



Headland Montessori ELC - Annual Report – 2021

Building 49 – 33 North Head Scenic Dr
Manly, NSW 2095

Phone: 02 90020680

Email: admin@headlandmontessori.com.au

Principal: Margaret Thwaites

Board Chair/Company Director: Yan Wu

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1. Message from Key School Bodies

1.1 Message from the Principal

2021 was a relatively quiet year for Headland Montessori Kindergarten as we only had one student and due to covid she completed several months of schooling at home.

Building on what we had learnt about adapting our teaching and learning to a home-school model in 2020 we supported our student to learn successfully at home with a combination of prepared weekly packs for home learning, zoom sessions with the student and regular communication with the parents by phone. As we already programmed for our children as individuals, we were able to ensure that our student's home learning was tailored to her abilities and needs.

Our Covid Safe Plan was reviewed and updated multiple times during the year in accordance with revised NSW Health requirements and recommendations to ensure the safety and emotional wellbeing of students and teacher.

Most of our community events, such as Mother's Day and Father's Day afternoon teas and the Open Day were cancelled due to covid restrictions but we were able to have our end of year celebrations giving opportunity for our Kindergarten student to participate in singing and dance performance for the parents.

We are most fortunate with our location at North Head within the Sydney Harbour Trust and at the doorstep of the Sydney Foreshores National Park. When excursions and incursions were not possible due to covid we were still able to go for walks in the National Park which provided context and content for the units of work on Places and People, and The Environment. Being in such a spectacular natural environment also had positive effects on mental health for both the student and teachers.

Although onsite parent events were cancelled, we did have several parent education events on Zoom. One of these was about school readiness and an opportunity to hear about our Kindergarten program which allows children to both complete the third year of the Montessori 3-6 program and start their first year of primary schooling. The interest was strong and 5 children were signed up for the program in 2022. Four of these children intend to continue with Montessori education at Farmhouse Montessori Primary School so it was heartening to anticipate a larger group in 2022 and to enable these children to complete the Montessori 3-6 program and be well prepared for the transition to the Montessori 6-9 program.

I would like to thank the teachers involved with the kindergarten program for their ongoing commitment to the education of young children particularly in a year with external challenges posed by the pandemic, and to our student and her family for their adaptability and support throughout the year.

1.2 Message from the Board

2021 was another challenging year for Headland Montessori School. Despite the lockdown and ever changing Covid restrictions, our team has stayed resilient and continued to offer quality education to our children and support our families' needs. We are all delighted that COVID lockdowns and home schooling appears to now be a thing of the past. Indeed, it was a relief for everyone to see the students return back to school in Term 4 last year. It seems that we are now well adapted to a 'living with COVID' model although, of course, we will continue to be vigilant and adaptable.

After over 10 glorious years as Director of Education, Monique Burton went into her retirement this year, it was an emotional farewell as was so loved and respected by everyone at Headland, we will treasure Monique's achievements as one of the key founders of our School. Tamiko De Silva and Margaret Thwaites will assume many of Monique's responsibilities with regards to the curriculum, policies and enrolments.

Again, we have seen genuine support from our communities and the board will continue to work with our Principal to make provisions that improve our school going forward and ensure quality education delivery and financial viability.

2. School Contextual Information

Headland Montessori ELC is beautifully located in the North Head Harbour Trust Sanctuary on the doorstep of the Sydney Harbour National Park.

Established in 2013 we offer Montessori education and care for children aged 6 weeks to 6 years in a long day care setting. The introduction of the Kindergarten program has meant that we can offer the full Montessori program for 0-6 year olds. Kindergarten class runs within the context of the 3-6 classroom and is both the third year of this program and the first year of school. Children completing Kindergarten program can then continue with Montessori education in a 6-9 class or start in Year 1 at the school of choice.

Our location allows us to frequently go for bushwalks and develop an appreciation of our natural environment. We are also in walking distance to Manly and during the year the Kindergarten children planned an outing to the Manly Art Gallery to see and exhibition that included art works by local children.

Why Multi-Age?

One of the main principles of a Montessori preschool classroom consists of children in a mixed age group ranging from 3-6 years old. The Montessori model supports children helping each other and embodies an environment of peaceful peer teaching and learning. The children are responsible for their community and this encourages respect amongst the children. A Montessori trained teacher is taught to follow the individual needs of each child in his/her classroom.

KLA Integrated Learning

Headland Montessori uses an integrated learning approach. This means that the topic area chosen for the term incorporates all the Board of Studies NSW Curriculum Key Learning Areas. Students study each topic in depth and all together.

We have found that this approach stimulates the learning environment and encourages students to develop a natural love for learning. Lessons flow from one-to-another and students receive a comprehensive education on each topic.

Our approach also offers the flexibility to cater for the interests of the children.

The children also participate in an afternoon Spanish immersion and a sport program that offers dancing and Montessori football.

3. Student Outcomes in Standardised Testing: NAPLAN

Since we only run a Kindergarten program we do not participate in the NAPLAN.

