


ANNUAL REPORT

2018

 northside
MONTESSORI SCHOOL





"The child
seeks for
independence
by means of work;
independence of
body and mind"

MARIA MONTESSORI



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REPORTING AREA 1

MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIR OF THE BOARD

by Sharon Bowman

As a Board, we believe the school is currently well positioned to achieve against our Strategic Plan 2016-2019.

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. Our focus therefore is on the core business of delivering an authentic and high quality Montessori education and care to children aged from 0 to 12 years.

Our strategic intent is aligned around 3 key pillars:

- Learning
- Community
- Sustainability

Learning

From an educational perspective, 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.

For example, we have fully embraced the Montessori Model United Nations (MMUN) program for students in the 9-12 cycle (Years 4-6). This program provides students the opportunity to learn about another country, and to explore a world issue in detail, and then write a position paper which addresses the issue from the perspective of the country they have been allocated. In 2018 a group of 20 students (12 current students and 8 alumni) will be representing Northside at the conference in Rome. At the conference they will deliver a speech based on their position paper, collaborate with other delegates to frame a resolution to address their issue, and present their resolutions in a final 'general assembly'. Having seen the benefits of this program over recent years, we have supported the embedding of the program in our school. We now have two teachers (Margaret and Janene) trained to deliver the program, and both will be attending the conference with the delegates in early May. We continue to support creative arts through both in-class and extracurricular activities. Our termly Soirees and end of year concerts provide an opportunity for students to share their artistic pursuits with their families and peers.

Our strong co-curricular program has also been maintained, with the school offering taekwondo, orchestra, choir, several foreign languages, origami, chess, and Computer Coding Club.

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.

We've also seen a resurgence in the social life of the school which is heartwarming.

Sustainability

We again achieved a strong financial result in 2017, as outlined in the Finance Report. These excellent results, which have now been sustained for the last 5 years, are vital to our future sustainability. Stepping Stones Long Daycare Centre continues to make a significant contribution to the financial position of the school, supporting the decision to convert our Stepping Stones campus for this purpose.

Strong and consistent growth in our student numbers has been an objective for the last several years, with a strategic target to grow the School back to its capacity of 210 students, and a high occupancy rate at Stepping Stones.

"Our focus is on delivering an authentic and high quality Montessori Education and care to children aged from 0 to 12 years. Our strategic intent is aligned around 3 key pillars

- Learning
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- Sustainability"

SHARON BOWMAN
BOARD CHAIR

The decline in student numbers has been arrested, and we have experienced a strong level of continuation to, and through, the primary cycle. The turnaround in primary numbers has been particularly pleasing, as we look to the future of increased class sizes as these larger cohorts move through the year levels.

The school will continue to direct energy to attracting and retaining students to ensure enrolments remain strong, both for the financial sustainability of the school and the benefits that come with more robust class cohorts.

Our strong financial results have allowed us to limit fee increases, keeping the school as affordable as possible for our community.

Finally, in 2017 we 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. We are undertaking a number of minor works this year. While we have no immediate plans to implement the more ambitious parts of the Masterplan, our strong asset position and lack of debt positions us to take advantages of opportunities that may arise to facilitate this future development.

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.

Our team

We believe our current executive team of Adam Scotney (Principal), Janene Johnson (Deputy Principal), Deborah Soler (Business Manager) and Belinda De Santi (Stepping Stones Director) is ideally positioned to lead the school as we progress toward achievement of our strategic objectives and realise our vision.

The success of a school such as Northside Montessori is dependent on having a committed and effective team at all levels. Fortunately, we have this in abundance and the Board are deeply grateful for their passion and dedication to Montessori, Northside, and our children.

I also must thank my fellow Board members for their dedication to the School in their volunteer role. They work tirelessly in the background to provide the benefit of their professional expertise in ensuring good governance for our Society and our children.

Sharon Bowman, Board Chair





MESSAGE FROM THE PRINCIPAL



by Adam Scotney

What an exciting year 2018 was in the life of Northside Montessori School. In the year when the school celebrated it's 40th Anniversary it was wonderful to have many school events that helped us celebrate the rich heritage that has existed in this community.

Across the school in 2018 student numbers remained steady with the consistency of high-quality staff and Montessori trained teachers. During Term 1 the school appointed Janene Johnson to the position of Deputy Principal and it was wonderful to have Janene join the Executive Team.

To celebrate it's 40th Year, Northside held a whole school and community Bush Dance in Term 1. This celebration saw over 300 members of the school community come together for a wonderful evening. Supported by the Rosella Bush Band. The evening was an excellent way for the community to begin the year and celebrate the beginning of the 40th year together.

2018 also saw the re-forming of the Parents and Community Committee for Northside Montessori School. The re-establishment of this group came about through the desire to develop deeper ties between the school and parents, and a number of committed parents willing to take this on. The group has continued into 2019. On many occasions throughout the year we were grateful to have parents assist from the P & C and be involved in the organisation of many events on the school calendar.

As the year continued our school community continued to thrive with many opportunities for students to participate in a range of activities. As a school we celebrated Harmony Day with presentations from Murri Mittigar as well as a Multicultural feast provided by our school community. We celebrated the life of Maria Montessori by celebrating her birthday with a school event. On this occasion students spoke about what they valued in Montessori Education and we all shared in the lovely cake that was purchased for the event.



"What an exciting year 2018 was in the life of Northside Montessori School. In the year when the school celebrated it's 40th Anniversary it was wonderful to have many school events that helped us celebrate the rich heritage"

ADAM SCOTNEY
PRINCIPAL



Our 9-12 students commenced 'going-out' events again in 2018. Throughout the year students attended the Pop-Up Globe Theatre to see a Shakespeare play performed, travelled to the Museum of Human Diseases at the University of NSW, and also visited the Jewish Museum in Sydney. All these mini-excursions were organised and arranged by the students. These going-outs are a very valuable aspect of the Montessori learning experience and it is good to again have them as part of the educational program at Northside.

The school undertook some much-awaited building works with the extension of the Jacaranda Building to provide the bathroom facilities to accommodate an addition 3-6 class, while also providing toilet facilities for the outdoor play area. The school renovated the entire Pre-Primary play space and installed a weatherproof shade structure to the 3-6 outdoor work space. A shade structure was also installed over the playground area. We look forward to undertaking some additional works to the Primary play areas in 2019.

