed up in an appropriate manner with the parent or carer by:

- Class teacher or administration staff telephones the parent of an absent child to confirm that the child is absent from school.
- Teachers report to the Principal (or delegate) the names and number of days absent of children with unexplained absences.
- Unexplained absence letters are sent home by the administration staff to parents stating date/s of absence and requesting a written or verbal explanation.
- Where necessary, parent meetings will be held to investigate reasons of non-attendance and referrals to appropriate support services implemented.

Results of unsatisfactory attendance are recorded by the Principal or delegate and collected and filed in the child's record file. For prolonged absences and if the parents remain unreachable, the School then sends a registered letter to the address as shown in the student's records. If no response is forthcoming, the matter is referred to the relevant authority.





# REPORTING AREA 8

## ENROLMENT POLICY

### NORTHSIDE

Montessori School is open to enrol girls and boys and there is no reason in principle that children with disabilities cannot be eligible to enrol. The school has sought to equip facilities with accessibility features to enable all people access to the school. The School is committed to fulfilling its obligations under the law and, as such, adheres to the Legislative Framework that applies to the school. This includes:

- *Disability Discrimination Act*
- *Disability Standards for Education*
- *Race Discrimination Act*
- *Anti Discrimination Act*
- *Privacy Act 1988 & Privacy Amendment Act 2012*

All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos of the School, siblings already attending the School, and other criteria determined by the School from time to time.

Applications for enrolment to Northside Montessori School can be made at any time and should be submitted for all levels of entry whenever families are considering enrolment at the School. Applications are processed promptly and prospective parents are offered a class observation and interview. These usually occur during terms two and three of the school year. The observation and interview process is a very valuable and informative one and takes approximately one hour. Both parents should attend if possible.

Parents observe the Montessori Method in action and see how the Montessori lower primary school is process-oriented with a large proportion of hands-on work with the didactic materials.

## PLACEMENT IN PRE-PRIMARY AND PRIMARY

Enrolments are considered throughout the school year. Transfers from interstate and overseas Montessori schools will always be considered for the primary classes

To secure a place, or to be placed on the waiting list, parents should contact the office and book an observation in a classroom and an interview with the Principal. Applications are considered as they are submitted.

Careful observation of the child is the most important tool in knowing how to help the

child's development and serve the needs of the child, for both the Montessori teacher and parent. For this reason, parents must observe in a classroom before their enrolment can be processed and on a regular basis while their child is enrolled. The design of both the Montessori classroom and the Montessori educational philosophy are based firmly on observation of children.

The Enrolment Application Form and Package is available on the School's website or by phoning the School.

# CHARACTERISTICS OF THE STUDENT BODY

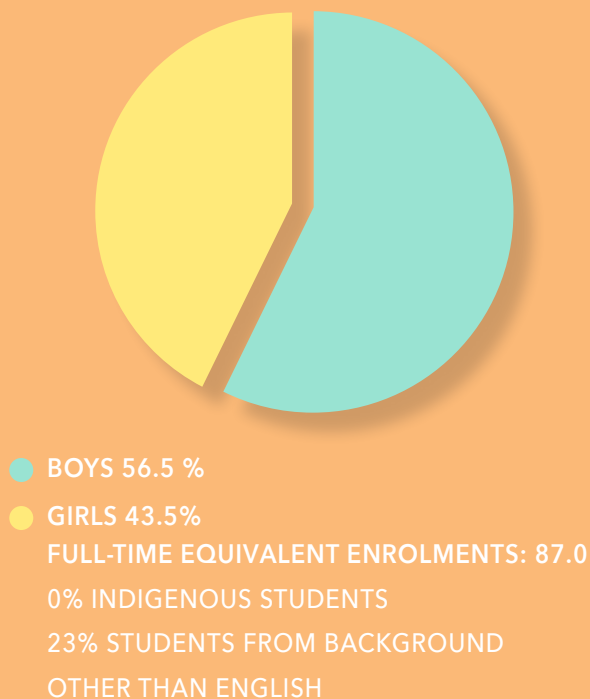
Northside Montessori School is a co-education pre and K-6 school providing education underpinned by the philosophy of Dr Maria Montessori. Our school also fulfils the educational requirements of the NSW Education Standards Authority (NESA). All applications are processed in order of receipt and consideration is given to the applicants' support for the values and philosophy of the School, siblings already attending the School and other criteria determined by the School. Northside offers a three year (twelve terms) Pre Primary Montessori program with a full year Extended Day component (from around 4.5 to 5 years of age, child dependent). This progresses towards the Montessori Primary program, split into 6-9 and 9-12 age group classes. Commencement at Primary (Cycle 2) is equivalent to commencement in Year 1 in a traditional School.

