



Montessori East
Primary & Pre School

A young girl with brown hair, wearing a red t-shirt, is sitting at a light-colored table. She is smiling and holding several yellow sticks together. In the background, another child in a blue t-shirt is standing and also holding yellow sticks. The setting appears to be a classroom or playroom with wooden shelves in the background containing various colorful boxes and materials.

Annual Report 2016

Eastern Suburbs Montessori Association Pty Limited
8 Wellington Street Bondi NSW 2026
montessori.nsw.edu.au

Contents

Message from the Principal & the President of the School Board	4
About Montessori East	5
History.....	5
Montessori Education.....	5
Our Goal.....	5
Our People	6
Our Students.....	6
Our Families	6
ME Alummi Organisation.....	7
Our Wider Community.....	7
The Classrooms.....	8
Our Programs and Curriculum	8
Co Curricular Activities.....	9
Our Ethos	11
School Performance in Statewide/ National Tests and Examinations	12
NAPLAN Results	12
Professional Learning and Teacher Standards	14
Professional Learning.....	14
Teacher Standards	15
Montessori qualifications	15
Composition of staff	15
Students	16
Attendance Rates.....	16
Student Retention.....	16
Our Policies & Procedures	17
Enrolment Policy & Process	17
Safe & Supportive Environment	17
Student Discipline	18
School determined improvement targets	19
Initiatives Promoting Respect and Responsibility	22
Parent, Teacher & Student Satisfaction	24
Financial Performance.....	25
Appendix 1: Enrolment Policy	27
Appendix 2: Discipline Policy	33
Appendix 3: Complaints and Grievances Policy.....	36
Appendix 4: Anti-Bullying/Harassment Policy.....	40

Message from the Principal & the President of the School Board

This Annual Report provides an overview of the achievements and progress of the Montessori East school. 2016 was a good year, a year of consolidation and planning for an exciting future.

Highlights for 2016 include:

- Excellent staff retention rates, demonstrating that teaching and non-teaching staff feel confident and supported in their roles within the school.
- Solid student retention rates, demonstrating the confidence that families have in the Montessori educational methodology as it is applied in Montessori East.
- Strong engagement with the alumni and broader school community through the work of the Montessori East Foundation.
- Leadership within the Australian and international Montessori network, through the Montessori Australia Foundation (MAF) and the Association Montessori Internationale (AMI). Montessori East was one of the first schools to be accredited through the MAF Montessori Quality Assurance Program, intended to bring consistency among schools and certainty to families about the quality of education provided.
- Montessori East was one of only two schools in Australia to be selected to pilot the AMI Global Accreditation program.
- Implementation of the new BOSTES syllabus has been embraced as a 'better fit' to our Montessori curriculum structure.
- Another successful graduate student 'Journey of Service' to a Montessori school and orphanage in Thailand, demonstrating students' independence, empathy and connection to the world.
- The Eastern Suburbs Montessori Association (ESMA), which governs the school, adopted a new constitution.

The future is an exciting place for Montessori East. The relocation of the school before 2023 gives us an opportunity to re-shape the physical school, to expand it and provide more opportunities for interested families to experience a Montessori education for their children; to influence the broader education sector; and to make a difference in the local community.

We hope you enjoy reading more about the school in this Annual Report, and encourage you to contact the school on (02) 9130 8313 if you want to find out more – or come and visit!



Bill Conway
Principal



Simon Johnston
President, Board of Directors

About Montessori East

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

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. A new program for children under the age of 3 and their parents commenced in 2014.

Montessori Education

The Montessori method of education, developed by Dr Maria Montessori, is a child centred educational approach based on scientific observations of children from birth to adulthood.

Dr Maria Montessori was an Italian physician, educator and innovator, acclaimed for her educational method that builds on the way children learn naturally.

Born in 1870, she graduated from medical school in 1896 as one of the first female physicians. During her lifetime she was nominated for the Nobel Peace Prize three times. Her legacy continues and is proving more relevant today than ever before.

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.

Future Plans

2018 will mark the 40th year of Montessori East. We will celebrate this milestone with a synopsis and recognition of major achievements over those forty years.

Plans are also being made to open a secondary program by 2020. This project is being done in cooperation with Inner Sydney Montessori School in Balmain.

A new school concept, called the Lighthouse Project, is being developed to structure our future plans over the next 6 years.

