



Headland Montessori ELC - Annual Report – 2023

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Principal: Margaret Thwaites

Board Chair/Company Director: Yan Wu

[1. Message from the Principal](#)

2023 was a very quiet year for Headland Montessori Kindergarten as we didn't have any students. Fortunately, there are 4 children enrolled for 2024 so we look forward to resuming the kindergarten program next year.

Although we didn't have any students our teacher, Monica, made good use of the extra time. She had recently completed her 3-6 Montessori Diploma so she applied her Montessori knowledge to review and map the Early Stage1 outcomes with those of the Montessori curriculum. Monica also participated in some NESA training to both enrich her understanding of and keep up-to-date with syllabus changes.

A new Early Childhood Teacher also joined the team and will be involved with some team teaching with Monica next year.

Both teachers are feeling well prepared for the next group of students.

[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 in 2016 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.

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 NESAs 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.

[3. Student Outcomes in Standardized 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](#)

When operating, the Kindergarten group is 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 training regarding the Early Stage 1 syllabus.

[5. Characteristic of Student Body](#)

When operating the children in the Kindergarten program are simultaneously completing the NESAs Early Stage 1 outcomes and their third year in the Montessori 3-6 classroom. Often the children have known each other since they were infants as they have been a part of our early childhood education and care program.

[5.1 Student Attendance Rate 2023](#)

Not applicable

[5.2 Management of Non-attendance](#)

When operating a register of daily attendance and absences of individual students was kept and recorded manually. The attendance register is kept in the Principals office at the conclusion of the academic year.

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

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) are available on our website www.Headlandmontessori.com.au. 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 behavior 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 School. In meeting these needs the School will develop individual learning programs for each child within the wider school curriculum.

It is recognized 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 School.

[6.4 Overview of Positive Guidance and Behavior 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 School are learning self-control and self-discipline.

Headland Montessori School 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 behavior. Discrimination, Bullying and Harassment are unacceptable behaviors

[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](#)

[2023 \(current year\)](#)

To secure enrolments for the continuation of the Headland Montessori Kindergarten program in 2024.

[7.2](#)

[2024 \(next year\)](#)

To participate in the Genuine Montessori Pathway program to improve genuine Montessori practices in line with Early Stage 1.

To promote the Kindergarten program more broadly to guarantee ongoing enrolments and the continuity of the program.

For the teacher to participate in professional development to support children with learning difficulties and their families.

Improvement areas

- 'Renovation' of the playground and replace the outdoor classroom shed.
- Purchase of a new set of readers.
- Explore the possibility of a language immersion program.

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. Headland Montessori School 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 (www.headlandmontessori.com.au)

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 behaviors are modelled, expected and taught.

Students participate in 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 and students who attended in 2022 that all the students settled into their new schools happily well equipped by their year in the Headland Montessori Kindergaren.

10. Financial Information

Not applicable due to no enrolments in 2023.