In 2017 the total enrolments across the school were 137. There were 50 students in pre-primary and 87 students in primary K-6.

Northside Montessori School is a co-education pre and K-6 school providing education underpinned by the philosophy of Dr Maria Montessori. Our school also fulfils the educational requirements of the NSW Education Standards Authority (NESA).

## ENROLMENTS K-6 :- 87

### STUDENT POPULATION BY GENDER



# THE ENROLMENT PROCESS

The School shall adhere as closely as possible to the following process although the discretion of the Principal may be applied from time to time. After an application form is submitted, all prospective parents must attend a compulsory observation, followed by an interview with the Principal or delegate and a tour of the school.

Parents observe the Montessori Method in action and see how the Montessori Pre Primary school is process-oriented with a large proportion of hands-on work with the didactic materials. The Montessori Method moves towards abstraction and product orientation in the later primary cycles.

As a non-denominational school, prospective families with strong religious beliefs can be informed more about the nature of our educational philosophy.

After the observation and interview, applications are processed and children are placed on the Enrolments Waitlist from which offers of place are made. Students are placed on the Enrolment Waitlist with the following priority order:

1. Students who have siblings who have completed or still attending Northside
2. Students who are transferring from another Montessori school (from overseas or out of the area) who also commit to completing the current cycle where they are enrolled
3. Students who are booked into our primary Montessori
4. Students whose siblings completed the 3-6 cycle
5. Students new to Montessori Education who are committed to the 3 year cycle.
6. Students whose siblings have failed to complete the 3 - 6, 6 - 9 or 9 - 12 cycle

The Offer of Place is made and Accepted by a family with acknowledgement of the cycles of Montessori education. The school expects a minimum three-year commitment in pre-primary and a three year commitment in each of the 6 - 9 and 9 - 12 cycles of the primary school, as detailed in the Enrolment Conditions.





# REPORTING AREA 9

## SCHOOL POLICIES

### STUDENT WELFARE AND CHILD PROTECTION

"Northside Montessori School takes the welfare of students very seriously and as such has policies and procedures that guide the school in meeting its obligations in the area of child protection. Our Child Protection policy states that:

The safety, protection and well-being of all students are of fundamental importance to the Northside Montessori School.

All staff and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- obligations under child protection legislation; and
- obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

Child protection is a community responsibility.

The School's policy on Child Protection clearly details the responsibility that the school has in the areas of Mandatory reporting obligations, The identification and reporting of reportable conduct and the requirements for all employees to have clearance in the area of Working With Children Checks.

*Detailed information regarding this policy is available from the School Office.*

### STUDENT BEHAVIOUR

Northside Montessori School supports the development of self-discipline as the true form of discipline that fosters self-control and self-knowledge. Northside Montessori School requires all students to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School.

Where disciplinary action is required, consequences imposed vary according to the nature of the breach of discipline and a student's prior behaviour following meetings with the student and their parents.

The School places the highest possible emphasis on the full co-operation of the parents during a breach of appropriate behaviour. Full co-operation in seeking solution with the parents, student and school working together.

