ANNUAL REPORT 2014
MONTESSORI EAST

In a world of infinite possibility we create a thoughtfully prepared environment to nurture a child’s natural love of learning

Montessori East 2014

Montessori East
(Eastern Suburbs Montessori Association)
8 Wellington Street, Bondi NSW
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INTRODUCTION

Montessori East is a non-denominational and co-educational Montessori school catering for children aged from 3 to 12 years, which follows the educational methods and principles developed by Dr Maria Montessori (1870-1952).

The school is an approved Centre-based preschool and registered primary school. The preschool is currently provisionally accredited under the NSW Department of Education and Community, the regulatory authority for ACECQA, and our registration for school age children is under the NSW Board of Studies. The school is a registered school under the Montessori Quality Assurance Program (MQAP) and a member of the Montessori Australia Foundation and the Association of Independent Schools.

Montessori East is a registered non–government school.

In accordance with the Registered and Accredited Individual Non-Government Schools (NSW) Manual, this annual report contains a summary of the following documentation on Montessori East:

- A message from key school bodies
- Information about the school
- School performance in national and statewide tests and examinations
- Professional learning and teacher standards
- Workforce composition
- Student attendance
- Post-school destinations
- Enrolment policies and profiles
- School policies
- School determined improvement targets
- Initiatives promoting respect and responsibility
- Parent, student and teacher satisfaction
- Summary financial information
MESSAGES FROM KEY SCHOOL BODIES

REPORTING AREA ONE

Report from principal

The past year, 2014, has been a clear example of consolidation as our school experienced a period of stability and maturation. This is largely owed to the incredible teaching staff, which continues to show tremendous dedication and commitment to the school. Complementing this is our parent body who regularly rise to assist when needed and often express appreciation for the education their children are receiving. The teachers, assistants, administrative staff and families form the community, and their commitment has strengthened the school greatly over this past year.

Our Staff

Our teachers, who provide the strength in the education we provide, have become strong advocates of the school and dedicated educators to the students of Montessori East. Teachers participate regularly in professional development opportunities, contributing to the curriculum development, and stepping up to see new activities and programs established. The highlight of the year was our staff retreat – held over 3 days and covering such topics as environmental education, indigenous studies, communication skills, and discussions on observation and imagination.

Teacher Training

Two of our classroom assistants, Sharon Tan and Amy Goldman, have enrolled in the AMI Teacher Training course, which will eventually provide them with qualifications to lead a Montessori primary classroom. Both assistants already have their university teaching qualifications. We are looking forward to their completion of this course in 2016 and eventually taking their own classes as our school continues to grow.

Sport

Classroom assistant, Phil Macken, has taken on the sports program with such expertise, drawing our students in the primary to enjoy their weekly sports program.

Our Programs and Classrooms

We continue to offer more to the students at Montessori East. Here are a few examples of what we offered in 2014:

Journey of Service

This year’s Journey of Service took our 7 eldest students on an excursion to Armidale where they assisted a small Montessori preschool with their outdoor environment as well as their new under 3’s program. The community appreciated their help in the outdoor area and classrooms, but especially enjoyed learning more about Montessori from these students at a special parent
education evening conducted by the students. In addition to the work at the Montessori school they also assisted in an animal rescue program feeding kangaroos injured from vehicles.

**Nutritious cooking with Brenda Janschek**
One of our successful after school clubs run by Brenda Janschek resulted in changes in the way classrooms approach cooking and nutrition. She met with staff and worked with our canteen cook to assist with selecting the best ingredients and make the food we share at school healthy and delicious.

**Classroom upgrades**
The furniture in Wobbegong (Cycle 3) was upgraded, complimented by some new area rugs and a lovely new painting created by students with the assistance of an indigenous artist. Our Cycle 1 classrooms received a fresh coat of paint, new kitchen areas and some new shelving.

**Our Community**
The school is much more than an education institution. Services to the community draw together all the key stakeholders into a common objective. We are proud of our achievements in creating a strong community where parents can feel active, involved, and included. Here are some examples:

**Parent Ed program**
This year we prepared a schedule of parent education topics for parents to look through and then choose at least 3 sessions during the year. Parent education was offered on an average once every two weeks.

**Breakfasts with Bill**
Again this year we held breakfasts for invited parents to have a more intimate conversation with the principal. We held approximately 2 events each term.

**Grandparent’s Club**
Grandparents have been invited into the new Grandparent’s Club, which will create a resource database to draw grandparents in to work with the children, share their expertise, and be active participants in our community.

**Loss of Claire**
Our community faced a very difficult challenge as we learned of the death of one of our very active parents, Claire du Plessis. The outpouring of support from the school assisted Lani and Keili, her daughters, and their father Paul in coping with this tremendous loss. The effects of this tragedy have impacted our school in many ways, most notably drawing together so many families and students to give appropriate love and care to each other.

**Open Mornings**
Parent observations in the classroom have long been the means for parents to know what happens in the Montessori classrooms. This year we made a change in the way this is done and introduced Open Mornings, where parents are invited by their child to spend some time shadowing them during their morning work cycle. This has been well-received by parents who have expressed support for this experience over the previous practice of observations.
New database
The school installed a new database system to manage our student and family information. The system has potential to link parents into the school more easily and we are slowly rolling out its services.

Our wider community
Stretching beyond the confines of Montessori East, we continue to work to receive greater understanding and presence in the wider world. Here’s how we are doing this:

MQAP registered
We are pleased to have successfully been recognized by the Montessori Quality Assurance Program as a registered school practicing quality Montessori. This recognition is displayed on the school listings page of the Montessori Australia Foundation website.

Marketing survey, focus groups
This year we took on the challenge to reflect closely on our marketing approaches and to try and better define who we are. The process, led by Kathryn Wyer, included a parent survey, focus groups, consultations, and most recently the engagement of a marketing consultant. We hope to draw all of the information we have received into a concise message which will help our own community and the wider community to understand better our education service.

Sustainability project participation (Waverley Council)
Raji and I participated in a 2 day program developed by Waverley Council to determine ways in which the council area could support sustainable practices through the area schools. We learned a lot about how we can continue to expand our sustainable practices at Montessori East.

0-3 program
There is a popular program for children under the age of 3 offered by ME. Parents participate with their child and learn how to incorporate Montessori principles into their practices at home. The program runs 3 days a week in the church hall and has been well-received by families who are lucky enough to get in. Over 60 families are involved in this program.

In conclusion, I would like to emphasise how we will continue our commitment to develop and provide an outstanding education all our students. The task ahead is great, but the firm foundation we are building on will assure us that a stronger future lies ahead.

I would like to thank the ESMA School Council for being the guiding body for our school, supportive in our quest, and willing to explore new ideas. The council is comprised of a dedicated group of volunteers who come together every month to learn, guide, and explore ways to take Montessori East from strength to strength. I am especially grateful to the two presidents I worked closely with in 2014, Rose Trevelyan and Simon Johnston; each of whom took this supportive leadership role seriously. They have made my job so much more manageable! I look forward to another year working with the Council as we embrace two new strategic projects of expansion.

Bill Conway
Principal
Montessori East
Report from the President

I'm pleased to say that Montessori East is in great shape. We are financially secure, have a high performing, stable management and teaching staff, and a bright and exciting future.

The Council's role is to oversee the management of the school and provide strategic direction. One of our main challenges, maybe THE main challenge, is to improve the retention of students from Cycle One to Cycle Three. We're a small enough school that any student leaving has an impact. We work with the school to understand the reasons that students leave and put in place strategies to address those reasons. A parallel strategy is to grow the school so that the impact of students leaving is lessened - there will always be movement, after all.

Here's some areas we've been working with the school on, some of which Bill has expanded on in his Principal's Report for 2014:

- Expanding the physical size of the school so that the larger number of Cycle One students translates to more Cycle Two and Three students. This requires securing an extended lease (negotiations have been concluded in principle) and an exciting design and construction of new space over the current carpark. A Master Plan has already been developed and expressions of interest sought from architects for the design phase. The challenge will be to deliver a functional and attractive building with minimal disruption to the day to day activities of the school.

- Continuing the 'Nido' program to give new parents exposure to the Montessori approach when their children are very young. As parents attend the Nido sessions with their children, it gives them an opportunity to see it in action - something that is harder to do when children start in Cycle One. The new building will allow the Nido program to be run in the school, which will give those parents a chance to see what happens next.

- Improving the 'marketing' and message of the school to help current and future families understand what Montessori East is all about. The parent survey conducted last year provided a baseline and work is being done to better articulate the school's strengths and philosophy. You will start to see the results of that work - on our website, in the media, in school communications.

- Investigating the feasibility of establishing a Montessori High School in inner Sydney, to provide more options for parents of children graduating from Montessori East and other Montessori schools looking for a real alternative to the existing public and private school options. This is an exciting long-term project being undertaken with the Inner Sydney Montessori School.