“Within the child lies the fate of the future.” *Dr Maria Montessori*

Our People

We are fortunate to have a team of long standing and talented staff who share in our vision and values for the school. All our lead teachers are highly qualified with AMI (Association Montessori Internationale) and university degree qualifications.

Our teachers represent a wide range of cultural, educational, and experiential backgrounds, providing the students with a rich environment in which to learn.

Bill Conway has been principal of the school since 2007 and has a career spanning 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.



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. Two students are identified with a “disability” and receive special assistance to access our learning program.



Our Families

Community spirit is a wonderful part of Montessori East. It is a place where parents, children and the staff feel supported and part of a community network. We see our relationship with the parents as integral to giving each child an optimal experience at school. There are plenty of formal and informal ways in which we connect with each other and parents in school life. Events such as coffee mornings, social nights and volunteering opportunities.

Our **parent education program** offers a range of ‘short talks’ of 45 minutes on weekday mornings, or longer evening sessions each term. Topics covered include various curriculum areas, child development, ideas for supporting children and learning at home.



Formal **Parent-Teacher** or **Child-Parent-Teacher** interviews are organised twice a year for all children. **Semester reports** are issued in June and December each year for children 5 years and older. **Open mornings** provide for parents to spend some time shadowing their child during their morning work cycle. And importantly, open two-way communication between the school and home is encouraged by phone, email or by arranging a face to face meeting.

ME Alumni Organisation

Over the past few years we have developed an alumni program to maintain connections with our students and families once they leave the school. We are interested in knowing where life takes our students in high school and beyond. The 2016 Alumni Celebration brought together more than 120 parents and students, fostering new and old connections.

Our Wider Community

Although Bondi is a very busy urban location, it still has a strong sense of community, and we are conscious of being actively visible and a participant in the community. Our students frequently visit local businesses to research projects, or to purchase cooking or art supplies for examples. This is a process in Montessori that we call 'going out', ie. the children go out into society, broadening the walls of the classroom. This is a different concept to an excursion, many of which also take place throughout the year.

In the past year we participated in various environment activities promoted by Waverley Council such as Clean Up Australia Day. We were also honoured to receive the Council's Student Leadership Award for our Green Gradz Program.

Beyond our immediate community, we support charities and other worthwhile causes, often initiated by the interests of the primary school students. For example, students initiated a fruit and vegetable coop business to raise money for an orphanage in Thailand. The money raised pays one salary for a teacher in a Montessori-based toddler program at the orphanage.



The Classrooms

The primary and pre school provides children with a fluid, responsive and relevant education. Children learn best when they feel secure and happy in their environment, without stress, and with independence.

To achieve this, there are key differences in our classrooms and approach.

- Children are grouped in **multi-age** classes of three years with the same teachers for the duration of each three year stage. The teacher gains a deep understanding of each child and their needs. This provides a very stable environment where balance across emotional, social and academic development can be achieved.
- The mixed age groups provide a **life-like social model**. The children lead by example and learn from each other. Mentoring is an enjoyable part of each child's classroom experience.
- Children are given many opportunities to make **choices** in their day and they are expected to show appropriate independence. They explore topics that interest them within the curriculum. This teaches them to be self-disciplined and self-directed with their school work.
- **Teachers guide learning**. Lessons are given individually or in small groups and according to the progress of each child. To illustrate this, the classroom is like a collaborative workplace with people working on different things at the same time, and the teacher moving from group to group.
- The daily routine provides blocks of **uninterrupted work time** of two to three hours each, giving children the opportunity to spend time delving into subjects and promoting concentration skills.

Through the unique Montessori environment, the children receive a rich academic experience and the program can be extended to meet the needs of each individual child.

Our Programs and Curriculum

The rich and comprehensive Montessori curriculum incorporates all outcomes from the NSW Board of Studies syllabus. We are recognised as a Registered Independent Primary School under BOSTES (now called NESAS). The Montessori curriculum is recognised internationally and the curriculum is approved as an alternative national curriculum framework by ACARA (Australian Curriculum, Assessment and Reporting Authority). The preschool is approved and accredited under the NSW Department of Education and Community, the regulatory body of ACECQA.

0-3 program

In its third year now, the 0-3 years program is very popular, running three days a week. Parents participate with their child and learn how to incorporate Montessori principles into their practices at home, and we provide parenting support and guidance. We are proud that we have established an extended community for the 90 plus families that participate in the program.