At all times, the interviews and discussions are conducted with courtesy and diplomacy. Raised voices and abusive language have no place at interviews and in the unlikely event of this occurring; the meeting will be terminated and reconvened at a later date when everyone is calm.

All disciplinary action that may result in any sanction against the student including suspension or exclusion provides processes based on procedural fairness.

Northside Montessori School does not permit corporal punishment of students attending the School.

*Detailed information regarding this policy is available from the School Office.*

# COMPLAINTS AND GRIEVANCES

Northside Montessori School is committed to providing a safe and supportive work and learning environment for all employees and students. The principles of early intervention, procedural fairness, consistency, respect and confidentiality underpin the School's approach to complaints resolution at the School.

The school seeks to manage the resolution of disputes and complaints lodged with us for the benefit of all involved. We will make every effort to promptly resolve disputes and complaints lodged with us according to the principles of procedural fairness. Where individuals cannot resolve a complaint, the complainant or School Principal can forward a written complaint to the Chair of the Board.

In the first instance every effort should be made to resolve any complain or grievance by speaking directly to the individual; discussing concerns directly with the person concerned. Through this process there should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute. If this has been unsuccessful, the matter should be referred to the relevant person in a position of responsibility.

Class Teacher  
Nominated Supervisor  
Deputy Principal  
Principal (concerns should be in writing)

If this is unsuccessful, or if there are concerns about the process itself, approaches can be made directly to the Principal. It is requested that these concerns are put to the Principal in writing before a meeting takes place. Procedural fairness applies to those raising complaints and to those whom against complaints have been raised.

*Detailed information regarding this policy is available from the School Office.*



# REPORTING AREA 10

## SCHOOL IMPROVEMENT TARGETS

**THROUGHOUT 2017** the school developed improvement targets that would continue into 2018. These targets were developed in consultation with staff and the School Board.

### PROFESSIONAL DEVELOPMENT

- Provide staff, both teaching and non-teaching with opportunities for quality professional development. These could be through third party courses as well as through professional learning onsite utilising the skills and knowledge of existing staff.

### ENROLMENTS

- Maintain and increase student enrolments across the school.

### SCHOOL PROFILE AND COMMUNITY ENGAGEMENT

- Ensuring that the school is recognised in the community as a school of choice for families wanting quality early childhood and Primary School education.
- Engaging with the existing school community through parent information events and social activities.

### TECHNOLOGY

- Seeking opportunities to integrate ICT across the school through meaningful learning opportunities.

### TEACHING AND LEARNING

- Maintain high quality teaching and learning through support of staff in their work.
- Use benchmarking and continuous assessment to inform best practice in providing individualised plans for students in their learning.
- Provide opportunities for staff to observe and have professional conversations about their work with their colleagues.
- Engage with outside agencies to support and enhance teaching and learning.

### SCHOOL MASTERPLAN

- Use the schools masterplan as a reference point for future development of the school property and planning for student numbers and expansion.



## PRIORITY AREAS

The following areas were developed as priority Areas for 2017.

Area	Priorities	Achievements
Teaching and Learning	Greater transparency and monitoring of educational planning including Scope & Sequence and Programs. Monitor achievement of benchmarks more closely.	Work with Scope and Sequence was commenced in 2017 and will continue in 2018. Benchmarking was undertaken as part of an ongoing program.
Governance	Pursue a Director to serve on the Board, replacement for a retiring Director. Ensure all new Directors undertake an orientation. Undertake Governance training – four hours per Director per annum.	The Board finished the year with only 2 or 3 vacancies. Work to fill these vacancies was undertaken through the school newsletter and also at end of year events. Interest from the parent body to fill these positions in 2018 was sound.
Leadership	Appoint new Principal and Assistant Principal and ensure handover to new leadership is fluid and effective.	Appointment of new Principal was completed and handover with Acting Principal was smooth.
Enrolments	Increase and retention of enrolments, particularly at entry to Pre-Primary.	Enrolments have been maintained through 2017
Professional Development	Focus area to be on supporting children with additional needs for educational staff. Ensure relevant administration and management staff have sound knowledge of new Multi Enterprise Agreements. Assistant Principal to undertake Child Protection Investigation training.	Professional development was undertaken across a range of areas.
Marketing and Communications	Appoint external marketing consultant to develop marketing and communication strategies.	External consultant was used to establish a marketing plan. The implementation of which would be commenced in 2018.
Community	Develop community awareness of the school through school 40th anniversary celebrations. Build Northside Montessori Society community through alumni association.	Engagement with the community for the 40 <sup>th</sup> Anniversary year was commenced and will continue throughout 2018.
Facilities	Modify Primary classrooms to facilitate additional children. Build toilet block for Pre-Primary child with access from outdoors. Refurbish Multi-Purpose Room so that it can be utilised for a range of education/cultural/administrative purposes.	Works to refurbish learning spaces was undertaken in the OOSH room. Planning for the capital works was commenced at consultation stage. Quotes and undertaking of works to be completed in 2018.