- Greater involvement of alumni and extended family in the Montessori East community. Alumni functions in the last year have been hugely successful and we are looking at ways to bring existing parents together with alumni parents to demonstrate the way in
which a grounding in a Montessori primary education leads to contentment and success in later education. The graduate evenings are always a highlight of the school calendar, where recent Montessori graduates explain the way they handle the challenge of high school and beyond. The Montessori East Foundation continues to raise funds for the school and build a support base beyond the immediate school families.

- Improving conditions for teaching and other staff, to ensure that our teachers know how much we value the work they do with our children, and to ensure that they remain at the top of their game through professional development.

- Working with the Montessori Australia Foundation to look at quality assurance and teacher training opportunities. There are many pre-schools using the term 'Montessori' to describe their style, but a great deal of variety in the way that style is applied. Improving parent confidence in the quality of teaching will improve retention of students and improve understanding of what a Montessori approach really means. Montessori East is a role model for other Montessori schools and we want to build on that reputation.

Council work is very satisfying. We get to see firsthand the tremendous effort put into the school by the dedicated staff, very ably led by Bill Conway. Bill’s calm demeanour and empathic style are a major reason for the success of the school, and I greatly appreciate his leadership. I echo Bill’s consistent praise and support for the teachers and staff, we are lucky to have them.

I would also like to thank my fellow Council members - James Purvis, Rose Trevelyan, Nicolas Mialaret, Amy Adamson, Dan Birch, and Hector Abbott - who have patiently attended and actively participated in what can often be long meetings. A special thanks to Leon Cohen, the school’s business manager, and Nick Tobias, representing the Montessori East Foundation, who are always in attendance. This year we say farewell to Rose Trevelyan and Hector Abbott, who have been long-term stabilising presences on the Council. We will miss them, but know that there are always new and enthusiastic members of the school community ready and willing to step up. I’d like to especially thank Rose, who provided me with an extensive handover and has always been a source of calm and authoritative advice.

On behalf of the Council, I thank you - the families - for your continued support of the school. Montessori East is strong because we are a community, and we each have a role to play in securing its future.

Sincerely,

Simon Johnston
President ESMA Council
Montessori East is a non-denominational and co-educational Montessori primary and preschool for children aged 3–12 years, which follows the educational methods and principles developed by Dr Maria Montessori. The school is registered with the NSW Board of Studies and approved as a centre-based preschool. Montessori East is a member of the Montessori Australia Foundation and the NSW Association of Independent Schools.

Montessori East is an independent school and primarily funded through student fees and the support of the parent body and community.

Montessori Education

The Montessori approach to education is based on the work of the inspirational educator, Dr Maria Montessori, who developed and fine-tuned an approach to education that puts the child in the forefront of their learning process. The method nurtures a life-long love of learning while following the child’s natural development and interests.

History

Founded in 1978 originally as a pre-school, Montessori East has grown over time to where it now offers a Montessori education to over 120 children in ages ranging from 3 to 12 years old. Since 2001, Montessori East has been located in Wellington Street, Bondi.

Our Goal

At Montessori East, our goal is to prepare each child with the skills and attitudes they need to become life-long learners as they reach their individual potential. Our school is committed to providing a supportive environment where children are able to continue the natural process of their growth and development.

Our Principal and Teachers

Our principal, Bill Conway, has spent the past 30 years in education as a teacher and principal. His background has included experience in a vast array of education environments around the world. In seeking a better alternative to the way society educates children, he was drawn to Montessori and is committed to the philosophy.

Each classroom has at least one AMI (Association Montessori Internationale) trained teacher who also holds a university degree in education. Our teachers represent a wide range of cultural, educational, and experiential backgrounds, providing the students with a rich environment in which to learn.
Our Students
Students are drawn from a wide range of cultural backgrounds, with 8% living in homes where English is not the primary language. Most live in the Eastern Suburbs of Sydney. Financial assistance is provided to a small number of families through our Scholarship Fund and Fee Assistance programs. Six students are identified with a “disability” and receive special assistance to access our learning program.

ADDING VALUE TO THE PROGRAM
The Montessori program inherently includes many ‘value-added’ features in its holistic view of the child’s development. The basic academic program is met through a child’s interaction with a carefully prepared environment. Within this environment children choose their activities and are encouraged to follow their individual interests. When a child shows a particular interest in a topic area, such as insects, the environment and the teachers encourage a full exploration, which stimulates excitement and thirst for knowledge beyond any limits of a standard curriculum. This could include a special presentation, projects, or even visits to a museum or study field in a natural environment. It is in this way value is added to their program on a daily basis.

Additionally, the school organized programs in 2014 to further enhance the child’s learning and experience at Montessori East. Among those programs are:

Sports programs:
Our preschool children experience a weekly sports program delivered by a trained teacher from Playball.
Primary children receive weekly sports in a program that varies through the year to offer blocks of activities delivered by specialist teachers. These activities include gymnastics, athletics, team sports, ball skills, aerobic exercise, swimming lessons, surfing lessons and yoga.

Music: A small school band ensemble and vocal groups have been organized for students. They perform from time to time at school events. Unfortunately our band director has left the school, but a new program is being set up at the school in 2015.

Supporting needy causes: The school regularly supports charities and we have participated in a number of programs in 2014. These have included support for World Vision, Anglicare Women’s Refuge, and various programs serving the needy through the Our Big Kitchen projects.
Our students participated in a program called Kids Giving Back, focusing on understanding what it’s like to be different, disadvantaged, or disabled. They did role plays and discussions, culminating in a service project at an aged care facility in the local area. They cooked scones at Our Big Kitchen, then took them to the facility to share with the residents – enjoying a morning tea of good conversation and music.
Service projects have become a part of our final year students with the Journey of Service launched in 2013. This program involves students participating in a project outside the local area. The service project in 2014 assisted a small preschool in Armidale, helping them plant a new garden and assisting the children in the Montessori environment. Our students also presented a parent education session to the preschool parents, and assisted a wildlife refuge program outside Armidale. The 2015 graduates were busy planning their own Journey of Service where they work in an orphanage and school in Thailand.
**Co-op:** A vegetable co-op runs fortnightly to provide students and parents with fresh organic fruit and vegetables. Students assist with preparing boxes for parents who wish to purchase.

**Under 3’s:** Last year we started a program for children under the age of 3. The Under 3’s come with their parents on Wednesday, Thursday or Friday each week. Their sessions are led by a Montessori trained teacher who guides the children and parent on ways in which they can assist the child towards learning and independence. Students from our Cycle 3 class assist in this program.

**After School Programs:** The After School Clubs and After School Care programs continue to provide an important service to the community.
OUR ETHOS IN REGARDS TO –

The Child
- We aim to nurture in each child:
  - a natural love of learning
  - intellectual, emotional, social and spiritual development as whole human beings.
- We cater to children’s individual needs.
- We support children’s education for life.
- We place children in the unique position of making choices and taking responsibility for their own learning.

The Adult
- We believe that the adult (staff and parent) recognises and respects the dignity of the child.
  - Our task is to:
    - respect the child’s individuality
    - inspire and guide the child to realise their potential
    - observe and guide the child according to the sensitive periods of development
    - be positive in our communication
    - be flexible and responsive to the needs of the child
    - be open to learning by taking part in ongoing personal and professional development
    - embrace the humility Maria Montessori felt towards the child.

The Environment
- We believe that learning:
  - is a joyous and spontaneous experience that happens within the child
  - allows the child to follow his natural pace and rhythm
  - occurs within an ordered environment, allowing the child to exercise freedom with responsibility
  - provides a concrete foundation leading towards abstraction.
- We believe that the environment, which is prepared and organised according to Montessori ideals:
  - inspires wonder and admiration for the world in which we live
  - is a microcosm of society, where children learn to work together.
- We believe that the curriculum must:
  - reflect our commitment to Montessori philosophy
  - integrate the NSW Board of Studies Syllabus
  - be presented over three year cycles
  - prepare the children for schooling and life after Montessori East.
- We believe that the Montessori Materials and activities:
  - help develop and foster concentration
  - allow children to discover concepts independently
  - have a sequence and order and build on a child’s previous knowledge
  - are tailored to the individual rather than the class.
SCHOOL PERFORMANCE IN
STATEWIDE/NATIONAL TESTS AND
EXAMINATIONS

REPORTING AREA THREE

Being a Primary school, Montessori East participated in the NAPLAN test. Due to the limited numbers of students enrolled, our NAPLAN results are not always indicative of general basic skill performance as a group, however we have included a cumulative result covering the years 2010-2014.

NAPLAN Results
In May 2014 the following number of students sat these tests:

<table>
<thead>
<tr>
<th>Nation- wide examination</th>
<th>Number of students who undertook examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN – Year 3</td>
<td>7</td>
</tr>
<tr>
<td>NAPLAN – Year 5</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments on NAPLAN Results
- Spelling results in Year 3 have trended upwards since 2010. Year 5 results are patchy and vary widely year to year. We continue to monitor this area as it has been a consistent weakness in our school.
- Reading results, especially in Year 5, are consistently strong and show a performance significantly better than other schools.