4. Professional Learning and Teacher Standards

4.1 Teacher Qualifications and Workforce Composition

The Kindergarten children were a part of a classroom with 23 children aged 3-6. This room was staffed by an Early Childhood Teacher and a Montessori teacher.

4.2 Professional Learning Undertaken

The teachers participated in Child Protection training in our staff meeting at the beginning of the year.

The classroom teacher participated in a 90 hour Montessori course to increase her understanding of applying Montessori principles to the NESA outcomes.

5. Characteristic of Student Body

This year the Kindergarten class consisted of one child who was completing her third year in the Montessori 3-6 classroom. This child had attended Headland Montessori ELC since she was 12 months old so this was the culmination of 5 years of belonging to the Headland Montessori community.

5.1 Student Attendance Rate 2021

The annual Student Attendance Rate was around 83%, not including home schooling days due to covid.

Attendance rates for each school year cannot be published due to small student numbers and confidentiality.

5.2 Management of Non-attendance

A register of daily attendance and absences of individual students is kept.

All parents(s)/ guardian(s) are expected to notify the Teacher of their child's absences with a phone call or email. The Teacher will follow-up any unexplained absences with a phone call or text to the student's parents(s)/ guardian(s). Any unsatisfactory attendance information will be transferred to the student's files.

The School will maintain a roll of daily attendance (taken by the Teacher) that includes the following information for each student:

Daily attendance and absences

Reasons for absences with appropriate documentation

The register of enrolment will be available for a minimum of five years and then archived thereafter for three years. The Roll of Daily Attendance will be retained for seven years after the last entry is made. Student records will be kept for six years after the student has turned 18 years of age.

Application for Exemption of School Attendance

Our School understands that there may be situations where parents(s)/ guardian(s) wish to take their children out of the school environment for more than two days due to medical or extracurricular activities.

Parents(s)/ guardian(s) are requested to discuss the specific circumstances with the Principal and complete an Application for Exemption from Attendance at School Form as soon as possible.

If agreed to, the Principal will accept, sign and file the application in the Attendance File. The Head Teacher will then complete the Certificate for Exemption from Enrolment at School Form, making a copy and giving the original to the parents/guardians. An 'M' (for exemption) will be recorded on the daily attendance register for the child on these days.

A Certificate of Exemption cannot be given for a holiday. Families are encouraged to holiday or travel during school vacations; however, if travel occurs during the school term the following codes will apply:

Absences will be recorded as 'L' (leave) if the Head Teacher accepts the reason for absence.

Absences will be recorded as 'A' (absent) if deemed unjustified by the Head Teacher.

All holidays and travel taken outside school holidays will require a written letter from the child's parent(s)/guardian(s). These will be filed in the School's attendance file.

If the period of absence is in excess of 50 days, the student may be eligible to enrol in Distance Education.

5.3 Enrolment Procedures

Enrolments are processed in order of receipt and careful consideration is given to each applicant based on his or her individual needs and the ongoing needs of the current student body. It is expected that the child will have already completed the first two years of the Montessori 3-6 program. Continued enrolment is also based on these requirements.

Our enrolment procedures are outlined in our Enrolment Policy below:

5.4 Enrolment Policy

It is not assumed that all children finishing the pre-school program will automatically be accepted into the kindergarten year.

Kindergarten places are only available for existing Headland students

- Parent(s)/guardians of the student accepted in the Kindergarten Year will be required to complete a re-enrolment form for the Kindergarten Year.
- The Principal will maintain a register of enrolments electronically:
- the name and contact telephone number of parent(s)/guardian(s)
 - a. date of enrolment and, where appropriate, the date of leaving the school and the student's destination
 - b. for students older than six (6) years, previous school or pre-enrolment situation
 - c. where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student,

6. School Policies

Headland Montessori ELC keeps full copies of all our policies (listed below) on file in the School's Reception and are also available to families via our website. All our policies are updated to meet legislative requirements.

6.1 Overview of Anti-bullying Policy

We believe that every person should be valued equally thus we should care equally for all parties involved in a situation involving bullying. This policy aims to assist in the promotion of a safe school environment by reducing the occurrence of bullying and reconciling the parties involved.

6.2 Overview of Child Protection Policy

This Policy document is provided and made available to staff, including employees, contractors and relevant voluntary workers during their employment or engagement with the School to ensure a clear understanding of their duties and obligations under the key items of child protection legislation in NSW.

This Policy outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees, contractors, the Headland Montessori Board, and relevant voluntary workers, and their relationships with students.

6.3 Overview of Pastoral Care Policy

Individual children have a range of personal and academic needs to be met whilst at Headland Montessori ELC. In meeting these needs the School will develop individual learning programs for each child within the wider school curriculum.

It is recognised that children may have physical or medical problems that may impair their ability to learn and influence their social interactions. All efforts will be made for such children to feel relaxed and confident while at school.

