


 northside
MONTESSORI SCHOOL

2019 ANNUAL REPORT



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

MARIA MONTESSORI

"My vision of the future is no longer of people taking exams and proceeding from secondary school to University but of passing from one stage of independence to a higher, by means of their own activity and effort of will."

MARIA MONTESSORI,
FROM CHILDHOOD TO ADOLESCENCE



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MESSAGE FROM THE CHAIR OF THE BOARD

by Sharon Bowman

Had I written this report at the end of 2019 it would have spoken about the stability of our school, our excellent outcomes in 2019, and the strength of our financial position. It would have focused on our future plans including the development of a Hall and the possible establishment of an adolescent program.

Unfortunately, the Covid-19 pandemic and its impact on the world has had a significant impact on our school, as it has so many other businesses and institutions across society, over the first half of 2020. Our school had to quickly find a way to deliver remote learning (something I'm sure Maria Montessori would have never considered) when the State Premier told parents that, if possible, they should keep their children home from school. We were also impacted by the Prime Minister announcing that child care would be free for at least 3 months; but not fully funding those free places.

Our first concern, as always, is for the continued provision of authentic and high-quality Montessori education and care to children aged from 0 to 12 years. As difficult as that was during the Covid-19 'shutdown', our always amazing staff responded quickly to deliver as many aspects as possible via remote learning.

Our other primary concern is the ongoing financial sustainability of the school. We are fortunate that our continued strong results for 2019 and excellent financial situation overall stood us in good stead to weather the immediate impacts, and enabled us to support our families as they dealt with the economic fallout from this crisis.

Our executive team of Adam Scotney (Principal), Janene Johnson (Deputy Principal), Deborah Soler (Business Manager) and Belinda De Santi (Stepping Stones Director) have done a remarkable job of responding to this unprecedented situation. They quickly pivoted from executing some ambitious plans for the future, to activating measures to ensure the continued survival of the school.

As we begin to emerge into a 'new normal', with social distancing and other restrictions likely to be with us for an extended period, we have all enjoyed having our children back in the classrooms. We look forward to the gradual return of parent and community events, which greatly enrich the Montessori experience for everyone involved.

We can also begin to return our focus to our exciting plans for the future; which will serve to further position Northside as an educational leader.

As always, the Board are deeply grateful to our entire staff for their passion and dedication to Montessori, Northside, and our children, which enables everything we do.

I also must thank my fellow Board members for their commitment 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

"The Board are deeply grateful to our entire staff for their passion and dedication to Montessori, Northside, and our children, which enables everything we do."

SHARON BOWMAN
CHAIR



MESSAGE FROM THE PRINCIPAL

by Adam Scotney



Following the excitement of celebrating the 40th Year of Northside Montessori School in 2018, the 2019 school year had a lot to live up to. I can honestly say that the engagement of students, the commitment of teachers and parents, and the high level of connection and activity within our school community has continued to be a feature of Northside in the 2019 school year.

Our school year began with our Parent Welcome event which had a 'Havana' theme. This was a terrific event organised by parents from our P & C and attended by families across the school. The term continued with a parent education event which was a 3-6 Class Safari, and ended Term 1 with our Harmony Day celebrations. During all these events it was a delight to celebrate the community that we have at Northside and also the cultural diversity that was highlighted in our Harmony Day event.

During Term 1, a number of our 9-12 students headed to New York for the Montessori Model United Nations Conference. This group of students were also accompanied by two alumni who were also participating in MMUN under the Northside banner in the Middle School program. Our students represented themselves and the school very well and had a wonderful opportunity to be part of such a life changing program.

The MMUN program which aligns itself with the work of Maria Montessori in the promotion of peace education and the rights of the child, also seeks to broaden the view of young students and empower them to be agents for change. As she wrote in her book 'From Childhood to Adolescents,

"from seven to twelve years the child needs to enlarge their field of action; when the child goes out, it is the world itself that offers itself to the child. Let us take the child out and show them real things."

The participation of Northside students in MMUN conference allows them to experience the global vision of Maria Montessori through engagement with students from all around the world, as well as recognising the challenges that exist in the promotion of world peace.