All students in Year 3 and Year 5 are meeting the National Benchmarks.

NAPLAN results are available on the My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

The following graphs summarise the overall performance of students sitting the NAPLAN between 2010 and 2014. The school’s results are compared against State results (NSW) and all Independent Schools (NSW), as well as other Montessori schools.
**NAPLAN RESULTS 2010-2014**

**Additional comments:**
Consistently strong indicators in Reading are encouraging and confirm the general approaches we use in providing students with reading confidence. Our results in other language areas are mixed, with strengths in the Grammar and Punctuation area, and weakness in Spelling. We are monitoring closely the growth of skills between Year 3 and Year 5.
PROFESSIONAL LEARNING AND TEACHER STANDARDS

REPORTING AREA FIVE

Professional Learning:
Professional development for staff is an important part of the School program. Staff attended the following workshops and seminars in 2014:

<table>
<thead>
<tr>
<th>Description of the Professional Learning Activity</th>
<th>No of Staff participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal history and connection to land</td>
<td>all</td>
</tr>
<tr>
<td>Putting theory into practice: Observation, Imagination and the Role of the Teacher</td>
<td>all</td>
</tr>
<tr>
<td>Communication (NVC)</td>
<td>all</td>
</tr>
<tr>
<td>Music workshop</td>
<td>5</td>
</tr>
<tr>
<td>Growing Teachers, Transforming Schools</td>
<td>1</td>
</tr>
<tr>
<td>Learning support (SPELD)</td>
<td>1</td>
</tr>
<tr>
<td>Montessori AMI Refresher course</td>
<td>11</td>
</tr>
<tr>
<td>Motivating and managing students with Particular needs</td>
<td>1</td>
</tr>
<tr>
<td>Working with families</td>
<td>1</td>
</tr>
<tr>
<td>MultiLit</td>
<td>1</td>
</tr>
<tr>
<td>Engaging Children with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Torres Strait Montessori Summit</td>
<td>2</td>
</tr>
<tr>
<td>Heads of School Forum</td>
<td>1</td>
</tr>
<tr>
<td>Cert III in Children’s Services</td>
<td>2</td>
</tr>
</tbody>
</table>

In March the entire staff enjoyed a 3 day retreat in the Blue Mountains. The focus of this retreat was to have an in-depth focus and experience on the connection the child naturally makes between the world of nature and the development of self. We studied writings related to this subject and heard from naturalists and indigenous members of the community.

Two assistants enrolled in the two year Montessori teacher training course, which is being held adjacent to the school. The school is supporting this training to assure the staffing needs in the future are looked after.

Teacher Standards:
As at December 2014, Montessori East employed 9 teachers who are responsible for delivering the curriculum. There are additional teachers serving as assistants who also hold qualifications, but are not included in this total.
The following table provides a breakdown of the qualifications and experience of Montessori East teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Level of qualification</th>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines</td>
<td>9</td>
</tr>
<tr>
<td>b. Have qualifications as a graduate from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines but lack formal teacher education qualifications</td>
<td>0</td>
</tr>
<tr>
<td>c. Do not have qualifications as described in a) or b) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0</td>
</tr>
<tr>
<td>d. No qualifications or teaching experience</td>
<td>0</td>
</tr>
</tbody>
</table>

Montessori qualifications:
All teachers hold the internationally-recognised Association Montessori Internationale (AMI) teaching qualifications in addition to their mainstream university qualifications. Two assistant teachers also hold this dual qualification.
WORKFORCE

REPORTING AREA SIX

The teaching staff at Montessori East is comprised of well-qualified Montessori teachers. In the Montessori classroom teachers and assistants work together to guide the children’s learning. Our assistants who have the Montessori teacher training provide lesson presentations and work closely with the teachers assisting in delivering the curriculum.

Our academic staff of 17 teachers and assistant teachers are comprised of individuals from a wide range of educational and cultural backgrounds, including 12 cultural groups. There are no Indigenous teachers currently employed.

STUDENT ATTENDANCE

REPORTING AREA SEVEN

<table>
<thead>
<tr>
<th>Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.7</td>
</tr>
</tbody>
</table>

On average our school-age students attended school 93.2% of the school days in 2014.

Non-Attendance procedures:
Montessori East adheres to the requirements for recording attendance data as set by the NSW Minister of Education and ACARA’s National Standards for Student Attendance Data Reporting.

The school monitors student attendance and absences daily. Unexplained absences are followed up in an appropriate manner with the parent or guardian within 3 days of the absence commencing. Unsatisfactory school attendance occurs when a child’s academic progress is severely compromised by the child’s non-attendance. In these circumstances, the parents are notified and procedures followed which include advising the NSW Department of Education. Attendance information, including notifications to parents, are part of a student’s file.

(REPORTING AREA EIGHT – POST SCHOOL DESTINATIONS (SECONDARY):)
ENROLMENT POLICIES AND PROFILES

REPORTING AREA NINE

9.1 ENROLMENT POLICY AND PROCESS
Montessori East School offers a three-year Pre-Primary Montessori programme commencing at age 3 years. The Pre-Primary programme (including Year K) progresses towards the Primary programme which is divided into 6-9 year and 9-12 year age group classes. Commencement at the Primary level at age 6 years is similar to commencement in Year 1 of a mainstream school.

Montessori East is a non-denominational and co-educational school.

The school Enrolment Officer processes all enrolments in consultation with the Principal. Applications are processed in order of receipt, with the exception of current siblings and transfers from other Montessori schools. Further considerations are given to the applicant’s support for the ethos of the school, the applicant’s desire to enrol in both pre-primary and primary, participation in our Nido and Parent Toddler Programme, and other criteria such as the sex and age balance of the classrooms, alumni families, and children with additional needs. Children with additional needs are considered on an individual basis keeping in mind the standards of the Disability Standards for Education Act 2005.

The process of enrolment is outlined in Appendix 1 and a full Enrolment Policy is contained within the school’s Policy Manual.

Once enrolled students and parents are expected to support the school’s ethos, comply with the school rules and pay fees regularly to remain enrolled. A copy of the Policy Manual is available by contacting the school. Montessori East regularly reviews its policies.

9.2 ENROLMENT PROFILE

9.2.1 Enrolment movements
Retention of students is a unique challenge in our school. While we are not short of applications and enquiries, our teaching methodology requires students to have a solid preparation which ideally starts from at least the age of 3. Students in the primary school rely on their independent choice-making skills and self-motivating work engagement to successfully learn with the Montessori methodology. New students cannot easily join the program after the age of 3 unless they have demonstrated the skills in their previous school, or have the potential to acquire the skills quickly. It is for this reason we enroll a very limited number of students older than 3.

Overall retention of students between Cycle 1 and Cycle 2 has improved significantly, however we still experienced a moderate loss of students between Cycle 2 and 3. The trends continue to improve and it is likely the Cycle 3 class will grow in numbers from next year onwards.

A survey of our graduating students assures us that we are meeting the primary goals both academically as well as socio-emotionally. There is a high level of satisfaction expressed by parents with the education their children received.
Our 2014 graduating class of 7 students moved on to the following secondary schools: Rose Bay Secondary College, St Claire’s College, Malabar Sports High School, Forestville Montessori High School, SCEGGS Darlinghurst (2), and Emanuel College.
SCHOOL POLICIES

REPORTING AREA 10
At Montessori East, the aim is to nurture in children their natural love of learning and their desire to develop intellectually, emotionally, socially and spiritually. The school is committed to providing a nurturing and supportive environment where children are able to continue the natural process of their growth and development.

10.1 POLICIES FOR STUDENT WELFARE:
To protect the welfare of the students, Montessori East has developed a series of comprehensive policies in relation to:
- Student Welfare
- Child Protection
- Health and Safety

Policies are reviewed regularly and updated as required. The following updates/changes have been made to policies in 2013:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privacy Policy</td>
<td>To reflect new amendments to the Privacy Act 1988 that came into effect on 12/3/14</td>
</tr>
<tr>
<td>Staff Code of Conduct</td>
<td>Included in Staff handbook and to be signed by each staff member</td>
</tr>
<tr>
<td>Acceptable Use of Technology</td>
<td>Updated definitions of technology and effect on 3rd parties</td>
</tr>
<tr>
<td>Lock Down Procedure</td>
<td>Defined procedures more clearly</td>
</tr>
<tr>
<td>Going Out Policy</td>
<td>Clarification on chaperone responsibilities</td>
</tr>
<tr>
<td>Enrolment Policy</td>
<td>Clarification on enrolling children (transfers) from non-Montessori schools</td>
</tr>
<tr>
<td>Sponsorship Policy</td>
<td>Policy updated for staff being sponsored for teacher training</td>
</tr>
</tbody>
</table>

10.2 POLICIES FOR STUDENT DISCIPLINE:
Montessori East’s goal is to foster the development of self-discipline in students. This is achieved through the Montessori philosophy and pedagogy, which includes the prepared environment, Montessori trained teachers and practicing an education practice supporting grace, courtesy and peace. Guidance on good behavior is given to students by teachers and peers. Lessons are regularly given to establish an understanding of the virtues which form the foundation of a harmonious community. Peer group activities also provide a practical application of self-discipline within group settings, a feature of our school that has seen very positive results and few behavior issues. Students gain skills in self-discipline and conflict resolution. The three-year mixed age range in each class provides the opportunity for the older
child to display leadership by setting good behaviour models which in turn encourages younger children to emulate the more mature behaviour of the older student.