Co Curricular Activities

Montessori philosophy believes that learning should extend outside the classroom and be integrated naturally into the child's life. Our co-curricular activities and extra-curricular activities give the children exposure to a broad range of activities as well as the opportunity to be involved in some community orientated activities.

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.

For the second year in a row, we held the inter-Montessori school's sports carnival in May. We joined with Inner Sydney (Balmain) and Camaragal Montessori (North Sydney) primary schools at ES Marks Athletics Field, Moore Park. Almost 300 children aged 6-12 participated in track and field events. The camaraderie between the children was wonderful to see.

Music: The school band gives children the opportunity to play in an ensemble and perform at school events. Instrument tuition is available as an extra curricula activity.

Supporting needy causes: The school regularly supports charities and we have participated in a number of programs in 2016. These have included support for World Vision, Anglicare Women's Refuge, The Cancer Council and various programs serving the needy in the local community.

Co-op: A organic fruit and vegetable co-op runs fortnightly to provide students and parents with fresh organic produce. Students in our Year 6 group run this co-op.

Assisting the under 3's: Our primary students (Years 1-6) take turns in providing assistance to the parent/child program. Through their involvement they practice valuable skills such as contributing to others and relating to others in the community. These sessions are led by a Montessori trained teacher.

After School Programs: After School Clubs provide opportunities for activities, such as drama, chess and sport; and the after school care program provides an important service to the community between 3-6pm.



Journey of Service A unique opportunity unfolded for the graduating group this year via a connection we'd made with a Montessori school and orphanage in Thailand.

In July, six students travelled to Thailand with their teachers Raji Sivapalan and Fiona Mackenzie, along with the principal Bill Conway to fulfil their Journey of Service project.

Montessori East's Journey of Service project is an opportunity for students in their last year of primary school to make a significant and real connection to the world they have been learning about.

The highlight of this journey, was the connection that was made between the children. Our students prepared a number of activities that they led at the orphanage each day, and provided a rich injection of love and warmth to many of the 300 residents who are there without parents. They expressed how the journey changed the way they saw needs and service; how they felt we should be involved more regularly with helping others, including locally. They discovered how difficult it is to receive such generous hospitality from others when their own material privilege is so far beyond that of their hosts; how expressions of love carry no price or cost. The students will never forget what they learned and hold it as a significant experience that will guide them in the future.

The project was established by Montessori East in 2013, recognising that pre-adolescent children naturally seek to understand their place in society and seek opportunities to contribute in real ways.



"It was a huge undertaking for such young children, but I know them well and I had every confidence that they were ready to offer something of themselves. On reflection, it has been an amazing 'right of passage' for them, a bridge from which to enter adolescence knowing more about themselves, and the significance of giving to others. Many people benefited through this project and the world will be a better place with young people like this as its citizens."

Bill Conway, Principal

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

Being a primary school, Montessori East participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) for all students in Years 3 and 5. This program assesses the literacy and numeracy learning of students in all Australian schools.

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 2012-2016.

NAPLAN Results

In May 2016 the following number of students sat these tests:

Year 3 = 11
Year 5 = 8

Comments on NAPLAN Results

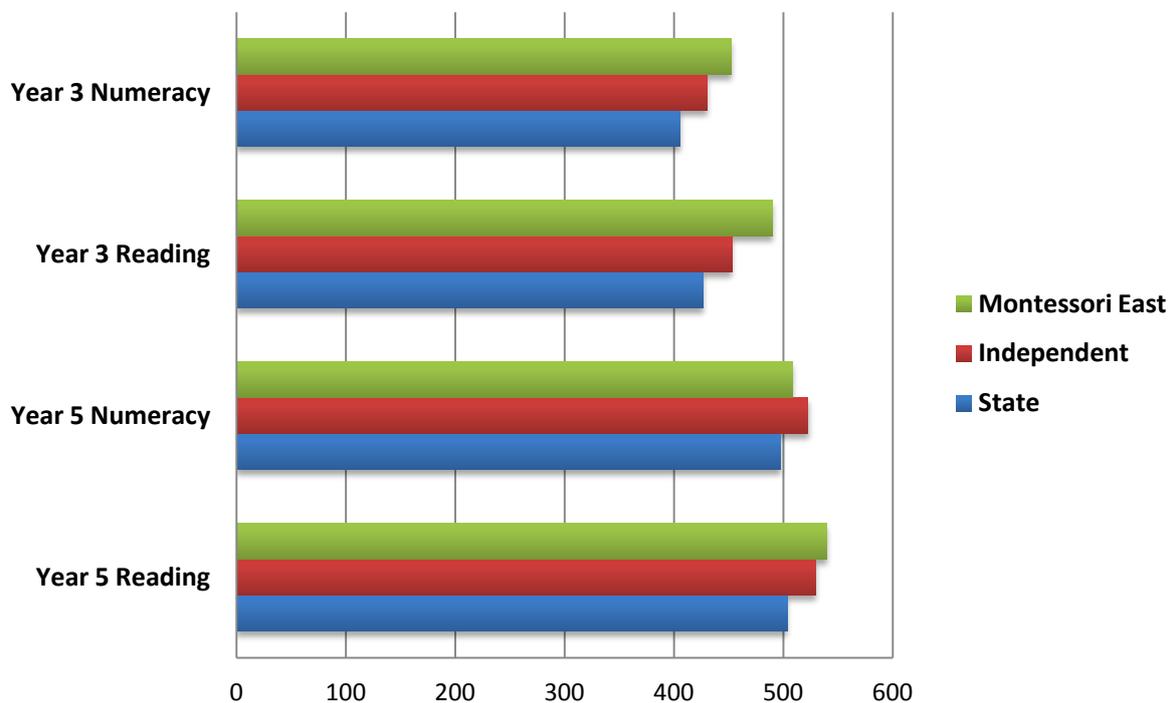
- Year 3 results showed strong performance in all areas. In comparison to state averages the school average was well above in every area. The school was above the average AIS school's performance in all areas except Spelling.
- Year 5 results showed steady growth in Grammar, Spelling and Writing. In comparison to state averages the school average was above in every area except Spelling.

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

The following graphs summarise the overall performance of students sitting the NAPLAN between 2012 and 2016. The school's results are compared against State results (NSW) and all Independent Schools (NSW).

Naplan Results - Average 2012-2016



Additional comments:

Montessori East uses NAPLAN results as one of many sources of information to guide our teaching and learning. We urge our community to not use individual student results as a point of comparison with other students nor to draw sweeping conclusions from their child's results. As one of the few measures that provide a general academic comparison, NAPLAN results are viewed to give us general insights on how are students perform on a national standardised test. The consistently strong results in NAPLAN, especially in Reading, testifies to our general academic excellence.

Professional Learning and Teacher Standards

Professional Learning

Professional development for staff is an important part of the School program. Staff attended the following workshops and seminars in 2016:

Description of the Professional Learning Activity	No of Staff participating
First Aid Certificate training	13
Montessori Whole School Refresher Course	8
Integrated Learning – Special Needs	1
Rethinking Reforms	2
Early Childhood Leadership Program	1
Montessori National Summit	1
Engaging Students with Disabilities	1
Assistance to Infancy Teacher Training	1
Writing Workshop	2
Sydney Symphony Teacher Orientation	1
Leadership Network Forum	1
Governance Workshops (Board members)	5
Cert III in Children’s Services	1

Two staff members completed their two year Montessori teacher training courses in 2016. The school is supporting this training to assure the staffing needs in the future are looked after.

Teacher Standards

As at December 2016, Montessori East employed 7 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:

Level of qualification	Number of staff
a. Have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	7
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	0
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	0
d. No qualifications or teaching experience	0

Montessori qualifications

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

Composition of staff

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 is one Indigenous teacher currently employed as a teacher.

Staff Retention

There were two changes to our teaching staff in 2016. One teacher retired after a rich career in teaching and administration, and the other teacher was granted a 12 month paternity leave. Three new staff members were welcomed to the faculty in 2016.

Students

Attendance Rates

The yearly attendance rate for the school by year group was:

Year	% Attendance
Kindergarten	90.6
Year 1	90.8
Year 2	89.6
Year 3	90.1
Year 4	91.5
Year 5	93.9
Year 6	91.8

In 2016 our overall yearly attendance rate across the school was 91.3%. (calculated on the student attendance collection data for terms 1-3 only)

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.

In 2015 we implemented a new procedure whereby an SMS message is sent to parents by 9:45am if their child is absent from school and the school has not been informed. The school has a clear procedure in place for late and non-attendance that parents are regularly reminded of via our weekly newsletter communication.