Throughout Term 2 it was a pleasure to see the cooperation of five Sydney Montessori Schools as our students participated in the inaugural 'North of the Bridge Montessori Athletics Carnival'. On this occasion, students from Barrenjoey, Central Coast, Farmhouse, Forestville and Northside Montessori schools participated in this wonderful event at Bannockburn Oval in Pymble. The cooperation and participation of students and parents was exceptional, and this was an excellent day of fun and physical activity for all involved.



Students in Extended Day (kindergarten) and 6-9 visited the Australian Reptile park during Term 2, while our 9-12 students embarked on their annual camp. This year they visited Canberra for a full week of learning and exploration. The term ended with the 'Extraordinary Ordinaries' evening where our students presented the research based on the lives of less well-known people who have made a significant contribution to humankind. This evening is always well attended by parents and the student's presentations are exceptional.

The 6-9 and 9-12 Production was a highlight of Term 3, with some wonderful performances from all our Primary students. This evening is always a highlight and 2019 did not disappoint. The presentation of a Northside take on the Roald Dahl book 'Matilda' was wonderfully presented and very entertaining. This evening was very well attended and another celebration of our school community.

As the year continued we prepared for a new 9-12 class to be opened in 2020. This would be the school's second 9-12 class with our Primary school having two 6-9 class and two 9-12 classes from 2020. The new class will be called Amaroo.

Early in the school year we saw a continuation of our capital works in the Primary playground with resurfacing of some bare patches of ground throughout the playground with synthetic grass. The final works in the Primary area was completed at the commencement of Term 3 with the new Primary Play equipment being finally ready for use by students. This new equipment in a previously unused area of the playground was very well received and provides another play space for our students in this section of the school.

Planning also began to look forward to the needs of the school in the coming years. We have seen continued steady growth across the school with good retention of students from our Pre-Primary programs into the Primary School. With this growth in mind the Board committed to preliminary works on the development of an existing building to be expanded to establish a school hall. Planning for this project began with possible commencement in 2020.

The School Board also responded to enquires by parents around the possibility of establishing a High School program at Northside in the coming years. It is exciting that we were able to begin some preliminary work around this with further discussion to occur in 2020.

2019 was an event filled year with a celebration of the present, but a year where we have been focusing on the future possibilities for our school. A key to this forward planning is the commitment of our school community and parent body to maintaining an authentic Montessori pedagogy. The commitment and training of highly skilled Montessori teachers and assistants is vital to providing Montessori education of the highest quality.

I would like to thank the commitment of our school Board and the many hours that they spend supporting the School Executive and sharing their insights into the many possibilities that exist at Northside into the future. The continued partnership that we encourage between the school and parents strongly supports the focus on ensuring that Northside Montessori School is able to provide the best Montessori education for our students.

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, Tae-Kwon-Do, 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.



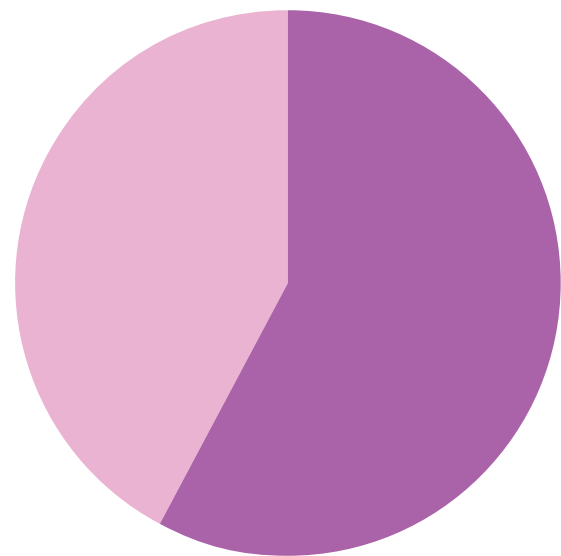
CHARACTERISTICS OF THE STUDENT BODY

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 3-6 aged Pre-Primary / Kindergarten program 5 days per week. Which is preparation for the Montessori Primary program, split into 6-9 and 9-12 age group classes. Commencement at Primary (Cycle 2) is roughly equivalent to commencement in Year 1 of a traditional School.