The Discipline Policy is included in the Appendix and is made available to parents each year through our Parent Handbook as well as on the website.

10.3 Policies for Complaints and Grievances Resolution
The school’s current Complaints and Grievances policy, which is contained in the school’s Policy Manual, provides set procedures for all community members to follow in the case of a grievance or complaint. The Grievance Policy is included in the Appendix and the parent handbook illustrates the line of communication to follow in the event a parent has a question or grievance.
**SCHOOL DETERMINED IMPROVEMENT TARGETS**

**REPORTING AREA ELEVEN**

Below is a summary of the goals established from the beginning of 2014. These goals represent a portion of the goals set out in the school’s management plan. The management plan is used to guide initiatives for the year and is created in collaboration with staff, the principal and council.

<table>
<thead>
<tr>
<th>Target Areas for 2014</th>
<th>Sub-category</th>
<th>Goals for 2014</th>
<th>Achievement - end of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Curriculum flow</td>
<td>Establish continuity in the curriculum flow from cycle to cycle</td>
<td>Mathematics and English syllabus documents were reviewed and a new scope and sequence was worked on. We will complete the scope &amp; sequence early 2015. We achieved understanding between cycles to assure continuity in Maths, English.</td>
</tr>
<tr>
<td></td>
<td>Benchmark Assessment of learning</td>
<td>Have in place regular intervals in which assessments are taking place and recorded</td>
<td>Assessments are being done regularly and results used by teachers. With the change of Learning support teacher mid year, we have added assessments for targeted students.</td>
</tr>
<tr>
<td></td>
<td>Observation strategies</td>
<td>Increase skills in observing students for the purpose of planning and assessment</td>
<td>Held a specific workshop during the Staff retreat covering Observation. This proved valuable learning. Cycle 1 teachers also attended a workshop on observation in June.</td>
</tr>
<tr>
<td></td>
<td>Going out strategy</td>
<td>Increase Going Outs in Cycle 3</td>
<td>Going Out strategy is well established in Cycle 2 classes only. Work still needs to be done in Cycle 3.</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>Continue to implement the Reading And Writing Project strategies.</td>
<td>The Literacy material from Lucy Calkins has been ordered and received, placed in Staff room for quick reference. Writing samples have been collected. Scope and Sequence in writing has been worked on and agreements made on the goals in Cycle 2 and 3. Writing samples have been collected for a publication of student writing.</td>
</tr>
<tr>
<td></td>
<td>Record Keeping</td>
<td>Indentify key lessons and learning that will form the basis for our assessment and reporting to parents and BOS</td>
<td>Work has only just begun in this area. It must follow on from the Scope and Sequence work, so once that is completed we will identify the key lessons and eventually redesign the Semester Reports. (a goal for 2015)</td>
</tr>
<tr>
<td>Growth</td>
<td>Reporting to Parents</td>
<td>Utilise Record Keeping tools to report effectively to parents</td>
<td>Providing access to MRX remains a possibility, however we are not at a point where this would prove useful. We have, however, introduced Open Mornings</td>
</tr>
<tr>
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<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Environmental Education/ Appreciation</td>
<td>Enhance our appreciation and consideration of nature and the care of our natural resources.</td>
<td>The Staff Retreat in March achieved this target well. Follow-up has been seen in most classrooms, and was incorporated into the Journey of Service. Our school also won an award from the local government council areas for Sustainable practice.</td>
</tr>
<tr>
<td></td>
<td>0-3 programme</td>
<td>Expand the program and its services to include two sessions per day for at least 3 days a week.</td>
<td>We have achieved this goal and will continue next year.</td>
</tr>
<tr>
<td></td>
<td>Additional pre-primary class</td>
<td>Establish an additional pre-primary class</td>
<td>The Expansion Committee has narrowed possibilities to focus on building on site.</td>
</tr>
<tr>
<td></td>
<td>Student retention</td>
<td>Ongoing effort to improve our retention rate, especially in the middle and upper primary years.</td>
<td>Progress has been made and there has been a satisfactory rate of retention this year. The retention between Cycle 2 and 3 has improved and is encouraging.</td>
</tr>
<tr>
<td></td>
<td>Lease Extension</td>
<td>Establish a longer term lease on property to assure stability and growth</td>
<td>A longer term lease was negotiated and very likely to be in place soon.</td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>Keep the concept of a high school in our sites</td>
<td>High school plan remains active, even if on a long term plan. A committee has been formed and will meet in March 2015.</td>
</tr>
<tr>
<td>Enrolments</td>
<td>Further Improvements of Procedures</td>
<td>Put into place improved procedures for enrolment</td>
<td>We are much better at this now. We are looking forward to further improvements once the new database is established. The transition procedure, while organized and logical, lacks follow-through and we anticipate the new system will assist with this procedure greatly.</td>
</tr>
<tr>
<td></td>
<td>Managing Waitlists and Data</td>
<td>Have a well organized method of keeping track of applicants and enrolments</td>
<td>A new database has been purchased and being installed.</td>
</tr>
<tr>
<td>Parents and Community</td>
<td>Transition to High School</td>
<td>Build stronger connections with area high schools</td>
<td>The greatest achievement in this area has been the involvement of our alumni as a key factor in promoting retention and the smooth transition to high school. Stories from graduates are powerful and are now showcased.</td>
</tr>
<tr>
<td></td>
<td>Feedback from Parents</td>
<td>Establish an open dialogue between parents and the school</td>
<td>A comprehensive survey was conducted as part of our Marketing Review.</td>
</tr>
<tr>
<td><strong>Parents and Community</strong></td>
<td><strong>Parent education</strong></td>
<td><strong>Conduct high profile parent education events.</strong></td>
<td><strong>Silent Journey was conducted in May.</strong></td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td></td>
<td>Provide more options for Parent education</td>
<td>Parent education became regular and varied, occurring on average once a fortnight during term time. The feedback has been very positive.</td>
<td></td>
</tr>
<tr>
<td><strong>Parent contact with classrooms</strong></td>
<td>Provide regular opportunities for parents to become familiar with their child’s class and teacher</td>
<td>Open Mornings established this year also proved popular and gave a powerful message about what happens inside the classrooms. Teachers also found them very beneficial.</td>
<td></td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td>Increase the flow of information to and from our alumni</td>
<td>Felicity, our alumni coordinator, has been a very effective coordinator. Her involvement with communications, events, and highlighting alumni has been an outstanding service to our current school community.</td>
<td></td>
</tr>
<tr>
<td><strong>Community education</strong></td>
<td>Enhance the understanding of Montessori Education in the wider community</td>
<td>We need to work harder in this area. I did manage to apply for a Sustainable Schools Award, which we received a Highly Commended award for.</td>
<td></td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Maintain a vibrant website for the community</td>
<td>The website is serving its purpose and admired by many users. Our Facebook page compliments the website. We are holding off forming links to MRX as our new database will provide a parent portal that will be more practical for us to manage in the future.</td>
<td></td>
</tr>
<tr>
<td><strong>Maintenance and Presentation of Property</strong></td>
<td>Excellent presentation of property</td>
<td>A one-day-per-week maintenance person has improved our ability to maintain the property sufficiently. We are addressing issues as they come up.</td>
<td></td>
</tr>
<tr>
<td><strong>Entrance to Office and Elouera</strong></td>
<td>Create a dedicated entrance to the office and Elouera (currently it is the same space)</td>
<td>As a plan has been discussed to alter the front area substantially, this improvement idea will be incorporated into the bigger plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Wobbegong Classroom</strong></td>
<td>Enhance the look and feel of this classroom, which is in need of sound absorption and colour.</td>
<td>New furniture has been purchased, window coverings will be installed over the holidays, a significant wall hanging created and new rugs ordered.</td>
<td></td>
</tr>
<tr>
<td><strong>Work Health and Safety</strong></td>
<td>Policies and Procedures</td>
<td>To implement good practice and procedures for health and safety, fully complying with the new WHS legislation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kelly has been regularly updating our WHS practices and has participated in some training. All staff are regularly participating in first aid training, anaphylaxis training, and asthma training as required by law. The new working with children check procedure is being implemented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Planning</strong></td>
<td>Work on Long Term Goals</td>
<td>Continue exploring opportunities as part of the preparation in fulfilling long range goals</td>
<td>The Council and property sub-committee have worked on this goal and further work will take place in 2015.</td>
</tr>
</tbody>
</table>
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

REPORTING AREA TWELVE

The entire Montessori philosophy and pedagogy is founded on promoting respect and responsibility amongst students, staff and parents. Respect and responsibility are inherent in all daily activities whether they are classroom teaching and learning activities, staff interactions, student and parent interactions or expected student, staff and parent behaviours.