Student Retention

For many years our preschool has been fully enrolled with long waiting lists. Our retention rates in the primary school have steadily improved thanks to concerted effort to continually improve the quality of the programs offered and to improve communication with parents about the value and approach of Montessori education.

Strategies to promote student retention are a very important part of our ongoing management plan. Our school has a unique challenge in that we do not readily accept new students beyond the age of 3, and as a consequence we cannot easily replace students who leave the school. This is because our teaching methodology requires students to have a solid preparation in independent choice-making skills and self-motivating work engagement to successfully progress through the primary school. Nevertheless, approximately 10% of our primary school students have enrolled from other schools.

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 2016 graduating class of 6 students moved on to the following secondary schools: **International Grammar School, Glenaeon Rudolph Steiner (2), St Claire's College, Rose Bay Secondary College and overseas.**



Our Policies & Procedures

Enrolment Policy & Process

Montessori East School offers a three-year Pre-Primary Montessori program commencing at age 3 years. The Pre-Primary program (including Year K) progresses towards the Primary program 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.

We also offer a Nido & Toddler program for parents and children aged 0-3 years. The groups meet each week to learn about the child's growing and change needs. Enrolments into the program are on a first come first served basis and is done online, however priority is given to current participants.

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

The school Enrolment Officer processes all enrolments for the primary and pre school 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 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. A copy of the Policy Manual is available by contacting the school. Montessori East regularly reviews its policies.

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.

Safe & Supportive Environment

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.

Policies for Student Welfare

To protect the welfare of the students, Montessori East has a series of comprehensive policies in relation to:

- Student Welfare
- Child Protection
- Health and Safety
- Anti Bullying & Harassment

Policies are reviewed regularly and updated as required. All policies were updated in 2016:

Student Discipline

Our goal is to develop in students self-discipline and an understanding that each individual carries a responsibility to their class community and the school, to assure it is an environment where all feel safe and secure.

This is achieved through the Montessori philosophy and pedagogy, which includes the prepared environment, Montessori trained teachers and practicing an education approach supporting grace, courtesy and peace. Guidance on good behaviour 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 behaviour 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.

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

Below is a summary of the goals established from the beginning of 2016. 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 board.

Management Area	Goals	Outcome / Comment	
Curriculum Areas	Curriculum Scope and Sequences	Establish new Scope and Sequence documents with Montessori curriculum reference.	Teachers identified Montessori lessons and units related to current BOSTES outcomes for new syllabus.
	Environmental Education/ Appreciation	Enhance our appreciation and consideration of nature and the care of our natural resources.	Partially achieved through class work and peer groups.
	Literacy	Develop a writing scope and sequence to enrich writing experiences in the younger years.	Workshop was presented and teachers from other schools participated. Scope and sequence written.
	Mathematics	Provide students with more resources and strategies to link their learning and skills in mathematics to everyday situations.	Teachers worked on the mathematics syllabus and participated in PD activities. Awareness of everyday mathematics opportunities has been an outcome of the Green Gradz micro-economy work.
Assessment and Record Keeping	Key lessons for assessment and reporting	Identify key lessons in the Montessori curriculum which will be used for assessment and reporting.	<i>New reports were designed and used in 2016. This involved identifying key lessons related to BOSTES outcomes.</i>
	Observation as a means for assessment	Increase skills in observing students for the purpose of planning and assessment.	A workshop was presented to staff to assist with observation skills.
	Benchmark assessment of learning	Have in place regular intervals in which assessments are taking place and recorded.	Regular benchmark assessments have been carried out for students at set levels. This information is used by teachers and deciding on who will receive extra assistance.
	Student Services	Develop efficient strategies to address student needs.	SS meetings held in term. Reviews of IEP include PD sessions on meeting additional needs. All teachers attend.
Growth	0-3 programme	Continue to monitor and improve the 0-3 program.	Reports from 0-3 to 3-6 have commenced. Cycle 1 new starters are much more familiar with Montessori principles and children