In 2019 the total enrolments across the school were 140. There were 51 Students in pre-primary and 89 students in primary K-6.

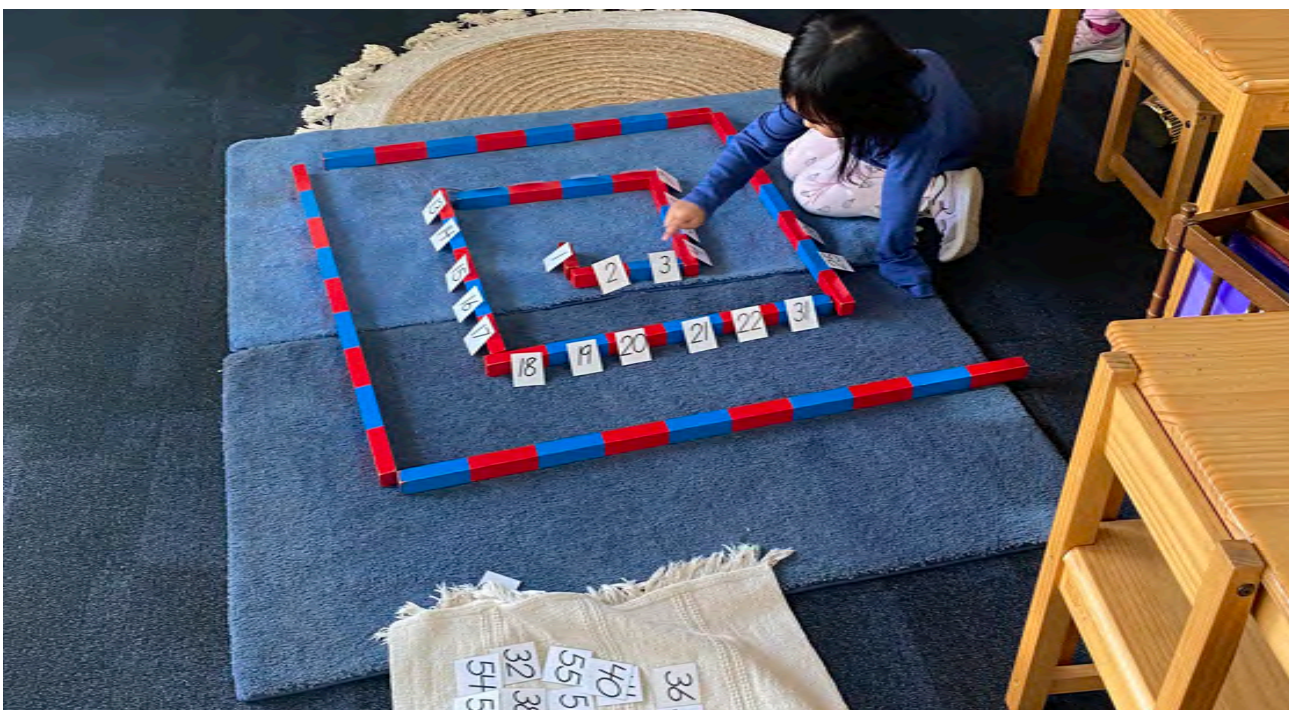
Enrollments K-6 :- 89

Student population by gender, K-6



Boys 58 % Girls 42 %

Full-time equivalent enrollments: 89



REPORTING AREA 3

STUDENT OUTCOMES

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. Our school has been part of the NAPLAN Online since 2017.

Our school year began with our Parent Welcome event. 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 2019 NAPLAN Assessment Northside had 100% participation from its Year 3 student cohort for Grammar, Spelling and Numeracy, with one student absent for the Reading assessment. (Total Year 3 students = 16)

Percentages of students from Band 4 onwards

YEAR 3	BAND 4	BAND 5	BAND 6 & ABOVE
Reading	14%	26%	46%
Spelling	25%	19%	25%
Grammar	19%	12%	57%
Numeracy	32%	38%	12%

In the 2019 NAPLAN Assessment Northside had 100% participation from its Year 5 student cohort for Writing, with one student missing the other assessments. (Total Year 5 students = 6)

Percentages of students from Band 5 onwards

YEAR 5	BAND 5	BAND 6	BAND 7	BAND 8
Reading	0%	0%	20%	60%
Writing	34%	34%	17%	0%
Spelling	40%	40%	0%	20%
Grammar	0%	20%	0%	60%
Numeracy	0%	0%	60%	20%

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.