Respect and Responsibility are promoted and nurtured through specific strategies, such as Grace and Courtesy lessons, the Prepared Environment, Values Education sessions, Multi-age grouping, Peer group activities and Class Meetings, which are described below:

Grace and Courtesy:
Lessons in Grace and Courtesy begin with the earliest years (3-6 year olds) and continue throughout all classes. These lessons address the intricacies of everyday community living, where we are required to work together, share, and care for self and others. There is a courteous, gentle and careful manner in which a teacher considers the needs of an individual student and interacts with the students, demonstrating not only complete respect for the student, but also honouring the dignity of the child.

The Prepared Environment:
A unique characteristic of Montessori Education is the tremendous emphasis on preparing the learning environment for the child. We uphold a high standard of cleanliness, beauty, and quality of the teaching materials. When such care is taken (e.g., flowers in vases on the students’ work tables, carefully placed material on shelves, cultural artifacts displayed, etc.) the child immediately feels the respect for learning in a beautiful environment and in turn expresses a respectful attitude, appreciation, and ultimately a deep sense of responsibility to maintain their environment.

Class Meetings:
At both the preprimary and primary level students have significant involvement in the decision-making regarding their learning, hence giving them a respectful control over their own learning. At the preprimary level teachers formulate ground rules for appropriate behaviour to ensure the welfare of all students, who subsequently are responsible for adhering to these rules. At the primary level the students participate with teachers in making the class rules at the beginning of each year and are responsible for seeing that they are adhered to. Weekly class meetings enable students to raise issues for redress, air grievances and if necessary rewrite a rule that is not working. These meetings are conducted by the students themselves under teacher supervision. All Primary (6-12) students are involved.

Values Education:
Values lessons are held regularly, with a value/virtue discussed and reflected upon. The lessons are either presented by the teacher or by an older student – followed by the recording daily or weekly the individual students’ reflections on their practices as part of the regular routine.
**Multi-age grouping and peer groups:**
The three-year age range in each class promotes respect and responsibility. Older students take responsibility for assisting younger students and model appropriate respectful behaviour. Younger children respect their student ‘elders’ and feel secure in an environment where their needs are respected and supported so well by other students as well as staff.

The oldest students in the school lead peer groups, with each group containing 5-8 other students ranging in age from 6-12. Each fortnight the peer groups gather to work on an activity planned by the student leaders. Peer groups provide our students with another way to practice harmonious community skills with minimal adult intervention. The peer group format has proven to be extremely successful.
PARENT, STUDENT AND TEACHER SATISFACTION

REPORTING AREA THIRTEEN

It is in the best interest of the school and its future success to constantly monitor the level of satisfaction amongst the major stakeholders. Strong communication networks, which exist between each community body, assure an honest and concise flow of information and opinions.

Parent satisfaction:
An excellent school is based on a solid pedagogy, excellent staff, the right learning environment, and happy stakeholders. At Montessori East we consistently aspire towards excellence, drawing on the sound principles and pedagogy of Dr Maria Montessori. We reflect constantly on the good practice found in other schools, the curriculum standards set by the government, and, of course, the wishes and expectations of our own community.

As part of our strategic plan and marketing goals, the retention of students from cycle to cycle is the issue requiring our greatest attention. This year Council decided to conduct a comprehensive examination of parent perceptions to gain an accurate understanding of the reasons parents remain or withdraw from the school. This involved a parent survey and a series of focus group meetings with parents and staff, conducted by Kathryn Wyer.

Results from the parent survey conducted early in 2014 identified various views on the perceptions of the school by parents and staff. Parents said they chose our school for its approach (75%), methodology (75%), and values (65%). Over 50% of parents indicated that our key strengths are; Care of students, Independence in learning, Knowledge and understanding of the child, the Montessori philosophy, and our Teachers.

A majority of parents agreed on the following statements to describe Montessori East:
- Children’s experience is balanced across academics, individual potential, and social and emotional development.
- There is a creative learning environment.
- Curiosity and discovery are encouraged.
- There is freedom to be oneself.
- Teachers are expert and dedicated.
- The child develops independence as a learner.
- The child develops a strong sense of self and self esteem.

The 3 primary Attributes identified by parents were:
- Caring
- Independence
- Creativity

An exit survey is conducted annually to ascertain the level of satisfaction with the school, the reasons for leaving our school, and experiences in the new school. Most of the students who left the school during 2014 did so because of a move out of area. Of the 7 graduating students who went on to area high schools, and the 11 other students who withdrew during the year, 2
families expressed some degree of dissatisfaction with the school. The comments were consistent with what had been shared with us at the time of withdrawal and primarily pertained to the child’s individual experience (as indicated by the fact that the issues did not pertain to the siblings).

The surveys conducted in 2014 have provided us with substantial information about our families’ opinions and guides our current marketing strategies in 2015. We are very pleased with the level of support expressed and benefit from the open and honest communication which is now part of our school culture.

**Student satisfaction:**
Students at Montessori East enjoy many opportunities to be a part of the decision making in their classrooms and the school. Regular school meetings (involving students Year 1-6) provide a forum for students to discuss issues and seek solutions to problems that may arise from time to time. Students lead these meetings with minimal adult intervention. Some outcomes of these meetings have included playground activities, acquisition of animals, standards of cleanliness, fund raising for charities, gardening and dealing with conflicts.

One student expressed dissatisfaction with the school and with the support of her parents elected to change schools. Her opinions were expressed and considered respectfully.

**Teacher Satisfaction:**
There are two structured forums for determining teacher satisfaction. One is through the annual review meetings with the principal, where the staff member has the opportunity to air any concerns as well as express their level of satisfaction with their employment. The other forum is through regular staff meetings, which include an opportunity to raise concerns in a professional and productive manner.

**Indicators of Community Satisfaction:**
- Strong participation in Parent Education events
- With more than 85% of our families responding to the parent survey, results show strong support (80-90% agreement)
- Demand is very strong, with a healthy waitlist and significant interest from the community
- Staff retention is excellent, with only two staff member leaving (both were content in their employment but moved overseas for family reasons)
The Company reports the financials at an aggregate level across the Pre-Primary and Primary classes. The Pre-Primary program includes children in a parent/child program for aged 0-3, and classes for children aged 3-6 years. The Primary classes are for children aged 6-9 years and 9-12 years.

The financial year operates from 1 January to 31 December inclusive.

The following data has been extracted from the Australian Government Financial Questionnaire for the year ended 31 December 2014. The Financial Questionnaire was prepared on the basis of the Company’s audited 2014 financial statements.

For the year ended 31 December 2014, Eastern Suburbs Montessori Association Limited generated total revenue of $2,521,907 which, after total expenditure of $2,672,105 created a deficit of $150,198. The total expenditure includes expenditure of a Capital nature of $70,704 which, if excluded, leaves us with an operating deficit of $79,494.
Review of expenditure

Total expenditure in 2014 was $2,672,105. Non salary expenditure totalled $874,684. Capital expenditure was $70,704.
APPENDIX 1: ENROLMENT POLICY:

Montessori East offers an education program for children from the age of 3 through the age of 12, or Year 6 in Primary schooling. There is a three-year (twelve terms) pre-primary Montessori program with a full day component for children 4 years old and up. This progresses towards the Montessori Primary program, split into 6-9 and 9-12 age group classes. Commencement at Primary is roughly equivalent to commencement in Year 1 of a traditional school.

The school’s enrolment officer processes all enrolments. The Principal has the responsibility of reviewing applications for enrolment in line with the principles expressed in policies and procedures. The procedure to enrol a child at Montessori is thorough, resulting in the need to assess the individual application carefully.

When considering the acceptance of a child to our school we consider a number of factors to make sure the forthcoming experience for the child and the family is a positive one. Decisions on enrolment are primarily made in consideration of the date an application was completed and submitted, however there are other factors that weigh in at the time of an enrolment decision, with the school reserving the right to consider the needs of the school as a whole. For example, the school may favour one application over another in order to achieve reasonable age or gender balance.

The procedures below are in constant review and subject to change from time to time.

**Key Roles in the Application procedure**

**Role of the Enrolment Officer**

- Provide accurate information about the school
- Arrange for school tours and/or class observations
- Make no promises of accepting a child until enrolment procedures have been followed.
- Disperse printed information and forms

**Role of the Teaching Staff**

- Discuss philosophy and functioning of the classroom with family
- Accommodate observers when required

**For Prospective Families**

- Apply to be included on the Enrolment Wait List
- Attend a general information session
- Observe or tour the classrooms
- Complete an enrolment application
- Attend an interview with the Principal
• For Primary enrolments, the child is invited to visit the classroom for 1-3 days

Role of Principal
• Conduct interviews with all prospective families being considered for enrolment
• Cover the following points in the interview:
  o Understanding of Montessori
  o Intentions for primary schooling
  o Fee schedule
  o Parental involvement in the school
  o Qualities and characteristics of the child

Role of the Class Parent
• The enrolment officer will inform the class parents of new families starting school.
• The class parent will contact the new family the week the child commences school to see if they have any questions.
• Organize a coffee morning early in the term, to which all parents are invited. New families are invited personally by the class parent as this is an opportunity to get to know other families.
• Follow up from time to time.
The role of the Class Parent is to assist the new families to become part of the school community.