			are easing in better.
	Securing new premises	Work to identify needs and commence searching for a new location for the school.	Brief has been sent out widely. Relocation committee meets regularly.
	Lease	Have a lease in place with flexibility to terminate if able to move early.	New lease close to being signed.
	High School	Continue investigating the possibility of opening a high school.	Regular meetings being held. Board has approved funding for curriculum development.
Human Resources	Professional review of staff performance and goals	Create a culture of excellence by involving staff in setting professional goals and participating in professional development.	Reviews held in Term 1.
	Long range plan for staff to ensure retention and attraction of staff	Continue to encourage staff to use PD bonus and to recognize advantages to working at ME. Create a professional culture of learning and service.	Staff retention has been 100%. School to support participation in International Congress July 2016 (14 teachers/staff attending).
Professional Development of staff	Extending Learning beyond ME	Involve staff with opportunities for professional development in the wider community.	Reasonable levels of PD by teachers in 2016. Workshops included topics related to meeting special needs, mathematics and general syllabus orientations (BOSTES).
	Registration qualifications	Assure all teachers are appropriately qualified and registered.	All teachers who are required to register have done so. WWCC – 100% on new system.
PD of Principal	Montessori Leadership	Become more involved in activities that raise the profile of Montessori East and Montessori education.	School has achieved a positive and increased profile in the wider community.
	General Leadership	Become more familiar with new requirements and regulations emanating from government agencies.	Accreditation completed. Registration for 2017 is under way.
National Quality Framework	Quality Improvement Plan	Create and update regularly a quality improvement plan – combining formats to meet requirements of each body (ACECQA and DOE).	QIP has been regularly updated. The general QIP for the school is being done through AIS and the annual report for BOSTES.
	Staff qualifications	All preschool staff must hold certification/qualification, or be in the process of obtaining.	All staff except one complete with required qualification. One is working towards.
Registration	Preschool accreditation	Complete requirements of the National Quality Framework and Early Years Learning Framework.	Accreditation successful. Working Towards. The process has been extremely valuable and has caused

			us to focus on the Early Years Learning Framework more consistently and overtly.
	BOSTES Registration	Commence preparations for 2017 registration with BOSTES.	Awaiting new requirements that come into effect on 1 Jan 2017
Parent & Community Support	Transition to High School	Build stronger connections with area high schools and assist students in making smooth transitions.	No work has been done in this area.
	Feedback from Parents	Establish an open dialogue between parents and the school.	Surveys conducted with leaving families and graduates. No issues came from the results.
	Parent contact with classrooms	Provide regular opportunities for parents to become familiar with their child's class and teacher.	Open mornings have been conducted regularly in each classroom.
	Alumni	Increase the flow of information to and from our alumni.	New Alumni Coordinator in place.
	Community education	Enhance the understanding of Montessori education in the wider community.	Local press have been publishing a number of items from ME.
Property	Excellent presentation of property	Provide a regular maintenance program to address building and grounds requirements.	Due to our temporary status on the campus, minimal work has been carried out.
	Classroom Maintenance	Classrooms must be in excellent condition and presentation at all times.	Regularly being looked at and action taken.
Work Health Safety	Policies and Procedures	To implement good practice and procedures for health and safety, fully complying with the new WHS legislation	Child protection training completed. First aid and other required training for staff has been completed. We are compliant.

Initiatives Promoting Respect and Responsibility

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 including a Virtue of the Week program whereby a virtue is discussed and reflected upon throughout the week or fortnight. 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.

Culture of Service

An initiative began in 2013 focusing on the child's natural calling to serve. From the earliest years we witness a desire to help others and to care for their environment. We have developed strategies to build on this desire in later years by structuring service activities in the primary through our Peer Leadership program. Service activities are planned in collaboration with the students and provide meaningful ways where students may do something to help and serve. Examples have included

cooking for others, caring for the environment, visiting an aged care facility, washing cars, and cleaning furniture.

The Journey of Service is an outcome of this project where in the student's final year, Year 6, students travel to a community where they can perform some form of service. In 2016 the students travelled to Udon Thani and Nong Khai in Thailand to work at an orphanage.

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.



Patience.
I am gentle with others and
patient in my words and actions.

Parent, Teacher & Student Satisfaction

Fostering a variety of different opportunities and avenues for our community to provide feedback to the school is essential to the flow of communication. Our school has a relaxed, family atmosphere which we encourage, so that parents, students and teachers feel that they can easily share their opinions and concerns.

Parent satisfaction:

As a small community school, we actively seek to involve parents in the school and consequently there is a high level of engagement. Parents enjoy getting involved and this supports open communication and feedback at the school.