Being part of the Northside community in 2018 was such a privilege and I look forward to the 2019 school year.

Adam Scotney
Principal

REPORTING AREA 2

CONTEXTUAL INFORMATION

ABOUT THE SCHOOL

Northside Montessori School endeavours to maximise the potential of each child by being a best practice Montessori 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.

All of 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 before and 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 Toddler and Transition program which provides an excellent program for children before progressing to our Pre School and Primary School. Our 9-12 year 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

We welcome inquiries at any time to take a look at the school, or interested families may join one of our OPEN TOURS that take place regularly throughout the year. Parents can also take part in an observation of a class to see the wonderful education we provide on a normal day of operation. Experiencing Montessori education first-hand through observation usually convinces parents about the true value of the teaching and learning approach we have at our school. Most people remark that: "I only wish that I had gone to a Montessori School!" The school prides itself on the strength of its community and the parents and carers are pivotal to that strength. Their commitment to an education which is genuinely child-centred and which prepares the child so well for life, binds them with each other and with the school.



REPORTING AREA 3

STUDENT ACHIEVEMENT

IN NATIONAL TESTING

While Montessori education does not promote the use of exams as a common form of assessment, we do recognise the value of a National Assessment such as NAPLAN. Our school has been part of the NAPLAN Online trials since 2017.

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 both Years 3 and 5 often mean that any group-wide assumptions about results and performance of students are inaccurate.

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 2018 NAPLAN Assessment Northside had 100% participation from its student cohort.

IN THE 2018 NAPLAN ASSESSMENT NORTHSIDE HAD 100% PARTICIPATION FROM ITS STUDENTS

Year 3	Band 4	Band 5	Band 6 and above
Reading	0%	50%	40%
Spelling	30%	20%	30%
Grammar	20%	30%	40%
Numeracy	40%	50%	0%

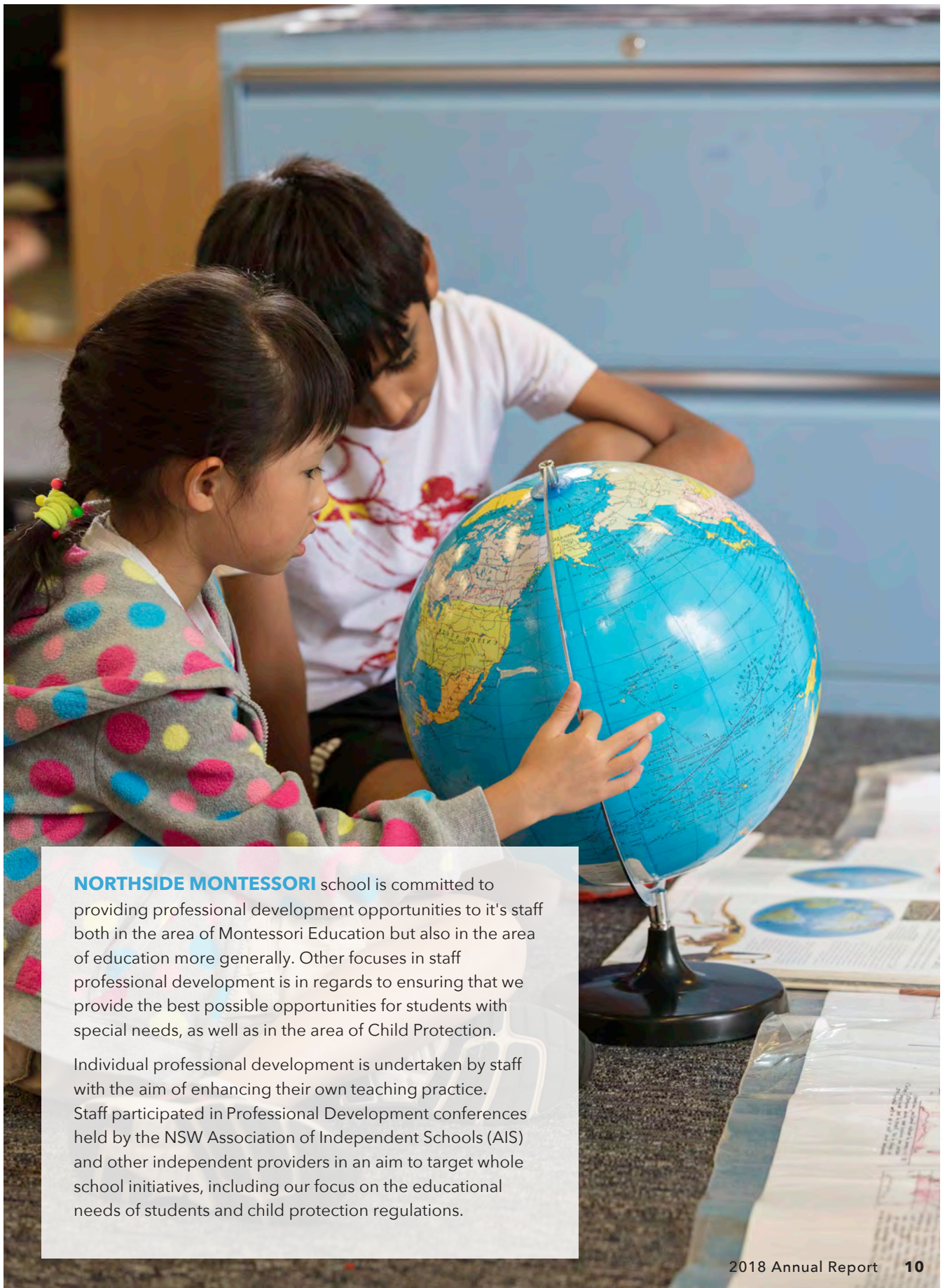
PERCENTAGES OF STUDENTS FROM BAND 4 ONWARDS

PERCENTAGES OF STUDENTS FROM BAND 5 ONWARDS

Year 5	Band 5	Band 6	Band 7	Band 8 and above
Reading	0%	40%	60%	0 %
Writing	40%	40%	20%	0%
Spelling	20%	60%	20%	0%
Grammar	0%	20%	40%	40%
Numeracy	20%	40%	40%	0%

REPORTING AREA 5

TEACHER PROFESSIONAL LEARNING



NORTHSIDE MONTESSORI school is committed to providing professional development opportunities to its staff both in the area of Montessori Education but also in the area of education more generally. Other focuses in staff professional development is in regards to ensuring that we provide the best possible opportunities for students with special needs, as well as in the area of Child Protection.