Application Procedures (non-transfer)

Enrolment Procedure – Stage 1: Enrolment Enquiry
The first stage in the procedure shows the steps involved in placing a child on our active wait list.

1. Parent enquiry - At the time of initial enquiry parents are instructed of the enrolment procedure and limitations, then invited to complete an application form. An Enrolment Pack containing enrolment instructions, a fee schedule and enrolment form is sent to the parent.

2. Parents attend an Open Day and Information Session. This provides prospective parents with sufficient information on the school to make the decision to apply.

Enrolment Procedure – Stage 2: Enrolment Application Form

1. Parents return the completed Enrolment Application form, which must be accompanied by 2 letters of reference and the application fee.

2. Upon receipt of the form the child’s place on the waitlist becomes ‘active’ and ready for consideration if and when a place becomes available. Parents are
informed in writing that their form has been received and they are now on our active wait list.

3. Information from the enrolment form is entered into the school’s database.

Enrolment Procedure – Stage 3: Assessment for places
At this stage an applicant from the active wait list is being considered for enrolment into available places

1. The active wait list is consulted to **choose applications for possible placement**. Priority is given to applications received earliest, activated earliest or siblings of current students. Consideration is given to families in our 0-3 program and alumni families.

2. Parents are contacted and asked to meet for an **interview** with the principal and asked to observe in the classrooms before the interview.

3. Following the interview a **recommendation** is made by the principal to the enrolment officer whether to accept or reject the application.

4. If the application is accepted, consideration of other criteria is weighed against other applications in order to achieve age/gender balance.

5. A **final decision** on the application is made by the principal in consultation with the enrolment officer.

6. At this point the family will receive invitations to school events such as parent education evenings.

Enrolment procedure – Stage 4: Enrolment Contract and Orientation
At this stage, the application is successful and preparation is made for the child to start school.

1. The parents of the successful applicant are sent an **enrolment contract** and **Parent Handbook**.

2. The parents must sign and return the contract along with the payment of the Placement Fee.

3. Upon receipt of the contract the child is entered into the **database** as a Placed Enrolment.

4. The parents are invited to an **orientation information session**, usually held at the beginning of each semester.

5. The teachers are given information on the child **6 weeks before** the child starts school. The teachers contact the family to welcome them to their class. At this point the parents should start to receive our weekly bulletin.

6. The child is oriented to the class by the teacher on the **day before** they officially start school.

7. The child starts school. The office **updates the database**, informs **class parent representatives** to welcome the family, and informs the rest of the parents/staff through the bulletin and email.
**Note:** For **unsuccessful applications** a letter is sent informing them that they have been unsuccessful. Parents are offered to have their child waitlisted should a place become available. Parents must complete an attached waitlist form and send back to school. If a parent considers they have been unfairly or improperly treated in the enrolment process, they have a right to lodge a grievance with the Principal as outlined in the school’s Grievance Policy.

**Transfers from other schools**

Montessori East may consider enrolments of children who are attending other schools. The procedure for a student transfer follows a similar procedure as above, with the additional considerations of the individual child’s ‘fit’ with the Montessori classroom. Prior to a transfer application being considered, a report regarding **TRANSFER CHILDREN** from their current school (both preprimary and primary) is required and is to be viewed by a directress.

A child is accepted on a three month probationary basis (both preprimary and primary).

**Transfer Enrolment Procedure:**

Applications from other Montessori schools or non-Montessori schools are only considered in accordance with procedures outlined below.

**Transfer procedure Stage 1 – Parent Enquiry**

At the initial stage of this procedure, the family is advised of the limitations inherent in accepting children from other schools. Places are limited in every age group and generally the school does not accept children in the 2nd or 3rd year of each cycle. Enquirers must be informed of our policy on accepting students from a non-Montessori school (see below) and, in the case of transfers from other Montessori schools, the need to assess the standard of the other school’s Montessori program. While we don’t intend to discourage transfer applications, we must be up front about these limitations.

1. An application for enrolment is requested after the initial enquiry and if it seems the above requirements can be met.
2. A report from the previous school must be submitted.
3. Parents must observe classes in all 3 cycles.
4. Parents must attend an interview with the principal. The child may be interviewed at this time at the discretion of the principal.

**Transfer Procedure Stage 2 – Trial**

1. If there is an agreement by the Principal and the family that there is a reasonable chance the child will experience success at Montessori East, the child will attend school for 1-3 days on a trial basis. Exceptions to this step may be appropriate, such as in the case of overseas transfers from Montessori schools.
2. Following the trial a decision on enrolment is made after discussion with the teacher about the child’s experience.
3. The decision about enrolling a transfer student is made by the principal in collaboration with the coordinator.
Transfer Procedure Stage 3 – Enrolment Contract

Parents meet with the principal and coordinator to learn of the school’s decision. A 3 month conditional enrolment contract is offered. The conditions of this contract allow the school or the family to terminate the enrolment within the prescribed time.

**Policy on accepting students from a non-Montessori school**

Generally we do not accept students from a non-Montessori school to enter any other age level other than 3 year olds. Exceptions may be considered based on the following guidelines:

1. There is a space and need for students in a particular age group (to achieve social and gender equity)
2. The number of students from non Montessori backgrounds should not exceed a maximum of 10% of the age group.
3. The child must demonstrate a general fit with the Montessori methods of learning, such as independent learning skills.
4. The school must review reports from the other school(s).
5. In most cases, the child must have a 1 - 3 day trial in the classroom prior to being accepted.
6. All transfers are given a 3 month probationary enrolment period.

**Priority for enrolment**

The following list is the order in which an application is considered:

1. Applicant is a sibling of a current Montessori East student
2. Family have indicated a commitment to the Primary program and Montessori education
3. Application Date
4. Age and sex (see “Class Balance”*)
5. Suitability (fit into the class community)

The transition of students from Cycle to cycle does not require a new application process. Contracts are carried over to the next cycle.

**Class Balance**

The multi-age Montessori classroom environment is created and maintained for the benefit of all students in the class. Class balance is achieved through careful consideration at the time of enrolment. The school may limit enrolments based on this need to create an optimum learning environment by:

- Favouring an application based on gender, when required.
- Limiting an age group to 40% of the total class population (in a typical 3 year cycle group)
- No more than 10% of primary students from a non-Montessori pre-school.
Classroom Observations and Open Morning Visits

Classroom Observations and parents visiting their child’s classroom form an important part of understanding the student and Montessori education. It provides prospective and current parents with a glimpse at Montessori education as part of their decision to enrol and when teachers observe it provides teachers with an opportunity to assess a child. Children also observe each other as part of their process of learning.

Observation guidelines exist for prospective parents and current parents. These guidelines are kept at reception and given to parents prior to their observation. Observations must be booked through the office and occur at the agreed-upon times only. Observers are asked to adhere to the rules on the guideline document, including:

- Observations should not exceed 30 minutes
- Observer must remain in the observers chair while observing
- Observer must not engage in conversation with children unless the child approaches the observer
- Photos or recordings (video/audio) are not permitted

Enrolling Special Needs Children

Special Needs include:
- intellectual disabilities
- learning disabilities
- giftedness
- behaviour disorders
- multiple disabilities
- physical disabilities
- blindness
- deafness/hard of hearing
- autism
- families at risk
- Other, as defined by the Special Needs funding criteria

1. Parent follows the enrolment process up to the interview stage.
2. At the interview the parent is asked to provide details of the child’s characteristics that may warrant additional attention or resource, as well as any assessment reports from other involved professionals. These are viewed by the Principal and possibly by the teacher.
3. The Principal and the Teacher discuss the child’s application.
4. The Principal and Teacher observe the child in their present placement if possible. If the child is not in a school the teacher visits the child at home.
5. When the child starts at the school all relevant staff members collaborate to draw up an Individual Education Plan.
6. The school can recommend Educational and/or Health Professionals if required.

Meeting the Needs of a Child with Special Needs

1. When a child with Special Needs enrols at the school, it is undertaken with the full understanding that the school believes the Montessori environment will be of benefit to the child.
2. It is recommended by the school that parents and staff work collaboratively. We have established a Student Services Program to structure the services we deliver to students with special needs. A description of this program exists in a separate document.

3. The child will be observed by all relevant staff members upon entry. When planning and evaluating an Individual Education Plan (IEP) all relevant parties will be included in meetings to discuss the outcomes of the program and follow up plans. Parents will be kept informed at all times.

4. We welcome Educational and/or Health Professionals to continue their program with the child at school.

5. A child who has special needs is an integral part of the school community. Therefore, we encourage involvement in extra curricula activities.

