



Forestville
MONTESSORI School
Thriving beyond...

ANNUAL REPORT 2017



Forestville Montessori School

I Angel Place, P.O. Box 55
Forestville NSW 2087

Submitted 30 June 2018

*“The one thing life can never do
is stand still.”*

Dr Maria Montessori

Forestville Montessori School Annual Report 2017

REPORTING AREA I

Message from the Principal and the Chair, Board of Directors

This Annual Report provides an overview of the achievements and progress of the Forestville Montessori School 2017. It was a year of change, adaptation and planning for a bright future.

Highlights for 2017 include:

Excellent results in our parent survey with 94.95% agreeing that FMS prepares children for lifelong learning; 91.14% agreeing that FMS provides sound teaching of the basics; 89.9% agreeing that FMS provides challenging curriculum; 82.28% agreeing that FMS provides challenging work that stretches student’s thinking. 86.67% agreeing that their child is happy at FMS; 86.08% agreeing that their child is valued and respected; 93.67% agreeing that the Montessori materials are beautifully presented; 92.40% agreeing that the classroom environments are welcome; 89.97% agreeing that their children are in a well-rounded learning environment.



Denice Scala, CEO/Principal

- Enhanced communication with families through the introduction of our online newsletter- InFocus and regular email updates.
- Stronger engagement with families through the introduction of morning teas providing updates and open forums.
- Rich student experiences. Enriching the Montessori philosophy.
- The Board charged management with developing a plan to ensure the sustainability for the School through 2018 and into the future. Changes in enrolments and class compositions were all bedded down. Administration services, marketing and communication channels to position the School for success continue to be a focus.
- The Board pays tribute to Frances Reed, CEO/Principal, retiring in mid 2017 after 32 years for the incredible vision she created and executed for the School.



Simon Harris
Chair, Board of Directors

Forestville Montessori School is now entering an exciting time of growth and development. The hard work, commitment and loyalty of the FMS staff and community has enabled the school to ensure a bright future that we can all look forward to.

We hope you enjoy reading more about the school in this Annual Report, and encourage you to contact the school on (02) 9452 2044 or visit our website: www.forestvillemontessori.nsw.edu.au to find out more. Follow us on social media or come for a visit.

A handwritten signature in black ink that reads "Denice Scala". Below the signature is a long, horizontal, slightly wavy line.

Denice Scala
CEO/Principal

A handwritten signature in black ink that reads "Simon Harris". The signature is stylized and cursive.

Simon Harris
Chair, Board of Directors

Message from the FMS Community Team

In 2017, our Community Team continued to engage our families in friend and fund raising for the benefit of all. We hosted a number of events throughout the year including:

- Movie Night
- Trivia Night
- Art Auction
- Easter Egg Hunt
- Family Picnic

In terms of projects to assist with School's development, \$31,693 was raised towards upgrading the 3-6 Years playground.

The Community team meets regularly and welcomes new members to bring fresh ideas and work with us to plan exciting, memorable events for a whole community.

Idette Warburton



“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

Dr Maria Montessori



REPORTING AREA 2

Contextual Information about the school and characteristics of the school body

Characteristics of the Student Body

The school has approximately 79 students in the pre school (0-6 years of age) and 67 students in the primary (6-12 years of age) programs. There are currently 65 girls and 81 boys throughout the school. The students come from a wide range of cultural backgrounds, including many with language backgrounds other than English and students with special learning needs.

The school operates an Infant Community program from 3 months of age, a Parent/Toddler program from 1 year of age, a 2-3 year old program and a Pre School Program from 3 years of age. The school attracts pre school students from its parent/toddler and 2-3 year old classes and primary students from its three-pre school classes.

The school follows the Montessori philosophy and practice of education, attracting families who wish to educate their children within this philosophy and methodology.

REPORTING AREA 3

Student outcomes in standardised national literacy and numeracy testing NAPLAN

Performance on NAPLAN is documented on the My School website:

<https://www.myschool.edu.au/ResultsinNumbers/Index/102646/ForestvilleMontessoriSchool/43869/2017>

REPORTING AREA 4

Senior Secondary Outcomes

Forestville Montessori School does not provide senior secondary education.



“The teacher, when she begins work in our schools, must have a kind of faith that the child will reveal himself through work.”