In Term 1 students attended the MMUN Conference in New York. Northside was represented by both current students and Alumni. The Alumni were participating in the Middle School program while the current students participated in the Elementary school section. Students in the Upper elementary section represented countries such as St Lucia, Principality of Andorra, Republic of Iceland and Principality of Liechtenstein. Our Middle School students represented the Principality of Monaco. At the conclusion of the Conference, Jacob K was given the opportunity to read the resolution for his Committee in the General Assembly of the United Nations.

The school is committed to taking students to Montessori Model United Nations events each year. These alternate between the conference in Italy and the conference in New York. In 2020 students will attend the conference in Italy.

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.

REPORTING AREA 5

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Throughout 2019 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 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, Teacher Accreditation,

Summary of conferences, workshops, seminars and training attended in 2019 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	2 Staff 5 Board Members
AIS Annual Briefings	NSW Association of Independent Schools	2 Staff
Professional Support for Experienced Teachers – Standards (2020 Applicants)	NSW Association of Independent Schools	1 staff
NSW Reportable Conduct and Allegations against Employees – Online Module	NSW Association of Independent Schools	All Staff
Montessori Early Childhood Conference	Montessori Australia Foundation	1 Staff
Creating Safer Independent Schools – Session 1 Child Protection Training	NSW Association of Independent Schools	All Staff
Head to Head Principal conference	Hills Montessori School, South Australia	1 Staff
Supporting Teachers Through Accreditation – Experienced Teacher Standards-based Pathway 2020	NSW Association of Independent Schools / NESA	1 staff
AMI 6-12 Montessori Diploma (Semester 2)	Australian Montessori Foundation	1 staff
Meeting in the Middle – Montessori Adolescent Program Conference	Hills Montessori School, South Australia	2 staff
2021+ MEA Process Preparation Webinar	NSW Association of Independent Schools	1 staff
Spell It Out: Explicit Teaching of Spelling K-6	NSW Association of Independent Schools	1 staff
Certificate III in Early Childhood	Online Provider	1 staff



SUBJECT	COURSE PROVIDER/DETAILS	IN ATTENDANCE
Not-for-Profit Guidelines for Non-Government Schools Workshop	NSW Association of Independent Schools	1 Staff
Senior Leaders	NSW Association of Independent Schools	1 Staff
Geometry for Montessori Teachers	Professional Teachers Council	7 Staff
Implementing Digital Technologies in K-2	NSW Association of Independent Schools	1 Staff
Introduction to Montessori Theory	Montessori World Education Institute	1 Staff
The Work of Wool Workshop	Sydney Montessori Training Institute	2 Staff
Macqlit Training	Macquarie University	1 Staff
NSW Enhancing your Child Protection Investigation Skills	NSW Association of Independent Schools	1 Staff
Breakfast Briefing: Human Resources Professionals	NSW Association of Independent Schools	2 Staff
Montessori Football Course	Melbourne Montessori School	3 Staff
CPR Course	Allen's First Aid Training	All Staff
First Aid Course	Allen's First Aid Training	All Staff
Montessori Whole School Refresher	Montessori Australia Foundation Limited	All Staff

TEACHER STANDARDS

Teacher Qualifications

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

Teacher Accreditation

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	0
Provisional	0
Proficient	11
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	11

REPORTING AREA 6 WORKFORCE COMPOSITION

SCHOOL STAFF

Teaching staff 11

Full-time equivalent teaching staff 9.1

Non-teaching staff

Full-time equivalent non-teaching staff 15.4



REPORTING AREA 7

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Overall average attendance – 92 %

K	1	2	3	4	5	6
93%	90%	92%	90%	92%	94%	90%

The attendance rates provided above cover each cohort for the entire school year. While our attendance rates are generally good, it is important to note that given our small cohort sizes, one or two students absent for a prolonged period can significantly impact how these rates appear.