6. Our aim is to assist the child with reaching their full potential.

Note: if a child is observed and appears to be having difficulties of any kind following the initial enrolment, the teacher will inform parents as soon as possible.

Regarding TRANSFER CHILDREN both pre-primary and primary directresses require a report from the previous school before the child is accepted. A child is accepted on a three month probationary basis (both pre-primary and primary).

Integration of new families

Role of Principal & Enrolment Officer

The Principal/Enrolment Officer is responsible for:

- Informing the parents of the child’s acceptance
- Sending contract and receiving deposit
- Sending Parent Handbook (classroom rules and policies)
- Advising start date
- Answering any questions regarding fees
- Informing the teacher of the start date
- Informing the Class Parents

Orientation Day

Parents are asked to bring their child in on the afternoon of the day prior to their start date to enjoy an hour or so in their prospective classroom, allowing the child to meet their teacher and to familiarise themselves with their classroom.

Role of the Directress/Teacher

- Meet with parents and child on the day prior to the child starting. Go through the parent handbook
- Find out about the parents’ talents/interests and display openness towards them sharing them
- Give Class Parent details of the new family and ensure they are linked to a support person (for one term)
• Inform the new parents who their support person will be

• Connect the child with other children

• Tell new and established parents about the new child (encourage reciprocal invitations)

All questions regarding the Montessori education and philosophy should be directed to the teachers.

Role of the Class Parent

• The enrolment officer will inform the class parents of new families starting school.

• Arrange for a support parent for each family and give them the new family’s telephone number. This lasts for the period of one term

• Organise a coffee morning early in the term, to which all parents are invited. The date should be checked with the Directress and Administrator to ensure no double bookings.

• Follow up that all is fine with the support parent.

The role of the Class Parent is to assist the new families to become part of the group.

Link to other policies
Complaints & Grievances, Anti-bias
Student Services

Sourcing
Anti Discrimination Legislation

REVIEWED: JUNE 2014
APPENDIX 2 DISCIPLINE POLICY

General expectations of student behaviour in the Montessori school

The ultimate goal of Montessori East education is the development of inner or self-discipline in the child. Achieving this goal requires several fundamental characteristics which support the child's ability to achieve this goal. They include: a) the prepared learning environment, b) appropriate preparation of the teacher, and c) clear class procedures, all of which help to foster self-discipline and positive behaviour in children. One must consider the day to day practices which empower the child and allow for the development of responsible behaviour within a degree of freedom. Educators give guidance to the child where appropriate and children learn that their behaviour always carries consequences. Fortunately this occurs as part of the child's learning methodology in the classroom; where the child may make choices, is given responsibility to monitor many aspects of her/his own learning, and teachers support the learning model. The result is that disciplinary matters are rare and infrequent, procedures are clear in the event a student's behaviour falls outside the boundaries of expected community practice, and the child is always expected to assume responsibility for the initial steps to correct behaviour. Parents are drawn in to any matters where a student regularly struggles with their behaviour or commits a serious offense.

General Policies

- Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

- The disciplinary procedures undertaken by the school will vary according to the seriousness of the alleged offence; however will always be based on principles of procedural fairness. (Procedural fairness is defined by the NSW Board of Studies and Teacher Education Commission and includes a right of review of a decision made in response to allegations.) When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with a disciplinary matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

- The disciplinary consequences will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal Punishment is not permitted under any circumstance.

- Montessori East does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.


‘Practice Society’ in the Primary Classroom

There is a time in their development when children given the opportunity, form a mini Practice Society in which they choose the rules and elect leaders. Dr Montessori stated: “the child likes to mix with others in a group wherein each has a different status. A leader is chosen, and is obeyed, and a strong group is formed.”

Primary aged children are capable of making the ‘ground rules’ for their class particularly if they have had a Montessori preprimary background. They also discuss the breaking of the rules and the consequences. The rules are modified if they are found to be not working well. In the preprimary classes the rules are established by the teachers and are minimal to ensure they can be carried out by the children. Grace and Courtesy lessons are given and practiced to give the children the skills to obey the rules.

The Montessori disciplinary model encourages self-discipline and positive approaches to inappropriate behaviour, including redirection of behaviour and natural consequences rather than punishment. Misbehaviour is managed in a variety of ways:

- Discussion about the behaviour and its inappropriateness
- Grace and Courtesy lessons to provide the skills to behave correctly
- Peer group influence to follow the class rules established by the class as a whole
- Respect for the children and opportunity for them to express and define their feelings
- Age appropriate conflict resolution techniques as relevant to manage student to student conflict
- The negative behaviour of the student is referred to but not the personality of the student
- Teachers set the tone by avoiding harsh words and sudden reprimands
- Careful physical restraint (bear hugs) may be used if a student is out of control. Corporal punishment is not permitted.

Minor Misbehaviour

This is a behaviour that interferes with the orderly educational process within the school and infringes on others’ rights to partake in this educational process. Examples include interfering with the work of other students, disturbing concentration, inappropriate social interactions, minor deliberate damage to class materials/books. Disciplinary procedures for minor misbehaviour may include:

- Diversion of the student to work which challenges and engages interest
- Discussion with the student to work out an acceptable solution to prevent the misbehaviour recurring
- Application of conflict resolution techniques
- Grace and Courtesy lessons and practice
- Recording of misbehaviour and seeking advice from a colleague
- Contacting parents in the case of repeating or serious misbehaviour
• Student taking responsibility for the consequences of his actions and repairing any damage for example

• A management plan to direct the student towards positive behaviour

**Serious Misbehaviour**

This is behaviour which can result in property destruction, willful defiance or injury to others. Examples include refusal to work, hitting and kicking, throwing dangerous objects, damaging property, stealing, using abusive language.

**The Disciplinary Procedure may include:**

• Immediate intervention by staff member to stop the behaviour and student is given appropriate consequences

• A meeting with the class teacher and Principal if the behaviour recurs and appropriate consequences decided

• Written notification to parents detailing behaviour and a meeting with the parents, teacher and Principal

• Parents may be directed to seek professional assessment and counselling for the student

• Management plan developed which may involve moving the student to another class or providing them with a fixed place of work.

• Suspension from school until behaviour improves

• In the most severe case, expulsion from the school.

**Procedural Fairness**

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness, as defined in the Registered and Accredited Individual Non-government Schools (NSW) Manual, refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’. Where the offending behaviour is of such a nature that it may result in suspension, expulsion, or exclusion (see Manual, page 33, for definitions) the student will be:

• Informed of the alleged infringement

• Informed as to who will make the decision on the penalty

• Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegation; and

• Afforded a right of review or appeal.

Montessori East will not act to prevent a student’s admission to any other school, however in extreme circumstances the principal may make a submission to an appropriate authority recommending exclusion from other schools. (refer to Registered and Accredited Individual Non-government Schools (NSW) Manual, Section 3.7.1)
Review Procedure

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view. The student (and parents) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

Community Awareness

The Discipline Policy is distributed to parents annually and is included in the Parent Handbook. Parents are asked to review its contents regularly.
APPENDIX 3 COMPLAINTS AND GRIEVANCES POLICY

Grievances or complaints may arise from time to time and it is important that they are not ignored. An unexpressed or unresolved grievance can often escalate unnecessarily. Montessori East has in place procedures designed to support parents, teachers and students in having issues dealt with in a professional manner to the best advantage of the child and school. Grievance will be handled in an unbiased manner, taking into account the principles of procedural fairness.

Communication Structure for parents to follow (prior to following the Complaints and Grievances Procedure that follows)

Where to go if you have questions about your child and ME

<table>
<thead>
<tr>
<th>Education</th>
<th>Class Teacher</th>
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<tbody>
<tr>
<td>• Your child’s experiences in the classroom</td>
<td></td>
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<tr>
<td>• Your child’s progress, including transition to the next cycle</td>
<td></td>
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<tr>
<td>• Classroom procedures, materials and activities</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
<th>School Office</th>
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</thead>
<tbody>
<tr>
<td>• Canteen, After School clubs and Co-op</td>
<td></td>
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<tr>
<td>• Fees</td>
<td></td>
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<tr>
<td>• Parent Participation Scheme</td>
<td></td>
</tr>
<tr>
<td>• Book an observation in your class or another class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding the school</th>
<th>Class Parent</th>
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<tbody>
<tr>
<td>• Social activities</td>
<td></td>
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<tr>
<td>• Fundraising activities</td>
<td></td>
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<tr>
<td>• Class activities or clarifications from Parent Handbook</td>
<td></td>
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</tbody>
</table>

Concerns
Questions or concerns that haven’t been answered or addressed by your first contact

Principal
President of School Council

Other resources: The parent handbook and our school website are also full of useful information so please have a look there to see if your questions can be answered.

The following procedures are designed to achieve the best possible outcome for the party who is most likely to lose out in any disagreement: the child.