Individual professional development is undertaken by staff with the aim of enhancing their own teaching practice. Staff participated in 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 our focus on the educational needs of students and child protection regulations.

**SUMMARY OF CONFERENCES, WORKSHOPS, SEMINARS
AND TRAINING ATTENDED IN 2018 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	4
AIS Annual Briefings	NSW Association of Independent Schools	1
Registration requirements for all Schools	NSW Association of Independent Schools	1
NCCD : Moderation and Support	NSW Association of Independent Schools	3
K-6 registration requirements	NSW Association of Independent Schools	3
NESA Registration and Accreditation Briefing	NSW Association of Independent Schools	1
AMI 6-12 Montessori Diploma (Semester 1)	Australian Montessori Foundation	1
Planning and Programming: NSW Syllabus English K-6 Online	NSW Association of Independent Schools	1
Montessori Geometry Workshop	Forestville Montessori	8
CPR Course	Allens First Aid Training	All Staff
First Aid Course	Allens First Aid Training	All Staff
Montessori Model United Nations Training- ISMS	MMUN	4
Montessori Whole School Refresher	Montessori Australia Foundation Limited	All Staff



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	10
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

NORTHSIDE MONTESSORI school is committed to providing professional development opportunities to it's staff both in the area of Montessori Education but also in the area of education more generally.