This policy aims to outline the processes used to ensure the welfare and well-being of all children at Headland Montessori ELC.

6.4 Overview of Positive Guidance and Behaviour Management Policy

Our overall objective is to provide a happy, caring and nurturing environment in which all feel valued and trusted, showing respect and concern for one another. Students at Headland Montessori ELC are learning self-control and self-discipline.

Headland Montessori ELC will not tolerate any action that lessens an individual's right to feel safe and will take the necessary actions, as outlined in our policies, to stop such behaviour. Discrimination, Bullying and Harassment are unacceptable behaviours.

6.5 Overview of Grievance and Complaint Policy

This policy provides a step by step process for resolving complaints or grievances, to ensure that they are dealt with in a confidential, timely and appropriate manner. It is our School's aim to ensure all matters are resolved to the satisfaction of the individual and the School community as a whole

7. School Determined Improvement Targets

7.1 - 2021 (current year)

Increased enrolments and community awareness of our Kindergarten Program.

Teacher attend curriculum development workshops.

To resume/extend community engagement activities, such as shared literacy program with Farmhouse Montessori, gardening with the North Head Sanctuary volunteers – we were unable to fulfil this target due to ongoing covid restrictions.

Principal participated in mental health/wellbeing workshops to ensure we are well prepared to support children and their families as the pandemic continues and creates covid related fatigue, stress and grief.

7.2 - 2022 (next year)

To promote awareness of the availability of the Kindergarten program to maintain enrolments in 2023.

To resume/extend community engagement activities, such as shared literacy program with Farmhouse Montessori, gardening with the North Head Sanctuary volunteers as permitted with regards to covid restrictions

To resume excursions into the local community, such as the Manly Art Gallery and further afield in our annual coach excursion as permitted with regards to covid restrictions.

Develop the leadership roles of the Kindergarten children.

To review the Montessori Kindergarten curriculum in line with NESAs revisions to the ES1 KLAs.

Support the completion of Maintenance of Proficient Accreditation process for two of the school's teachers.

Replace the outdoor equipment shed.

8. Initiatives Promoting Respect and Responsibility

The school vegetable garden is regularly maintained by students to help preserve the natural environment and to encourage healthy eating/cooking. The school also uses a compost and worm farm to help teach the children the importance of sustainability.

Students actively recycle (and reuse where possible) their rubbish. This year there will be a focus on reducing the use of plastics in the school, particularly single use plastics.

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Involvement in community events, environmental projects and charitable

Children learn respect and responsibility through the older children teaching the younger children important literacy skills, an important aspect of our mixed age group environment.

Students participate in a range of excursions and sporting activities each term, to a variety of locations, where appropriate behaviours are modelled, expected and taught.

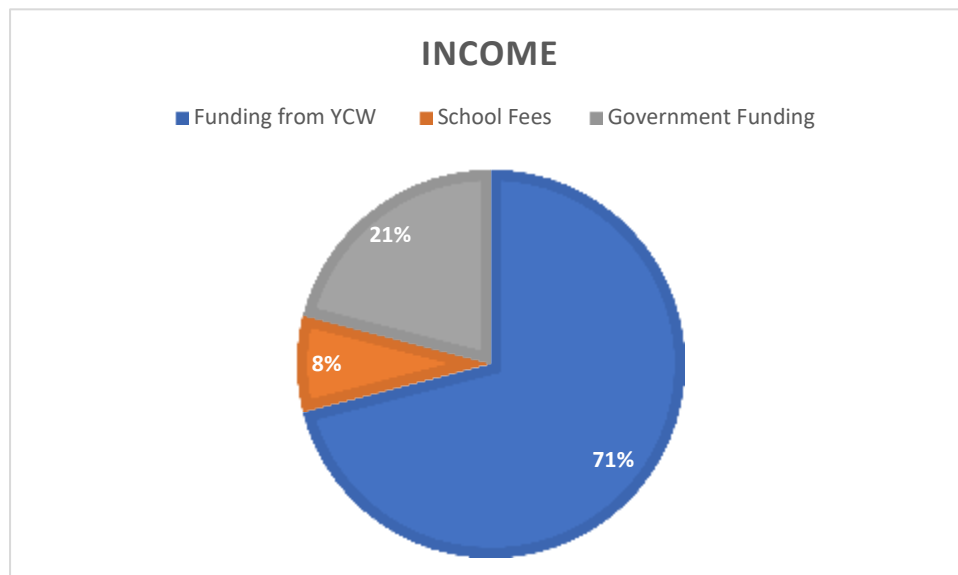
Students participate activities that enhance multi-cultural appreciation.

All students participate in activities that help to maintain a healthy and clean school environment, working together as a team.

9. Parent, Student and Teacher Satisfaction

Overall, we had positive responses from parents, students and teachers. All our parents support the delivery of Montessori Education in the Kindergarten year.

10. Financials



EXPENSES

■ Wages ■ Rent ■ Education Resources ■ Others