Parents have a range of formal and informal options available to them to provide feedback. Formal communications include requests for a meeting with a teacher or the principal. Informal communication is regularly channelled through the front office staff, class parent representatives and coffee mornings.

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. The principal attends all meetings.

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.
- Enrolment demand is very strong, with a healthy waitlist and significant interest from the community.
- Staff retention is excellent.

Financial Performance

The School maintains prudent financial policies. It is important to note that the school continues to invest in improvements that are vital to the delivery of quality Montessori education for the children.

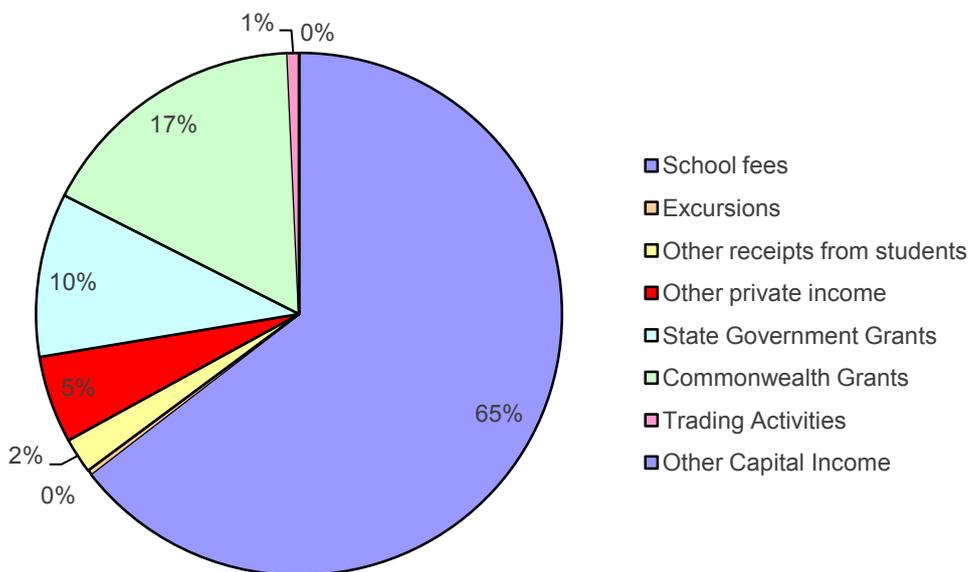
The Company reports the financials at an aggregate level across the Pre-Primary and Primary classes. The Pre- Primary program includes children in a parent/child program for aged 0-3, and classes for children aged 3-6 years. The Primary classes are for children aged 6-9 years and 9-12 years.

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 2016. The Financial Questionnaire was prepared on the basis of the Company's audited 2016 financial statements.

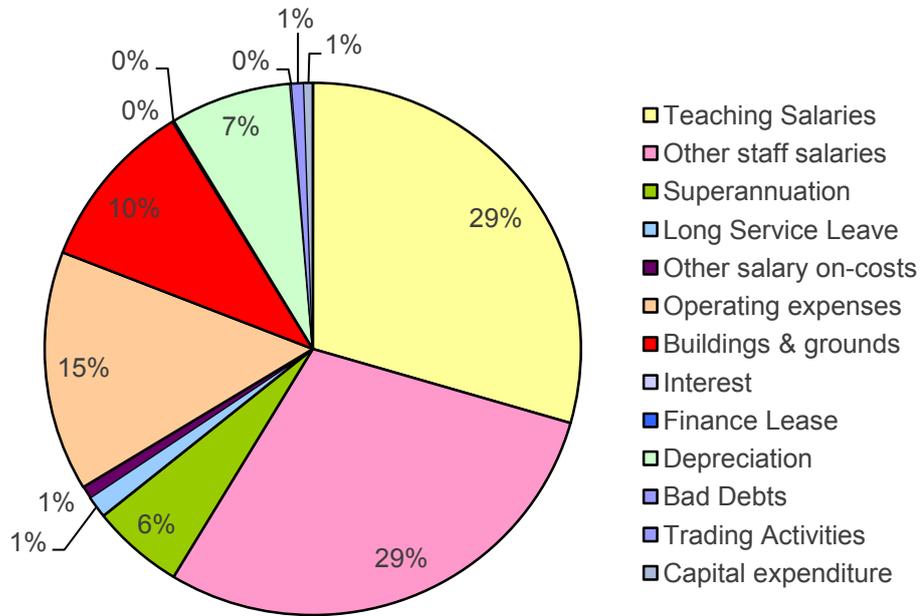
For the year ended 31 December 2016, Eastern Suburbs Montessori Association Limited generated total revenue of \$2,975,474 which after total expenditure of \$2,947,124 created a surplus of \$28,350. The total expenditure includes expenditure of a Capital nature of \$15,282 which, if excluded, leaves us with an operating surplus of \$43,632.