REPORTING AREA 6

WORKFORCE COMPOSITION

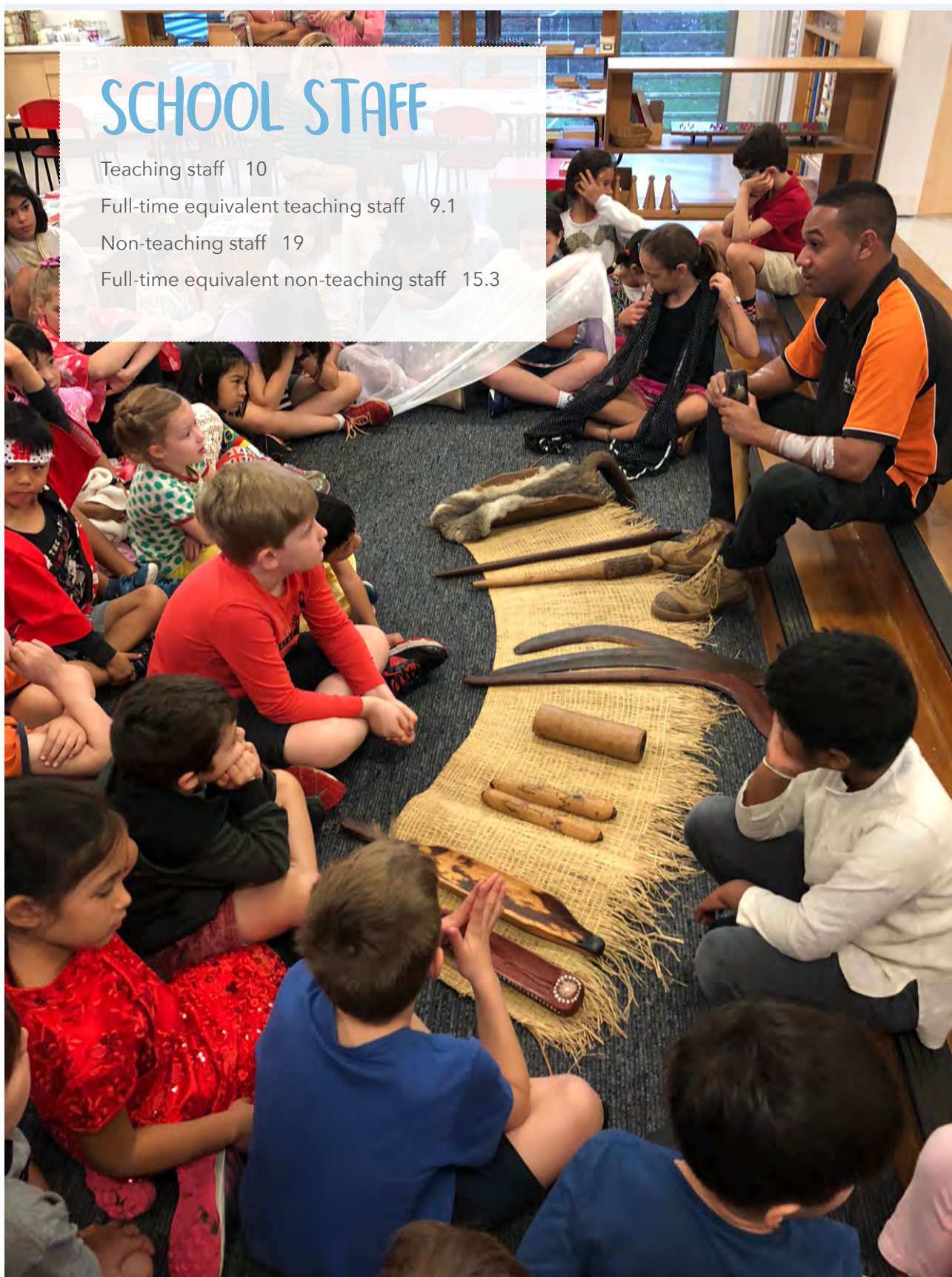
SCHOOL STAFF

Teaching staff 10

Full-time equivalent teaching staff 9.1

Non-teaching staff 19

Full-time equivalent non-teaching staff 15.3

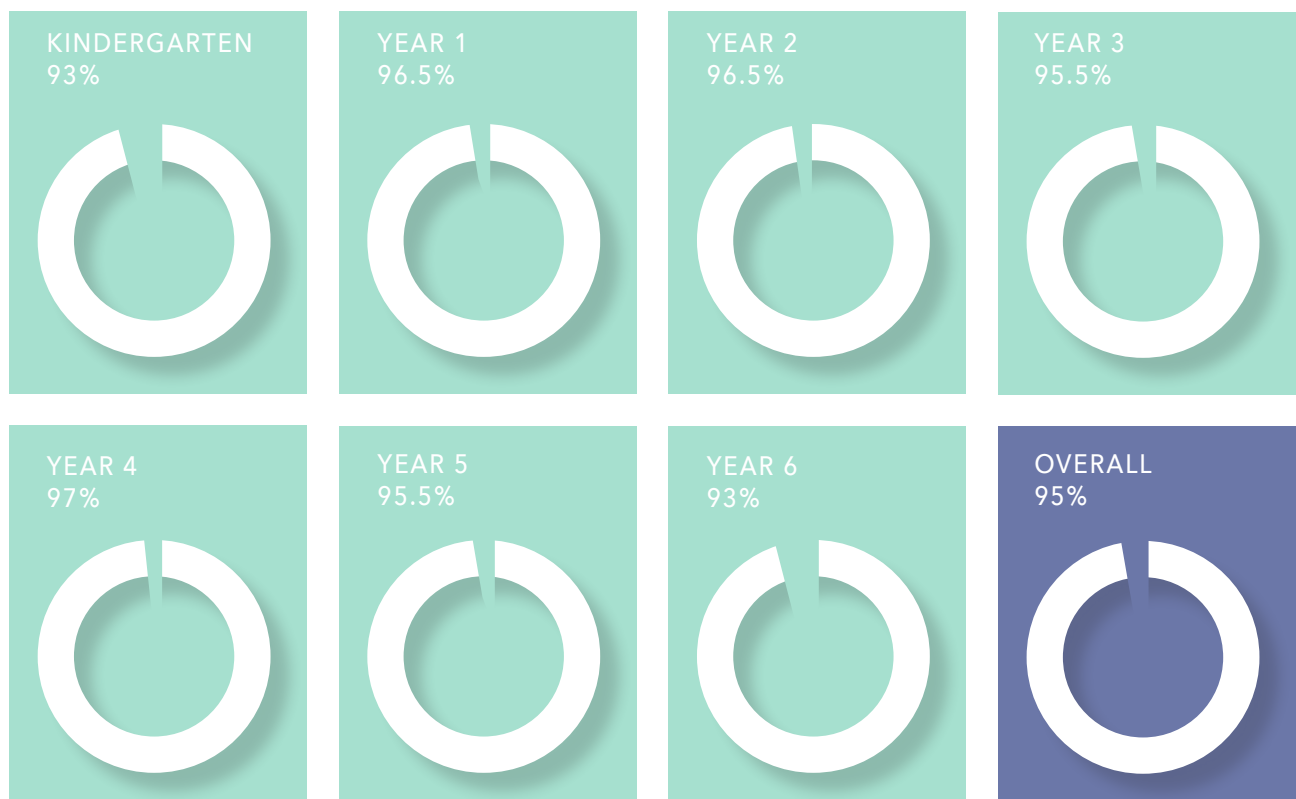


REPORTING AREA 7


STUDENT ATTENDANCE AND MANAGEMENT OF NON- ATTENDANCE

OVERALL ATTENDANCE FOR 2018 - 95 %

K	1	2	3	4	5	6
93%	96.5%	96.5%	95.5%	97%	95.5%	93%



MANAGEMENT OF ATTENDANCE



REGULAR attendance at school is considered to be vital in achieving the best possible learning outcomes. Our Student Attendance Policy and Guidelines seek to manage all aspects of student attendance.

POLICY

- Northside Montessori School maintains a register of enrolments in PC School.
- Northside Montessori School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class. (PC School)
- 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:

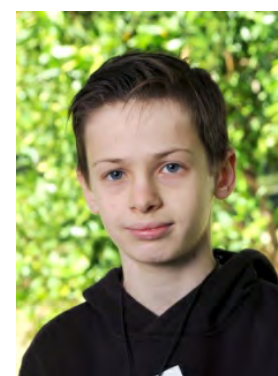
- Class teacher or administration staff telephones the parent of an absent child to confirm that the child is absent from school.
- Teachers report to the Principal (or delegate) the names and number of days absent of children with unexplained absences.
- Unexplained absence letters are sent home by 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.

OUR GRADUATES

In 2018 we had 15 students graduate from Northside. It was wonderful to be able to provide the benefits of Montessori Education to these students.

Our Alumni from 2018 continued on to the following High Schools - Ku-ring-gai Creative Arts High School, St Andrews Cathedral School, Newtown Performing Arts High School, Hills Grammar School, Wallsend High School, Lindfield Learning Village, Turramurra High School, Brigidine College, Cumberland High School, Loredana Steiner School