Dr Maria Montessori

REPORTING AREA 5

Teacher qualifications and professional learning

Teacher Qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines or	14
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications	1

Professional Learning

The school executive participated in Leadership Seminars and Conferences conducted by the Association of Independent Schools (AIS) Leadership Centre including Leadership and Governance and Employment Relations seminars. Frances Reed serves on two AIS advisory committees, the Consultative Committee and the Employment Relations Committee and serves on the Montessori Heads of Schools Advisory Committee. The principal also serves Montessori Australia on the ACMS (Australian Centre for Montessori Studies) Board of Directors and the MAF (Montessori Australia Foundation) Boards of Directors. The principal and deputy principal are lecturers and examiners for the AMI (Association Montessori

Internationale) Montessori Diploma Courses for primary teachers globally and have served as the course coordinators for primary diploma courses in Australia. The principal is the Teacher Accreditation Authority and the Child Protection Investigator for FMS. The school staff participated in a two-day Refresher Course conducted by the Association Montessori Internationale (AMI); the principal participated in the administration seminar and the teachers participated in refresher courses for early childhood and primary programs.

Our teaching staff hold Bachelor Degrees and many hold Masters Degrees or higher and have many years of experience. The bursar is involved with the Bursar's Association and attended financial seminars during the year. The principal and bursar attend all appropriate AIS financial seminars and workshops. The Board of Directors and the Principal are involved in Governance professional development, attending the AIS Governance Symposium and other governance seminars.

Our teachers participate a variety of relevant professional development courses and seminars as well as school development days to build their knowledge and skills and satisfy NESA requirements.



Our school believes that professional development is essential for professional growth and sponsors staff members to a variety of courses, seminars and workshops during the year. Staff throughout 2017 undertook the following professional development activities, among others:

PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF PARTICIPATING
Allens Senior First Aid Course involving first aid management, Anaphylaxis, CPR Training & Emergency Management of Asthma	20
AISNSW Flagship Program	1
Montessori Early Childhood Conference – Brisbane	1
AIS Montessori Governance Workshop	3
AIS Introduction to Creating Safer Independent Schools	2
AIS Annual Briefing	2
MAF Montessori Refresher	20
Stephanie Alexander’s Delivering Kitchen Garden Classes Inservice	2
Understanding Children with Diverse Needs: Sue Cairns, Consultant – Student Services Association of Independent Schools	16
MAF Curriculum Mapping Workshop	2
Inclusion in a Montessori Setting. AISNSW workshop held on site at FMS for Directors and Assistants	20

The average expenditure per teacher/staff member on professional learning in 2017 was \$154.

REPORTING AREA 6

Workforce composition

The School's workplace composition is listed on the My School website. FMS employs teaching staff, support staff, administration staff. Current staff members are from a wide variety of cultures but the staff does not include any indigenous members at present.

Refer to My School website:

<https://www.myschool.edu.au/SchoolProfile/Index/102646/ForestvilleMontessoriSchool/43869/2017>

REPORTING AREA 7

Student Attendance and retention rates and post-school destinations in secondary schools

Average attendance rate per year by school grade for 2017:

- **K** 94%
- **1** 95%
- **2** 95%
- **3** 95%
- **4** 94%
- **5** 94%
- **6** 94%
- **Whole School** 94.7 %

Ninety-five percent of students attended school on average each school day in 2017, which was marginally higher than attendance to 2016.

Forestville Montessori School maintains a register of enrolments with the name, birth date, age, address, parents' names and contact details, entry and exit levels, status and destination of each child who enrolls in the school.



School Enrolment Register Procedures

1. The nominated clerical officer enters each child in the school's register when he/she begins school.
2. The clerical officer enters the withdrawal date and destination when each child of school age leaves the school.
3. If the destination is not known, the school telephones or emails the parent/guardian of the child.
4. If the parents/guardians cannot be contacted or are unwilling to give the required information a registered letter is sent to their last known address.
5. If there is no response within two weeks, the school notifies the Department of Education & Communities Home Schooling Liaison Officer if the student is between 6 and 17 years of age.