Eastern Suburbs Montessori Association Recurrent Income
Year ended 31 December 2016



Total expenditure in 2016 was \$2,947,124. Non salary expenditure totalled \$988,370. Capital expenditure was \$15,282.

Chart Title



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:
 - Understanding of Montessori
 - Intentions for primary schooling
 - Fee schedule
 - Parental involvement in the school
 - 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.
- Organise 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.
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:

- Favours 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 enrolls 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.

Other policies

Complaints & Grievances, Anti-bias
Student Services

Sourcing

Anti Discrimination Legislation
REVIEWED: JUNE 2016

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.

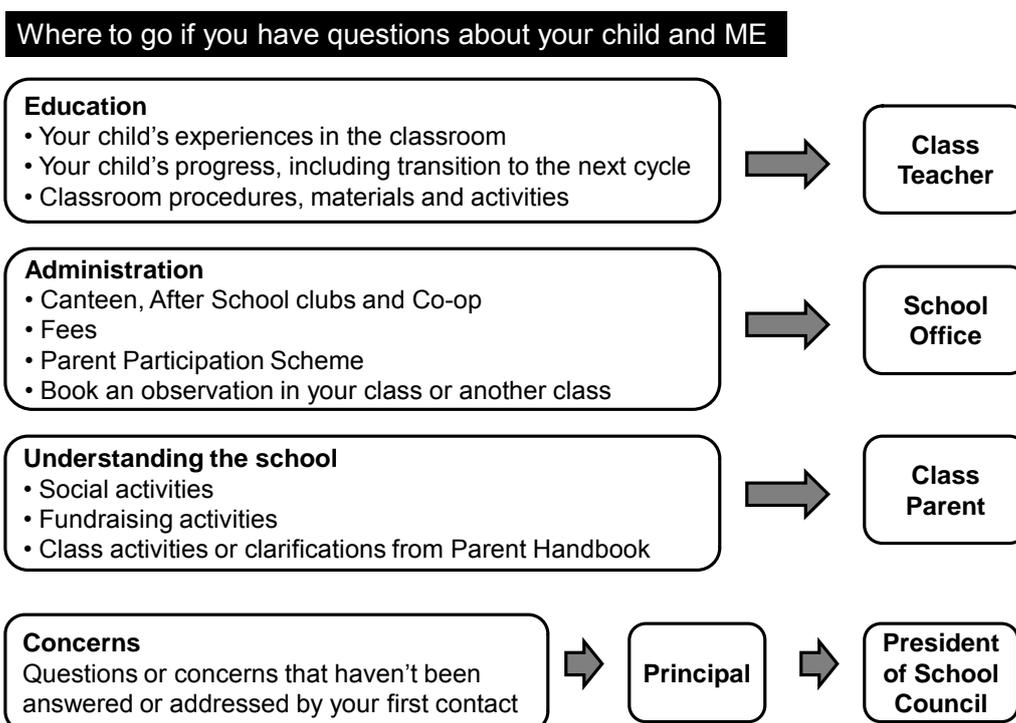
Community Awareness

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)



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 Board 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 Board's attention and the Board will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Board 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 Board. The decision is also recorded in the record of grievances.
5. If the decision from the Board 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 Board 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. (preschool)

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 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 Board 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 Board's attention and the Board will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Board 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 Board.
5. The decision of the Board 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 board 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 Board's attention and the Board will need to decide how to resolve the matter and record this at the next meeting. The minutes of this Board 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 Board. The detail of this decision are filed in the Grievances file and maintained for 7 years.
5. The decision of the Board 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.
1. 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.
2. 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 board 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.
3. 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 Board's attention and the Board will assist in finding a solution. The minutes of this Board 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 Board.
4. The decision of the Board 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 Board 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;
- Informing 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 2016

CONTACT DETAILS

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