CHARACTERISTICS OF THE STUDENT BODY

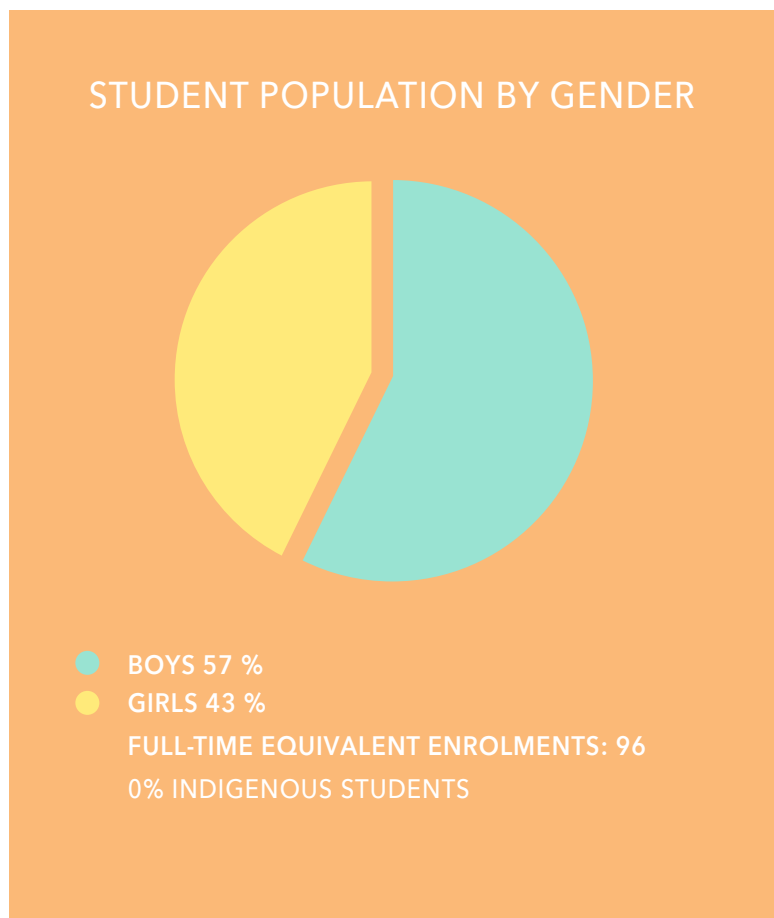
Northside offers a three year Pre-Primary Montessori program (Cycle 1) with a full year Extended Day (kindergarten) component (from around 4.5 to 5 years of age, child dependent).

The Montessori Primary program is split into two cycles - Cycle 2 - 6-9 age group (Year 1, Year 2 & Year 3) and Cycle 3 - 9-12 age group (Year 4, Year 5 and Year 6) classes.

In 2018 the total enrollments across the school were 147 students.

There were 51 students in pre-primary and 96 students in primary K-6.

ENROLMENTS K-6 :- 96



REPORTING AREA 8

ENROLMENT POLICY

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the School. Such partnerships enable the School and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

REQUIRED BY: Australian Children's Education and Care Quality Authority (ACECQA), NSW Education Standards Authority (NESA)

IMPLEMENTATION - Child Safety School statement

Northside Montessori School seeks to provide a child safe environment. Our school actively promotes the safety and wellbeing of our students, and our school staff are committed to protecting students from abuse or harm in accordance with their legal and ethical obligations. Northside's policies and procedures around Safe and Supportive School Environments, and our staff code of conduct form part of this commitment.

Procedures

- All applications are processed within the School's enrolment policy.
- Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School ethos.
- Consider each applicant's educational needs. To do this the School will gather information and consult with the parents/family and other relevant persons.
- Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding the enrolment is made.
- Inform the applicant of the outcome.

Subject to availability, offers of place will be made according to whether there are siblings of the students already at the School, the order of application, and the suitability of the applicant.



Continuing enrolment is subject to the student and parent's adherence to school guidelines, policies and procedures. Detail can be found in the student's enrolment contract, the School's pastoral care and behavioral guidance policy & guidelines. The withdrawal of a student's enrolment will be considered if a family does not adhere to their instalment plan or fall behind in the payment of the tuition fees.

The above policies are presented to parents upon the letter of offer of enrolment and can then be found in the School's policy manuals available at each campus and the School office. This policy is publicly disclosed on the School's website.

Pre-primary – 3-6 program

To apply for admission to the School, and to have the child considered for a current or future position at the school, a parent must complete an application form and pay a non-refundable application fee. A parent would either prior to or soon after attend a school tour.

Selection criteria

The Principal offers places based on the following selection criteria:

- Sibling status (with conditions as set out further in the document).
- Indigenous or Torres Strait Islander children, at risk, or disability (preprimary).
- Currently enrolled at Stepping Stones
- Position on the waitlist.
- The age of the child when entered on the waitlist.
- Commitment to the 3-6 preprimary program, 6-9 and 9-12 primary educational programs.
- Montessori overseas or interstate school transfer.
- Northside's Montessori Under 3s attendance
- Commitment of parents to the Montessori ethos.
- School must also comply with current regulations in regard to immunisation standards.

When all other factors are equal, the date of registration determines priority. However, the School retains the right to consider specific enrolments on an individual basis. Offers for older children are subject to availability and dependent on a successful interview and orientation period.

Once an offer of place is accepted parents are required to pay the Placement Fee as determined by the Board. This fee is refundable only upon completion of Year 6 at the school.

Primary 6-12

It is expected that all children in the 3-6 program will continue through to primary at Northside.

To apply for admission to the School in Primary or to have the child considered for a current or future position at the school, a parent must complete an application form and pay a non-refundable application fee. A parent would either, prior to or soon after attend a school tour.

There is no application or fee required for children who are already enrolled in pre primary program at the School.

The School follows the standards as determined by the Disability Standards for Education 2005 (Standards).

Selection criteria:

An offer of place is made based on the following criteria:

- Northside Montessori School pre-primary student priority.
- The child's readiness, both academically and psychologically.
- Sibling priority (please note that generally priority is only given if a sibling has completed pre-primary).
- Montessori overseas or interstate school transfer.
- Commitment of parents to the Montessori ethos.

Offers of place

Offers are made throughout the year prior to student commencing. Parents of children on the waitlist are required to attend an interview with the Principal before an offer of place is made. During the year places may become available and are offered to the next child on the waitlist.

Once an offer of place is accepted parents are required to pay the Placement Fee as determined by the Board. This fee is non-refundable, unless the child has commenced in the 3-6 section of the school.

Students from pre-primary transitioning to primary will be given a transition experience which involves three full day visits at the end of the term prior to commencing in primary.