Management of Non - Attendance

At Northside Montessori School the regular attendance at school is considered to be vital in achieving the best possible learning outcomes. The School has developed the Student Attendance Policy and Guidelines which manages recording attendance and the manner in which non-attendance is dealt with.

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:

1. Class teacher or administration staff telephones the parent of an absent child to confirm that the child is absent from school
2. Teachers report to the Principal (or delegate) the names and number of days absent of children with unexplained absences
3. Unexplained absence letters are sent home by the administration staff to parents stating date/s of absence and requesting a written or verbal explanation
4. 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.

Post School destinations

This section is not relevant for our school as we only have primary aged children.

REPORTING AREA 8

ENROLMENT POLICY

It is the policy of Northside Montessori School ("NMS") to have a fair and transparent Enrolment Process capable of attracting enrolments from families that support the Montessori Method in sufficient number for the viable and quality operation of the School. The School provides clear guidelines for the administrative staff in this area and the School Board delegates ultimate responsibility to the Principal for this process.

PURPOSE

At Northside Montessori School the regular attendance at school is considered to be vital in achieving the best possible learning outcomes. The School has developed the Student Attendance Policy and Guidelines which manages recording attendance and the manner in which non-attendance is dealt with.

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

SCOPE

This policy applies to children, families, staff, management and visitors of the Centre / School.

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

- Process 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.

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

MARIA MONTESSORI,
THE ABSORBENT MIND



REPORTING AREA 8

ENROLMENT POLICY

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 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 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 upset 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 preprimary and Kindergarten are to provide proof of immunisation before enrolment by submitting an approved immunisation form that shows that the student is:
 - » fully immunised for their age, or
 - » Has a medical reason to not be vaccinated, or
 - » 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:
 - » Is fully immunised for their age;
 - » Not fully immunised for their age; or
 - » Has a medical reason to not be vaccinated, or
 - » 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.

REPORTING AREA 8

ENROLMENT POLICY

Siblings

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

Priority of Access

All preprimary 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 - Preprimary

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.

"Independence is not a static condition; it is a continuous conquest, and in order to reach not only freedom, but also strength, and the perfecting on one's powers, it is necessary to follow this path of unrelenting toil."

MARIA MONTESSORI,
THE ABSORBENT MIND





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 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 have 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. a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b. obligations under child protection legislation; and
- c. 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 (collectively referred to in this Policy as employees unless the context requires otherwise) 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.

Complete copies of this policy is available from the School Office.

Anti-Bullying Policy

Bullying is anti-social behaviour that can affect anyone. It is unacceptable at Northside Montessori School because every student has the right to a safe, caring and supportive school environment.

The aim of the Policy is to ensure that Northside Montessori School is a supportive and safe environment. Every member of the Northside Montessori Community has the right to feel safe and protected. They also have the right to experience

positive and respectful relationships between all members of the school community. The promotion of this environment is the responsibility of all members of the Northside community. Adults in this community need to be especially aware of their behaviour, as they are the role models for our children. By empowering members of our community, we hope to achieve a safe learning environment that respects and values individual differences.

This policy applies to interactions between:

- Child to child
- Parent to parent
- Parents to child
- Staff member to parent
- Parent to staff member
- Board to parent etc.

Details of the full Policy are available from the School Office

Discipline Policy

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, penalties 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.