"It is surprising to notice that even from the earliest age, man finds the greatest satisfaction in feeling independent. The exalting feeling of being sufficient to oneself comes as a revelation."

MARIA MONTESSORI

# REPORTING AREA 11

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

**NORTHSIDE** Montessori School desires that all students recognise that they are valued.

The students as early as pre-primary are indirectly introduced to the concept of responsibility. They are able to select their own materials from the work they have been introduced to by the teacher. The free choice does not come "free" as the students realise that they are entrusted to use these materials properly and return them all ready for the next student to use.

Grace and Courtesy, Respect and Responsibility are promoted in various ways, both directly and indirectly.

### MULTI-AGE GROUPING

All classes are made up of three ages, 0-3 for assistance to infancy, 3-6 for pre-primary until kindergarten, 6-9 corresponding to years 1 to 3 and 9-12 corresponding to years 4 to 6. The younger students look up to the older students. The older students help the younger students to fit in and feel secure in their new environment. This can take the form of helping them in their work, finding their way around the school or knowing the expectations and goals. As they progress in grade and age, the mantle of responsibility is being taken in stages. While the older students pass this mantle to the younger ones, the older students themselves are taking on new responsibilities.

### GRACE AND COURTESY

Lessons in grace and courtesy start in pre-primary and continue to be given, either indirectly or directly, throughout the students' educational experience at Northside Montessori School. The mutual respect amongst the students, staff and parent body are manifested in the way they treat each other.

Respect is earned and responsibility learnt through deeds. Students are not told but are shown through examples the importance of respect and what it means to respect each other. Responsibility is practised by doing the right thing irrespective of external rewards.

Recycling of paper was continued with the children in the older classes in charge of collection and sorting. The Peer Support Programme, with the years 5 and 6 students leading, continued to be a success. The students in the older groups take turns to coordinate bus list - list of students who would be taking the bus after school. Students take turns in taking care of class pets, worm farms, composting, recycling and cultivating the vegetable gardens.

Respect and responsibility are fostered through the day to day activities and experiences of the students. The following are the areas of respect and responsibility the School encourages, nurtures, promotes and hopes to instil in our students:

- Respect for one-self
- Respect for others
- Respect and acceptance of the individuality and uniqueness of each person
- Respect for the environment
- Respect for the accomplishments of others (past and present)
- Respect and gratitude for the contributions of the people in the past
- Respect for the ideas and opinions of others
- Responsibility for oneself and one's actions
- Responsibility as a member of a group, community and society
- Responsibility for the future (the important role that each person plays in the betterment of the future and the positive contributions each can make).



# REPORTING AREA 12

## PARENT, STUDENT AND TEACHER SATISFACTION

### STUDENT SATISFACTION

**POSITIVE ATTENDANCE** levels suggest that the children enjoy coming to school and that our parents value and support learning at Northside Montessori School. Parents often report that their children don't like school holidays because they prefer to be at school!