Conditions of Acceptance:

First child entering the school

Offers of place must be accepted within 14 days by returning the Letter of Offer which lists the following conditions:

- A non-refundable placement fee* is payable on acceptance of the offer.
(*refundable is the child completes Year 6 and has commenced in 3-6)
Placement fee for students transferring from Stepping Stones will be less the bond already paid at SSLDC.
- It is expected that the child will attend the School for the entire three-year pre-primary program OR entire nine-year program (pre-primary to primary). Withdrawing a child before the completion of the program may disrupt the child's educational development and disturb the balance in the class, creating a gap which is often impossible to fill.
- Parents agree to observe the School's policies and procedures.
- If parents have concerns about their child's readiness or the parents wish to change the start date the Enrolment Registrar must be notified at least 4 weeks prior to the start date.
- All students who are attending pre-primary are to provide proof of immunisation before enrolment by submitting an approved immunisation form that shows that the student is:
 - o fully immunised for their age, or
 - o Has a medical reason to not be vaccinated, or
 - o Is on a recognised catch-up schedule if the child has fallen behind with their immunisation.
- All students who are attending Primary school are to provide proof of immunisation before enrolment by submitting an approved immunisation form that shows that the student is:
 - o Is fully immunised for their age;
 - o Not fully immunised for their age; or
 - o Has a medical reason to not be vaccinated, or
 - o Is on a recognised catch-up schedule.
- There is a probationary period of one school term for the child and the School. If either the parents or the School considers that at the end of one term that the child should not continue at the School, the placement fee will be refunded.
- Parents intending to withdraw their child from the School are required to provide one full term's notice, in writing, to the Principal. Where one full term's notice is not provided, the parents will be charged a full-term fee in lieu of notice.
- In the event that circumstances change after acceptance of a place and the payment of the placement fee, the School requires written notice of four full weeks "excluding school holidays", of intention to relinquish the place. In this case the placement fee less, an administration fee of 50% of the total placement fee will be returned. If this notice is not received within this period, then the placement fee will not be returned. This provision provides some protection to the School against financial loss from non-starters and the subsequent revision of the class plan.
- Northside Montessori Society membership must be kept current for the duration of the child's attendance at the School. Non-compliance to membership could mean withdrawal of enrolment. Membership ensure voting at the School's AGM as per the School's constitution.
- Parents are requested to support and participate in the school community in a variety of ways and are encouraged to attend parent education evenings to deepen their knowledge of Montessori education at Northside Montessori School.

Siblings

Conditions of acceptance for siblings are similar to those for the first child. Siblings are given priority on enrolment.

Priority of Access

All pre-primary enrolments endeavour to comply with the Priority of Access Guidelines issued by the NSW State Government for state funded preschools to ensure equity and consistency for the community. In no particular order, these are:

- Children who are at risk of harm
- Indigenous and Torres Strait Islander children
- Children from low income families
- Children from culturally and linguistically diverse backgrounds
- Children with disabilities
- Children in their year before school (with highest priority given to children closest to school entry).

Timing of Entry – Pre-primary

The School follows the Montessori principle of staggered entry to enable maximum attention to be given to each new child in the class and to assist each child in adjusting to their new environment. Commencement dates in any one term are determined and notified by the Enrolment Registrar after places have been offered in collaboration with the Principal.

Timing of Entry – Primary

The child may transition to Primary by attending transition visits of the term prior to the term they commence, typically in Weeks 6,7 & 8. Primary families are encouraged to attend a meeting with the Primary teacher in addition to the Principal's interview.

Transfers

There is no automatic right to transfer between Montessori schools, but every attempt is made to offer a place to a transfer, subject to the enrolment criteria being met.

Once children have commenced in a class at the School, they will not be transferred to another class except in exceptional circumstances at the discretion of the Principal.

Confidentiality and Privacy

The School respects the privacy of the families and staff who make up the School community. It is the School policy to ensure that all information obtained by the School in relation to personal circumstances of children and their families will be kept confidential unless:

- The family concerned authorises disclosure of the information; or
- The School is obliged to disclose the information pursuant to health regulations or other Commonwealth, State or Local Government laws or regulations.

Fee Policy

Payment of Fees

Tuition fees are set annually for all children in the School, with discounts available for younger siblings.

Payment of fees is typically made by direct debit in 10 monthly payments.

Invoices are sent to families in relation to fees.

Fees determined by School Board

School Fees are determined by the School Board, considering:

- Northside Montessori School's status as a non-profit organisation.
- Compliance with government funding and other regulatory requirements.
- The financial needs of the School.
- Application and enrolment levels.
- Other relevant criteria.

Notification of fees and conditions

School fees are reviewed annually and are subject to change.

The fees are all inclusive for excursions and camps. Occasionally additional payment is required for 'Going-Out's in the primary section of the school.

Bursary and Fee relief

The School Board have provided provisions for Bursaries and some financial assistance to families with Primary aged children.

Bursaries applications are sought at the end of each year, with determination of applications being made by the Bursary Committee prior to the end of the school year. Families are notified of their bursary status before the end of the year.

The Board have allocated additional funds to be used for short term financial support. Families who have concerns about fees should approach the Principal and the Principal will meet with the family to ascertain the family's financial situation. The Principal will consider the appropriateness of fee relief having regard to:

- The length and nature of the family's involvement with the School, including the degree to which the family participates in and supports the School community.
- The financial affairs of the family.
- The availability of funds remaining from the fee relief allocation
- Other relevant criteria.

Bursary arrangements are made for periods of 12 months only. Families are required to re-apply each year for bursary support.

All fee relief arrangements must be documented by way of a letter signed by the Principal. Fee relief can only be granted by the Principal for a period of no more than 6 months.



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.

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 a solution with the parents, student and school working together.

At all times, the interviews and discussions are conducted with courtesy and respect. 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 2017-18 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 2017/18. It is pleasing to report that there was significant progress in all the areas identified.

Area	Priorities	Achievements in 2018
Teaching and Learning	Greater transparency and monitoring of educational planning including Scope & Sequence and Programs. Monitor achievement of benchmarks more closely.	Significant work was done on ensuring that the educational program was up to date and that the scope and sequence for new syllabus and those being implemented was in place. The school also moved to PAT Online as a tool for student benchmarking and tracking of student progress.
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.	At the end of 2018 all positions on the School Board were filled and there is in place an orientation and training program to ensure that directors understand their roles and have the necessary development opportunities.
Leadership	Appoint new Principal and Assistant Principal and ensure handover to new leadership is fluid and effective.	The new Principal, Adam Scotney was in place for 2018 and during Term 1 the appointment of a Deputy Principal, Janene Johnson was announced. This leadership team along with the Director at Stepping Stones and the Business Manager have provided stable leadership following the previous time of transition.
Enrolments	Increase and retention of enrolments, particularly at entry to Pre-Primary.	Enrolments were retained across the school in all areas. Special attention was given to the retention of students into Primary school. A new 6-9 class for Primary was added to accommodate the increased retention.
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.	Access to Professional Development for staff continued with all staff involved in the Montessori Whole School Refresher Program as well as other staff identified Professional Development.
Marketing and Communications	Appoint external marketing consultant to develop marketing and communication strategies.	Following advice from an external consultant the school undertook some initiatives to help identify and promote the school. This involved the consolidation of the school logos, signage at both campuses and a variety of marketing initiatives. These will continue into 2019.
Community	Develop community awareness of the school through school 40th anniversary celebrations. Build Northside Montessori Society community through alumni association.	Engagement with the community through 40 th Anniversary activities was strong, and the establishment of the Parent and Community group has meant the development of a strong shared partnership with parents.
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.	The extension of the Jacaranda Building with a new toilet block and storerooms was completed. This allows the fourth Pre- primary classroom to operate effectively. The Pre-primary playground was completely renovated which included the installation of shade to the playground and a weatherproof structure to outside the classrooms.