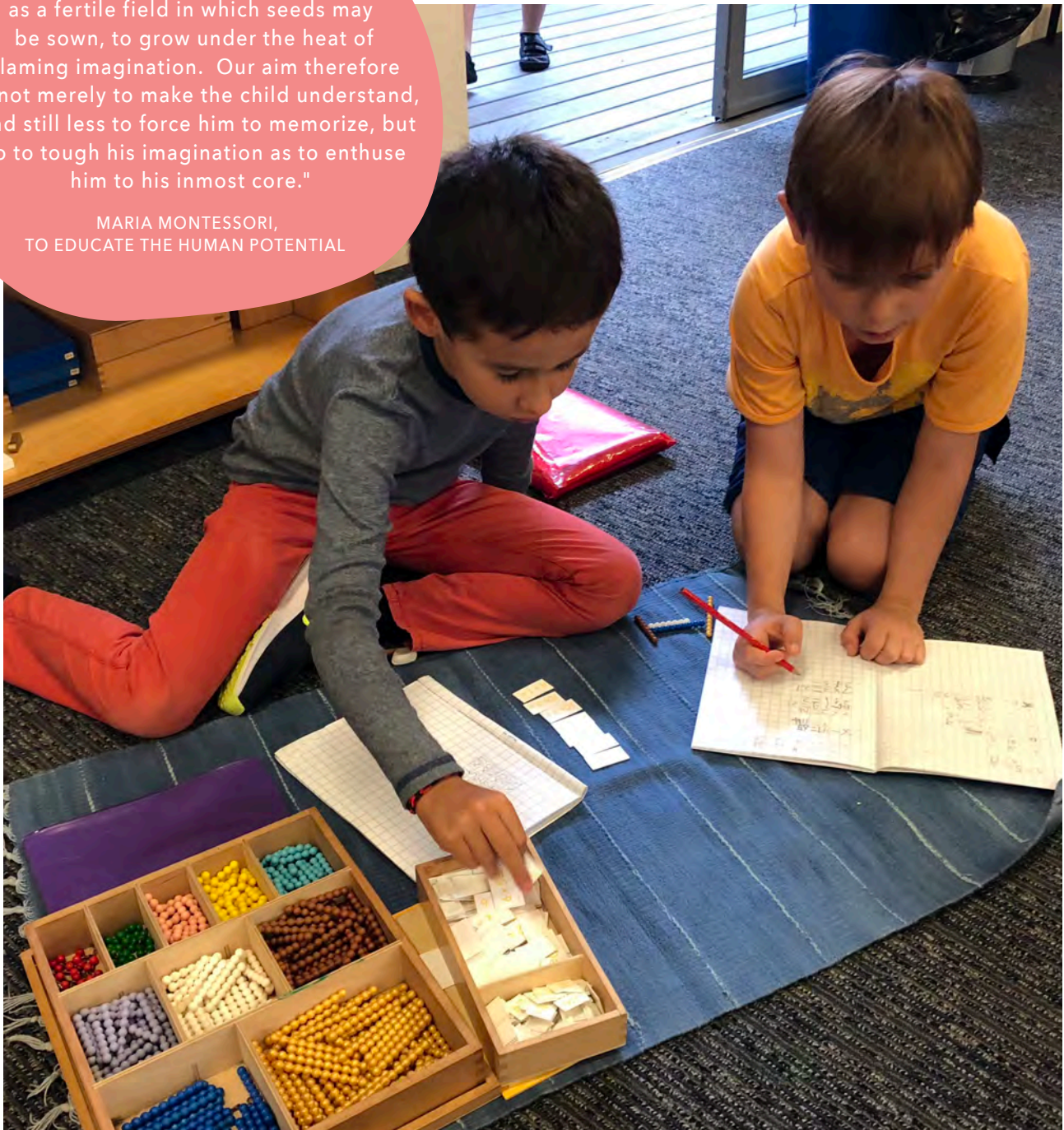
The school places the highest possible emphasis on the full co-operation of the parents during a breach of appropriate behaviour. Full co-operation in seeking solution with the parents, student and school, working together is a basic precept of the supportive triangle, an integral part of the school's Montessori philosophy.

The School prohibits the use of corporal punishment in disciplining students attending the school. Such punishment has no place in the consequences for negative behaviours or breaches of the School's behaviour expectations of children.

Details of the full Policy are available from the School Office

"The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to tough his imagination as to enthuse him to his inmost core."

MARIA MONTESSORI,
TO EDUCATE THE HUMAN POTENTIAL



Complaints Management Policy

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.

Complaints are managed by the Principal under the authority delegated from the Board to investigate and act in the resolution of complaints and other issues as they arise from time to time at the School. The Principal has the requisite experience and

knowledge of the school and of the interpersonal relationships between parents, children and staff to manage the complaints resolution process.

