



Headland Montessori ELC - Annual Report – 2022

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

1. Message from Key School Bodies

1.1 Message from the Principal

During 2022 there were 5 students participating in our Kindergarten program. This was a significant increase to the 2021 enrolment of one! The presence of the Kindergarten group in the Bandicoot 3-6 environment was vibrant and the peer teaching opportunities were enriching for all the students.

It was wonderful to be back to full classroom teaching after adapting our teaching and learning to a home-school model during the period of covid restrictions over the past 2 years.

We rejoiced as we resumed our regular community events, such as the Family Bushwalk and Sausage Sizzle, Mother's Day and Father's Day afternoon teas and end of year celebrations giving opportunity for our Kindergarten students to participate in singing and dance performance for the families.

We are most fortunate to be located at North Head within the Sydney Harbour Trust and at the doorstep of the Sydney Foreshores National Park. Bushwalks are a regular activity for the Headland Montessori children. This setting provides a spectacular context for the units of work on Place, and The Environment as well as plenty of opportunities to promote connection to land and the importance of environmentally sustainable practices.

During NAIDOC Week the father of one of the students, who is a descendant of the Awabakal Worimi Nations, spoke with the children about his involvement in promoting Aboriginal perspectives in land management. As part of this presentation

the children were invited to a virtual reality experience to view the country near the NSW and Victorian borders where he works. We are grateful to this parent for broadening our understanding of connection to country, the importance of Aboriginal perspectives in land management as well as how technology can be used to progress these values.

Excursions were also back. In June the Kindergarten students went on an excursion to the Manly Art Gallery to view the Facial Expressions exhibition. The students participated in a range of activities provided by the gallery to bring their attention to differing art styles and to be aware of the potential of art to convey messages. Inspired by their art gallery excursion the Kindergarten children organised a Headland Montessori Art Exhibition displaying artworks from the two Casa 3-6 environments. The artworks were varied and were inspired by their studies of artists such as Albert Namatjira, Emily Kame Kngwarreye, Frida Kahlo, Vincent Van Gogh and Joan Miro. The exhibition was widely appreciated by the families and the money raised was donated to the local Surf Life Saving Club.

In Terms 3 and 4 Zipkids Sport provided an energetic fundamental movement skills program. The students looked forward to the fun and challenges as they developed their athletic abilities. We were all grateful to the coaches for their creative adaptations during the storms and heatwaves of Term 4.

During the fourth term the Kindergarten students participated in transition visits to their 'big schools'. Three of the students are continuing with Montessori education and now attend Farmhouse Montessori Primary School. The other two students are attending local Catholic Schools.

I would like to thank the teachers involved with the Kindergarten program for their ongoing commitment to the education of young children to ensure that everyday their learning is interesting and relevant to build a strong foundation for lifelong learning. I would also like to thank the students for their enthusiasm, perseverance and contributions to their learning experiences of their group.

And finally, thank you to the families for their commitment to Montessori education and their support throughout a wonderful 2022.

Margaret Thwaites

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 an 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 a French language program and a sport program run by Sports Fundamentals twice a week.

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

Throughout the year both teachers participated in Child Protection Training and workshops on Reflective Practices and Special Needs.

5. Characteristic of Student Body

The Kindergarten class consisted of five children who were not only completing their third year in the Montessori 3-6 classroom. Four of the children had previously attended the Headland Montessori ELC and as such these children have known each other since they were infants.

5.1 Student Attendance Rate 2017

The annual Student Attendance Rate for the whole school was around 90%. 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 was kept and recorded digitally.

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 online in our school CRM System using third party software provider Childcarers. 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 - 2022 (current year)

To improve the quality of our communication and advertising of the Kindergarten program making greater use of social media platforms for year 2023 to prospective parents. We will make relevant Kindergarten information available online.

7.2 - 2023 (next year)

To provide at least 3 parent education evenings to promote a greater understanding of the Montessori philosophy and how its implemented within our curriculum.

To increase enrolments and community awareness of our Kindergarten Program. Teacher to attend curriculum development workshops.

Improvement areas

- Building awareness of our program and curriculum with parents.
- Marketing of our Kindergarten program and Montessori Education.
- Maintenance targets – repair of play area shade sails and classroom floors to be sanded.
- Professional development for teacher
- Mental health

8. Initiatives Promoting Respect and Responsibility

Grievance; complaints, and anti-bullying policies are read and adhered to by all members of the School board and staff. All parents are encouraged to read the policies and it is readily available through our Childcares CRM system.

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 and are involved in activities that promote saving water and using minimal electricity.

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.

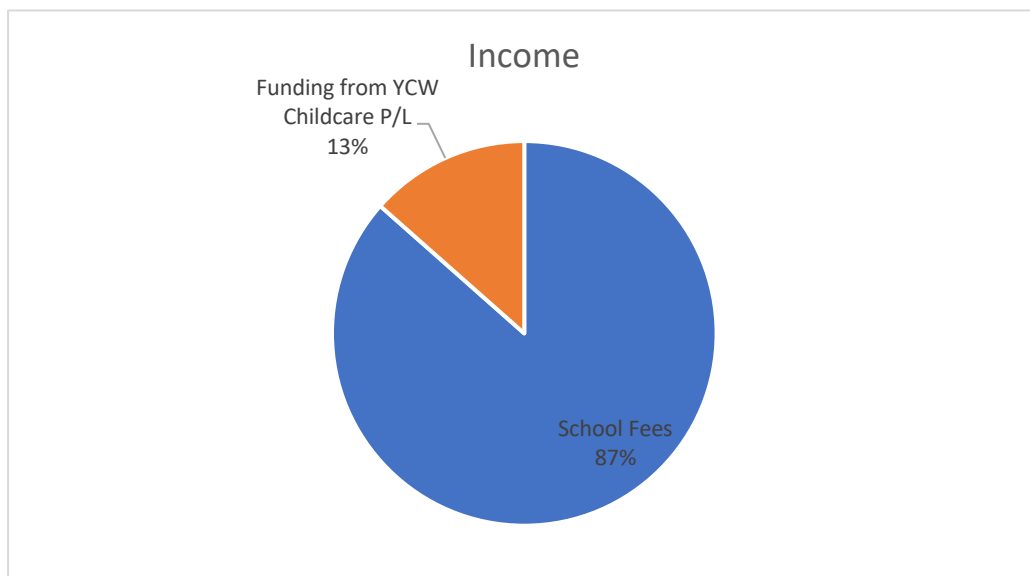
Students participate activities that enhance multi-cultural appreciation.

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. Financial Information



Expenses