"Order is one of the needs
of life which, when
satisfied, produces real
happiness."

MARIA MONTESSORI

REPORTING AREA 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

THE ROLE OF THE TEACHER IN THE PREPARED ENVIRONMENT

There are two essential elements in the Montessori classroom; the Teacher (or the Director/Directress) and the Prepared Environment (the classroom). The role of the Directress is to observe and guide the children and to prepare an environment for the children's maximum learning potential. This means that she or he observes the children, identifying and guiding the interests of each individual child.

Dr Montessori wrote extensively about the role of the Teacher and the spiritual training that that he (the Director) or she (the Directress) must undertake before and during his or her time in the classroom. The Teacher must not only undergo intensive training in order to effectively prepare the classroom and guide the children, but he or she must also train to prepare oneself for the role of Teacher in this unique environment. According to Dr Montessori, the Teacher "must make a study of oneself" before he or she even enters the classroom, as children "literally soak up everything including the behaviours and attitudes of the principal caretakers" (Nurturing the Spirit, M. Montessori). Maria Montessori wrote that the journey of self-discovery for the teacher is a critical component of a successful Montessori environment.

One of the roles of the Teacher, is to maintain the Prepared Environment (the classroom). The teacher must ensure that all materials are meticulously clean and in good repair. If there are any damaged or missing materials, they are removed from the shelf. All the materials must be in a sequential order to scaffold the children's learning from simple to more complex activities. The materials should be made of natural materials; such as wood, glass, china, metal etc., so that the children learn how to handle these materials in the "real world". The children are free to choose the materials, but they have to have had a presentation first by the Teacher before they can use it. The teacher's role is to observe the children, identify what the child needs and to direct the children to the next activity. The children will not receive a new presentation until the teacher observes that they are ready for the next, more complex task.

Furthermore, it is absolutely essential that the Teacher protects the children's concentration. The Teacher is constantly moving around the class, guiding children away from those that are in deep concentration on a task. When a child is working, the Teacher withdraws to observe his or her endeavours instead of trying to correct the child, which would interrupt his or her concentration. This method leads to "deep" learning from the child's own intellect, learning experience and self - construction instead of from an extrinsic source. If the child struggles, the teacher observes and makes a note to reintroduce the material at another time. The "power of observation" is one of the most important qualities that determine how successful teachers are in implementing the Montessori philosophy in their classrooms.

The Teacher continuously presents appropriate activities which help the children gain self-discipline. It is the role of the Teacher to provide opportunities for the children to become absorbed in meaningful "work" as opposed to meaningless activities that disrupt the class. The Prepared Environment is structured so that there is adequate space to move around, walking and carrying apparatus. The Environment is orderly, so that the children understand how they can work within it; everything has a place and a purpose and the children work within the established ground rules. The children are helped to understand how to use the materials appropriately, which includes taking them from the shelves and putting them back.

It is the Teacher's role to keep reinforcing the Exercises of Grace and Courtesy and the Ground Rules, so that the children understand what it is to be as part of a community. As the children work alongside each other, they develop a sense of respect and cooperation and they also develop fundamental qualities of social awareness and social behaviour. They learn to respect each other and develop a thoughtful approach to problem solving at an age where their personality is still being formed.

With the Teacher's proactive modelling of appropriate behaviour combined with the beauty of the Prepared Environment, the children reach their learning potential independently in calm, peaceful surrounds which is unique to the Montessori Method.

REPORTING AREA 12

PARENT, STUDENT AND TEACHER SATISFACTION

STUDENT SATISFACTION

Students at Nothside enjoy coming to school and demonstrate a love of learning. In a parent survey completed at the end of the year, 91% of respondents stated that their child enjoys going to Northside. In this same survey 9-% of respondents stated that their childs interests are developed and nurtured at the school.

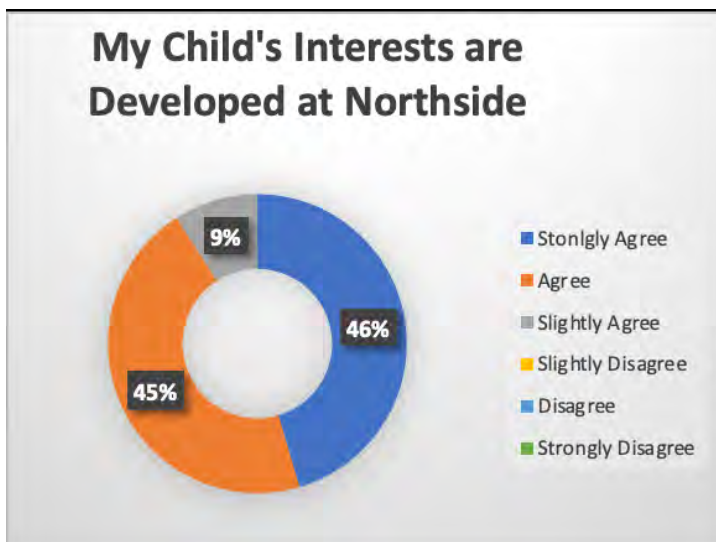
The high level of involvement of students in a wide range of co-curriculr activities also enhances their experience at the school.