The school operates a Peer Support Program which provides students with opportunities to develop skills for life, including those to cope with difficult situations, resilience, effective communication, risk taking and conflict resolution. This program also allows the children an opportunity to voice their opinions and gain a strong sense of satisfaction .



## PARENT SATISFACTION

**A KEY FEATURE** of Northside Montessori School is to involve families in the education of their children. Across the school parent involvement across a range of areas is strong and the nature of Montessori education suggests that parents desire to have a significant level of involvement in their child's education and nurture. Ways in which parents participate in the life of the school are through things such as :

- Class Parents
- Education Events
- Mother's Day and Father's Day breakfasts
- Fundraising events (Pink Tower Trivia Night)
- Working Bees
- Tuckshop Day
- Excursions and Incursions
- Gardening and garden projects
- Caring for animals (and babysitting them in holidays)
- Board membership
- Cooking or Craft workshops with children
- Many other events.

The school has ongoing communication with parents through parent teacher interviews which are held regularly throughout the year. In addition to this, letters, phone calls, emails and an open door policy encourages parent involvement in the school. Staff are frequently available for interviews and conversations with parents.

Parent involvement across a range of areas is strong and the nature of Montessori education suggests that parents desire to have a significant level of involvement in their child's education and nurture.

## STAFF SATISFACTION

**WITHIN THE** Montessori community there is a strong connection which exists between staff which is based on the commitment to this method of education. Northside staff are extremely dedicated with great expertise at facilitating the learning experiences of the children in a supportive and nurturing environment. The classroom assistants provide a vital support to the classroom operations both in relation to that of the classroom environment itself but also in assisting children in their learning through one-to-one and small group support. Despite changes in school executive throughout 2017 the teaching, administrative and assistant staff remained consistent with one teaching staff member leaving at the end of the year to new responsibilities.

# REPORTING AREA 13

## FINANCIAL SUMMARY

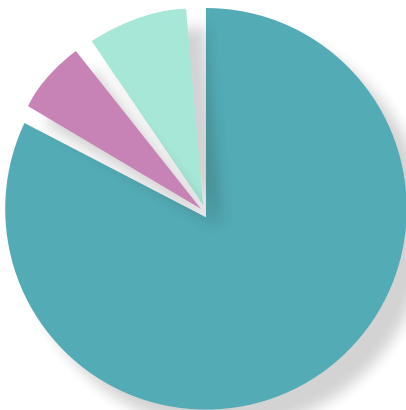
**2017** saw strong and growing enrolments at both the school and the long day care.

Funding received from the State Government and Commonwealth Government totalled \$756,877. We anticipate this level of funding to remain relatively similar in 2018.

Staff received a salary increase at the start of 2017 in accordance with the applicable Multi-Enterprise Agreements 2017.

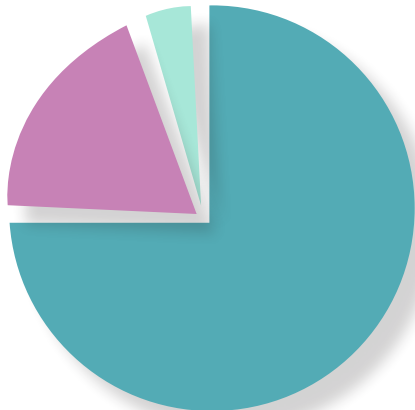
During the course of the year we completed a number of minor works projects including expanding class room space for our 6 – 9yr cycle students; administration office area; as well as an investment into our IT infrastructure.

### RECURRENT / CAPITAL INCOME 2017



- FEES AND PRIVATE INCOME 82%
- COMMONWEALTH RECURRENT GRANTS 10%
- STATE RECURRENT GRANTS 7%
- OTHER GRANTS

### RECURRENT / CAPITAL EXPENDITURE 2017



- SALARIES & RELATED EXPENDITURE 75%
- NON SALARY EXPENSES 21%
- CAPITAL EXPENDITURE 4%



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