The process for resolution of a complaint put in place by the Board shall be adhered to by all parties to the complaint. The role of the Board in this process is to ensure the Principal has the resources needed to implement this policy and to participate, if required, in the Appeals Process.

Details of the full Policy are available from the School Office

REPORTING AREA 10

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

During 2019 the school continued to look at a range of key areas for specific focus as areas for improvement. Our focus has continued to be around professional development of staff, growing enrolments and development of our campus, and community engagement.

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 and Growth

- Maintain and increase student enrolments across the school.
- Explore and range of other marketing strategies to promote Montessori education and Northside Montessori School.
- Community engagement
- Build engagement with the parent community through events and participation.
- Establish connections with organisation within our local community so that students can engage in service type activities.

Reporting on identified priorities for 2019

There was significant progress in the Priority Areas identified in 2018.

Teaching and Learning

The school underwent NESA Registration in 2019. As part of this process the school had undertaken significant work on ensuring that all educational programs were up to date and aligned with both the Montessori Framework but also reflective of the requirements of NESA.

Governance

2019 concluded with all positions on the School Board filled. It was anticipated that a small number of Board members would be unavailable in 2020, but we anticipated that these vacancies would be filled immediately.

Leadership

The Executive team of Adam Scotney, Deborah Soler, Janene Johnson and Belinda De Santi have worked effectively throughout 2019. This was evident in the progress across a range of Priority areas. Ensuring a stable and effective leadership team is vital to the success and growth of the school.

Professional Development

All staff have been involved in Professional Development across a range of areas related to both NESA accredited PD as well as other school specific training. All staff were involved in Child protection training provided by The Association of Independent Schools NSW, and the Montessori Whole School Refresher Program.

Marketing and Communications

The school has been undertaking a process improved marketing and promotion across a range of media. We have increased our profile on social media and undertook a small amount of work on our website which will be a focus in 2020.

Community

The first full year with the newly establish Parent and Community Group saw a range of events run and well attended by parents. This group has remained healthy with new parents volunteering to become involved at the end of 2019 in preparation for 2020.

REPORTING AREA 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Facilities

During the early part of 2019 the complete refurbishment of the Primary Play area was undertaken with new synthetic grass installed in locations where natural grass was unable to grow. During this project we also installed a new playground space in the Primary play area in a space that was previously overgrown and unused. This initiative was completed by the end of term 1 and has seen a great improvement in the Primary Playground areas.

Towards the second part of the year the school engaged with a builder to begin preliminary works on a project to increase the size of our existing music room to create a school hall. Approval was given by the school Board to fully document this project ready for the Complying Development.

Inherent in the Montessori system of education is peace and the promotion of respect. This focus manifests itself in our classrooms and across the school environment in a number of very tangible ways.

In all the programs that run at Northside, Grace and Courtesy and Respect for the environment are key features. These elements and understandings underpin the manner in which students interact with their teachers, assistants and peers. Encouraged from a very young age, an understanding of these principles can be clearly seen through the behaviour and interactions of students.

Alongside Grace and Courtesy, the students as early as pre-primary are indirectly introduced to the concept of responsibility. Students are free to select their own work from the materials they have been introduced to by the teacher. This free choice however 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.



"An education capable of saving humanity is no small undertaking; it involves the spiritual development of the human, the enhancement of their value as an individual, and the preparation of young people to understand the times in which they live."

MARIA MONTESSORI,
EDUCATION AND PEACE



"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 12

PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

As a small school with a Parent Board, there is a natural inclination to have high parent involvement. This is certainly true for Northside, with a full complement of Board members who are each parents and work in a voluntary capacity. The involvement of these parents, as well as a newly established and active Parent and Community Committee highlights the high level of engagement with parents within the school.

To further promote the involvement of parents across the school, we operate a parent support program which encourages parents to participate across a wide range of activities and events both within the classroom and wider school community.

As a school we regularly seek feed parent feedback through surveys, communication with class parents as well as the parent representatives on the P & C.