PARENT SATISFACTION

As a community Northside Montessori School seeks to involve families as much as possible in the education of their children. Throughout 2018 the school reestablished the previously functioning Parents and Community Committee, with 6 parents taking on the role of being involved in this group.

Also during the year we surveyed parents to get a better understanding of the things that we are doing well, but also the areas that we need to improve. Unfortunately the response to the survey was limited, however it generally highlighted a high level of satisfaction with the school community and the educational programs that are delivered at the school. Some key results are indicated here.



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 2018 the teaching, administrative and assistant staff remained consistent with one teaching staff member leaving at the end of the year to new responsibilities.

At Northside there are many opportunities for parents to engage with the school community. Some opportunities include:-

- 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.

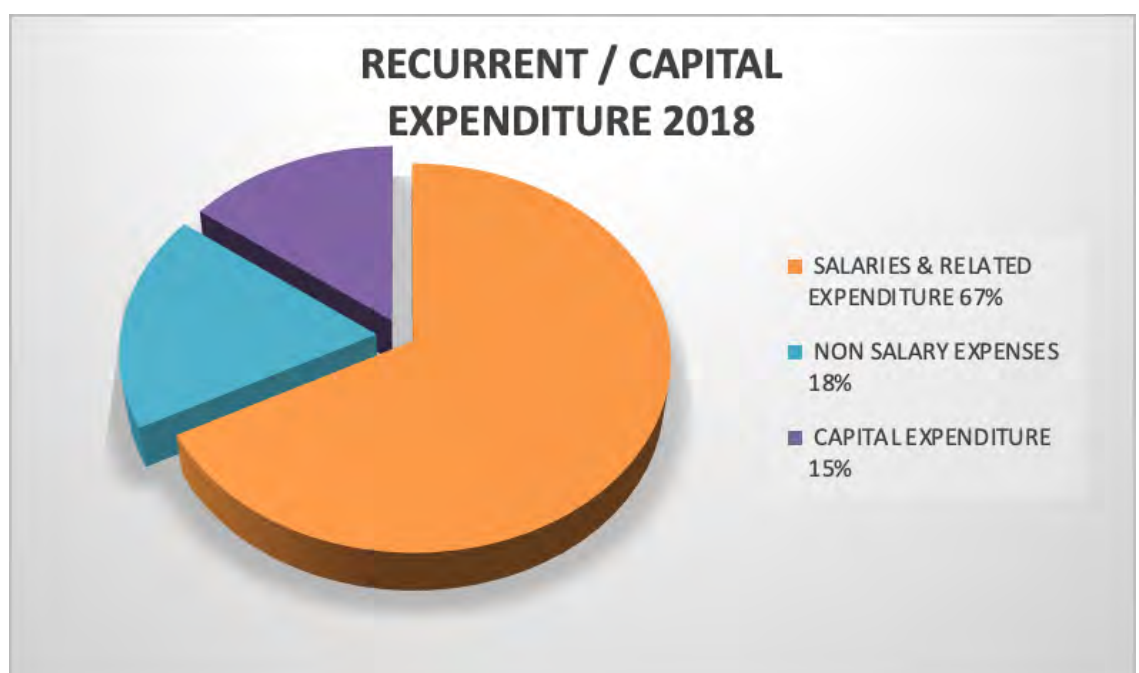
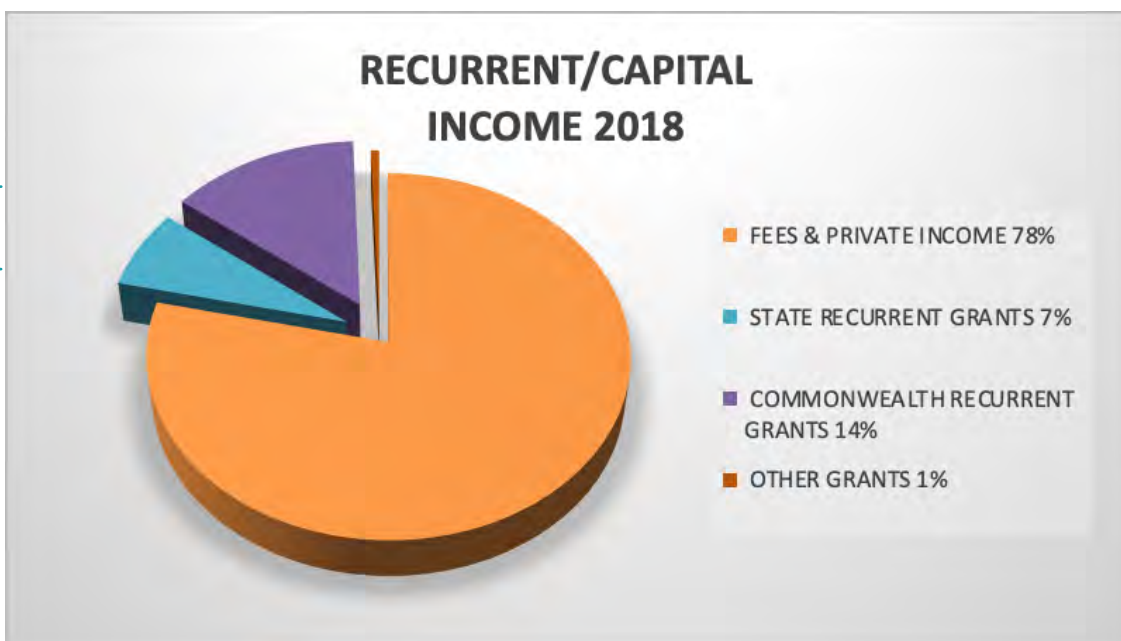
REPORTING AREA 13

FINANCIAL SUMMARY

2018 saw strong and growing enrolments at both the school and the long day care.

Commonwealth Government and State Government funding received for the year totalled \$1.002 million. Funding for 2019 is expected to remain at similar levels, despite changes announced by the Australian Federal Government under the Quality Schools Package. Increases in salary and on-costs were only nominal, overhead costs remained within budget, and overall working capital remained strong.

During the year we undertook much needed capital works, making improvements to the playgrounds at both the school and long day care as well as the expansion of classroom space for our 3 – 6 year old cycle students and further investment into our IT infrastructure.



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