Procedures

In the following procedures wherever it says that a summary of the meeting is made, the summary should at least contain the following:

• A brief description of the disagreement.
• The decisions that are made at the meeting.
• Any further actions expected to be taken.
• If the disagreement is satisfactorily resolved the summary should clearly state this.
• If the disagreement was not resolved an expected time in which to follow-up is set.
• The date of the meeting.
• The signatures of the people involved confirming that the summary is a true.
• Representation of the meeting.

This summary is then kept in the file of the child concerned and a copy is kept in the file of the Principal.

**Procedural Fairness**

Grievance will be handled in an unbiased manner and taking into account the principles of procedural fairness

**Disagreement between a Parent and a Teacher/Assistant in Pre Primary**

1. The parent should discuss the disagreement with the Teacher in a meeting held specifically for that purpose. If the disagreement involves a Class Assistant then he/she should attend this meeting as well. The Teacher makes a summary of the meeting.

2. If either the parent or the Teacher is unhappy with the outcome of the first meeting, the Teacher or the parent asks the Principal to sit in on a second meeting. The role of the Principal will be to try to resolve the disagreement in the child’s and the School’s best interest. The Principal will make a summary of the meeting.

3. In the event that the parent is still unhappy with the state of affairs, they should raise the matter in writing addressed to the Principal. The Principal will request the School Council President along with the parents to help resolve the matter. Copies of the letter and any comments from the principal will be filed in the file of the child and the Principal.

4. If the matter is resolved the President will report that a grievance was addressed and resolved. The school keeps a record of all grievances for a period of 7 years. If the matter is not resolved then the President will bring the matter to the Council’s attention and the Council will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Council meeting will be filed in the file of the child and the file of the Principal. The President will notify the parent(s) of the decision of the Council. The decision is also recorded in the record of grievances.

5. If the decision from the Council is not acceptable to the parent(s) at the final meeting, the parent can raise the issue with the Department of Education and Communities (if preschool), and with NSW Board of Studies and Teacher Education Standards (if school age). Any correspondence with DEC or BOSTES should be filed in duplicate, as well as in the file of the child and the Principal. Any meetings that the Principal or members of the Council have with DEC or BOSTES should be summarised and filed in duplicate.
6. If the matter cannot be resolved at this level, the DEC Advisor will proceed to the Department of Education and Community Services Commission.

_Disagreement between a Parent and a Teacher/Assistant in Primary_

1. The parent should discuss the disagreement with the Teacher in a meeting held specifically for that purpose. If the disagreement involves a Class Assistant then he/she should attend this meeting as well. The Teacher makes a summary of the meeting.

2. If either the parent or the Class Teacher is unhappy with the outcome of the first meeting, the Teacher or the parent asks the Principal to sit in on a second meeting. The role of the Principal will be to try to resolve the disagreement in the child’s and the school’s best interest. The Principal will make a summary of the meeting.

3. In the event that the parent still unhappy with the state of affairs, they should raise the matter in writing addressed to the Principal. The Principal will request the School Council President and/or the Human Resource councillor along with the parents to help her resolve the matter. Copies of the letter and any comments from the Principal will be filed in the file of the child and the Principal.

4. If the matter is resolved the President will report that a grievance was addressed and resolved. If the matter is not resolved then the President will bring the matter to the Council’s attention and the Council will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Council meeting will be filed in the file of the child and the file of the Principal. The President will notify the parent(s) of the decision of the Council.

5. The decision of the Council is final and the contractual agreements between the parent(s) and the School are honoured.

_Disagreement between a Parent and a Member of the Administration Staff_

1. The parent should discuss the disagreement with the staff member in a meeting held specifically for that purpose. The staff member makes a summary of the meeting.

2. If either the parent or the staff member is unhappy with the outcome of the first meeting, the staff member or the parent requests that the Principal attends a second meeting. The role of the principal will be to try to resolve the disagreement in the best interest of both parties. The principal will make a summary of the meeting.

3. In the event that the parent is still unhappy with the state of affairs, they should raise the matter in writing addressed to the Principal. The Principal will request for a school council member or mediator attend the next meeting to assist in resolving the matter. Copies of the letter and any comments from the principal will be filed in the file of the child and the principal.
4. If the matter is resolved the President will report that a grievance was addressed and resolved. If the matter is not resolved then the President will bring the matter to the Council's attention and the Council will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Council meeting will be filed in the file of the child and the file of the Principal. The President will notify the parent(s) of the decision of the Council. The detail of this decision are filed in the Grievances file and maintained for 7 years.

5. The decision of the Council is final and the contractual agreements between the Parent(s) and the School are honoured.

**Disagreement between staff members**

1. The staff members should discuss the issue in a meeting held specifically for that purpose. A staff member makes a summary of meeting.

2. If either staff member is unhappy with the outcome of the first meeting, they will ask the Principal to sit in on a second meeting. The role of the Principal will be to try to resolve the disagreement in the parties' best interest. The Principal will make a summary of the meeting.

3. In the event that either staff member is still unhappy with the state of affairs, they should raise the matter in writing addressed to the Principal. The Principal will request that a school council member or mediator attend along with the staff members to assist in resolving the matter. Copies of the letter and any comments from the principal will be filed in staff files and with the Principal.

4. If the matter is resolved the Principal will report that a grievance was addressed and resolved. If the matter is not resolved then the Principal will bring the matter to the Council's attention and the Council will assist in finding a solution. The minutes of this Council meeting will be filed in the file of the staff members and the file of the Principal. The President and Principal will notify the staff members of the decision of the Council.

5. The decision of the Council is final and the contractual agreements between the staff and the School are honoured.

**Considerations**

All the documentation that is produced while resolving a disagreement is kept in the file of the child/staff member as well as in the file of the Principal. It is now a requirement to maintain a school grievance record, which will be filed and maintained for 7 years. Because these documents can contain confidential material these files should not be accessible to everyone.

The child’s file may only be accessed by:

- The Principal
- The Class Teacher of the class the child currently attends can get access after asking the Principal.
- The parents of the child can get access after asking the Principal.
- The Principal and the parents together can give someone else permission to look in the file.
The file of the Principal may only be accessed by:

- The Principal
- The staff member who the file concerns after asking the Principal.
- The Principal and the staff member together can give someone else permission to look in the file concerning the staff member.

Grievances Records are kept by the school and accessed by:

- The Principal
- The Council President
- BOSTES

It is important to keep good documentation for the following reasons:

- People often have different recollections of discussions and meetings.
- If there is a change of staff, the new staff member must be able to see the history of an unresolved dispute.
APPENDIX 4
ANTI-BULLYING / HARASSMENT POLICY

Aim
To ensure that all families [children, parents and carers] and staff attending/working at Montessori East understand that any type of conduct or action that is not asked for and not wanted; and that might be reasonably expected to cause offence, humiliation or intimidation is considered harassment.

Rationale
Montessori East endeavours to provide a safe and caring environment for all members of the school community - an environment where learning, working, personal growth and the development of positive self-esteem can be maximized. Harassment, which can include bullying in any form or combination of physical, verbal, visual, social or psychological, interferes with this environment and will not be tolerated.

Procedure
Clear Definitions

- Bullying: Intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure on individuals.
- Physical harassment: Fighting, pushing, shoving, hitting, gestures, touching
- Verbal harassment: Name calling, teasing, offensive language
- Visual harassment: offensive notes, pictures or drawings
- Social exclusion: excluding from groups, racism and sexism
- Psychological harassment: making someone feel sad, belittled or alone, spreading of rumours

School responsibilities

- Montessori East will take all reports of bullying and harassment seriously
- Montessori East Staff will initially promote a positive resolution for all children involved
- Montessori East staff will contact all those involved if further resolution is required

Procedural Fairness Statement
Procedural fairness must be observed in all aspects of grievance handling process. In practice, procedural fairness involves:

- Ensuring that there is proper investigation of the facts;
- Infroming relevant parties of any allegations made against them, as appropriate;
- Ensuring that all parties are informed of the procedures under which the grievance is being handled and are given a copy of the relevant policy and guidelines;
• Ensuring that all parties are heard and those who have had complaints made against them are given an opportunity to respond;

• Ensuring that all relevant submissions and any mitigating factors are given due and proper consideration before any conclusions are reached or any action is taken;

• Advising all parties that if the grievance is of such a serious nature that disciplinary action may result, then the facts revealed during an investigation into the grievance may be used in any subsequent disciplinary proceedings;

• Impartiality on the part of the investigator and/or decision, which means the investigator/decision maker, must exclude themselves if there is any bias or conflict of interest.

These procedures usually require that the person raising a grievance must be willing to be identified, unless the facts of the matter are not in dispute, or the matter involves allegations of corruption, mal-administration or serious waste or child abuse. If in doubt about the requirements of procedural fairness, advice should be sought from the Principal.

**School Operations**

On any occasion when the grievance is to be discussed, staff (both grievant and/or respondent) may choose to be accompanied by a colleague from the School. If the allegations have been made in writing, a copy will be given to the parties against whom the allegations have been made.

REVIEWED JUNE 2014
CONTACT DETAILS
For further information please contact:

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Montessori East

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