Student Satisfaction

The child centred nature of a Montessori School promotes engagement and satisfaction amongst the

student cohort. Students provide a lot of the input into how classes operate and as the children become older, this level of responsibility and engagement increases.

The school continues to operate a Peer Support Program which is run by our older 9-12 classes and provides students with opportunities to develop skills for life, including those to coping with difficult situations, resilience, effective communication, risk taking and conflict resolution. This program also allows the children with the opportunity to voice their opinions and a strong sense of satisfaction and happiness are obvious responses by the children.

Staff Satisfaction

As a Montessori school which has been established for over 40 years, there is a strong connection that exists between the school and the wider Montessori community. Through a focus on authentic Montessori pedagogy, staff who are committed to this methodology feel supported by the community.

Over the past couple of years, a number of staff who had previously left Northside have returned to teach at the school as numbers have grown and classes added. It is wonderful to see staff, who are committed to authentic Montessori education returning to Northside. Throughout 2019 staff retention has been 100%, with staff numbers growing during this period.



REPORTING AREA 13

FINANCIAL SUMMARY

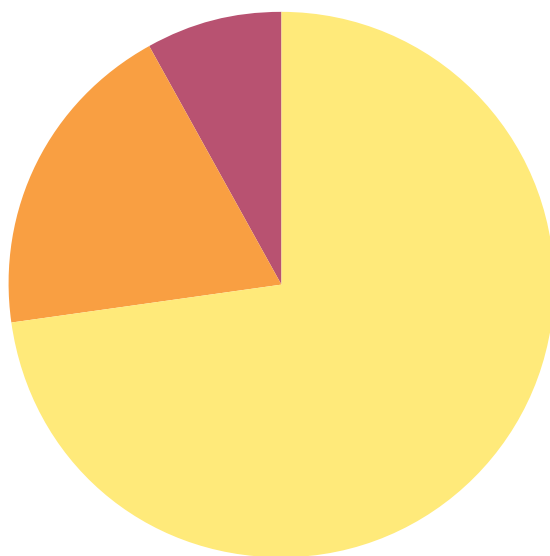
2019 saw strong and growing enrolments at both the school and the long day care.

Funding received for the year, from the Commonwealth Government and State Government, totalled \$1.14 million. Funding for 2020 is expected to remain at similar levels under the government new funding model based on the direct measure of income methodology.

Increases in salary and on-costs were in accordance with the applicable Multi-Enterprise Agreements 2017. Overhead costs remained within budget and overall working capital remained strong.

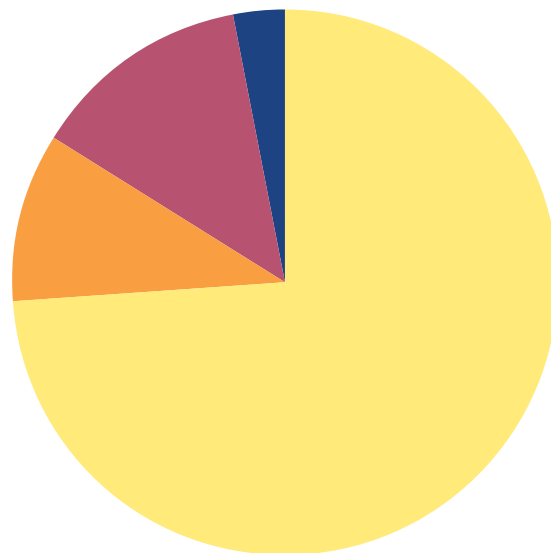
During the course of the year we continued with our capital upgrades, making further improvements to the schools playground; modifications to our class room spaces for our 6 - 9yr cycle students; purchased new classroom furniture for our 6 - 9yr and 9 - 12 cycle students; as well as further investment into our IT infrastructure. We also commenced preliminary planning and documentation for our proposed Hall project in 2020.

Recurrent / Capital Expenditure 2019



- Salaries & Related Expenditure 73%
- Non Salary Expenses 19%
- Capital Expenditure 8%

Recurrent/Capital Income 2019



- Fees & Private Income 74%
- State Recurrent Grants 10%
- Commonwealth Recurrent Grants 13%
- Other Grants 3%





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