Data Collection

The School's administrative officer:

1. registers a student's name, age and address from the enrolment form in the school's database.
2. registers the name and contact telephone of parent/guardians from the enrolment form in the school's database.
3. collects student information, MCEECDYA background information.
4. collects information on previous school / pre-enrolment for a student older than 6 years.
5. records the destination of each student leaving the school and notifies the HSLO at DET if the destination of the student of mandatory school age is unknown.
6. collects and stores data on absences where a student is absent for 30 days.

The Principal accesses the mandatory reporters section of the Keep Them Safe website www.keepthemsafe.nsw.gov.au to determine whether a report is required.

Student Attendance

Forestville Montessori School maintains registers of attendance with the name, birth date, age, address, parents' names and contact number of each child who enrolls in the school.

1. The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students.
2. Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class using the common code approved by the Minister for Education from 2012.
3. Daily attendance is taken at the beginning of each school day and recorded via online attendance software.
4. Each teacher is responsible for entering the common code approved by the Minister of Education via online software.
5. If a student is absent and the school has not been notified, the office staff contact the parent on the day of absence to ascertain the reason for the absence.
6. The parent/guardian is responsible for submitting an absent note via the FMS APP, email, telephone or in person. If a note is not submitted, the class teachers or office follow up unexplained absences by telephone, email or personal contact. If a satisfactory answer is not received, the school administration generates a letter to the parents/guardians.
7. The school notifies parents/guardians of unsatisfactory classroom or School attendance by telephone, email or letter and through school student reports. If there is no explanation from parents, an interview with the principal or delegate will follow.
8. Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken are recorded on the student's file and a follow-up letter is sent to the student's parents/guardians.
9. Attendance data is stored online via attendance software.
10. Copies of the attendance data are printed and stored at regular intervals.
11. All attendance data is maintained in the office for at least 5 years before archiving and the register of attendance for a student is retained for at least 7 years after the last entry was made in respect of the student.

Attendance Exemption

Where the parents of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the school will process the parent's application in accordance with the guidelines from NSW Department of Education and Communities.

1. Parents/guardians will submit the application and supporting documentation, where requested, to the school principal.
2. The school will send applications for over 100 days in a year to the Minister's delegate at the Student Welfare Directorate, NSW Department of Education and Communities.
3. Applications for fewer than 100 days in a year or a request to leave school to undertake an apprenticeship or traineeship will be considered by the School.
4. The school principal will consider the application in accordance with the criteria in the guidelines from the NSW Department of Education and Communities.
5. Where the application is supported, the principal will provide the original exemption certificate to the parent/guardians.
6. Where the application is not supported, the principal will notify the parents/guardians in writing of the unsuccessful outcome using the format from the guidelines.
7. Copies of the application and exemption certificate or notification are kept on the student's file.
8. The Minister's delegation and copies of exemption certificates will be filed in the school's attendance records.

Post school destinations

Not applicable for 2017



Enrolment Policy

Forestville Montessori Enrolment Policy

Forestville Montessori School offers Montessori Education in a co-educational setting for Pre-school, Primary and Secondary students underpinned by the Montessori philosophy and method, operating within the policies of the NSW Board of Studies (BOSTES) and the Department of Education and Communities. Applications are processed in order of receipt and consideration will be given to the applicant's support of the ethos and values of the school, siblings presently attending the school and other criteria as determined by the school including a classroom observation and an interview with the principal. Parents/guardians must adhere to the Conditions of Entry set out by the school to be granted admission and to maintain enrolment. Once enrolled, students and their families must support the school's philosophy, comply with school rules and the policies and procedures in the Parent Handbook and adhere to the Code of Conduct to maintain enrolment. Forestville Montessori School complies with the Disability Discrimination Act.

1.1 Selection Criteria

Selection for a place at Forestville Montessori School is based on the following criteria:

- (1) Suitability for the school as determined by the Principal, taking into consideration:
 - current enrolment for the pre-school program
 - current Infant Community and 2-3 year old program students
 - current pre-school students
 - commitment to complete Preschool (including four terms in the 5 year old program)
 - commitment to complete the 3 year cycle
 - commitment to complete Primary
 - prior Montessori experience
- (2) Siblings:
 - of current students
 - of students concurrently admitted to infant community/pre-school/primary programs
 - of past students

- (3) Age and gender balance in waiting list order
- (4) Children with Special Needs, subject to a maximum number as determined by the CEO/Principal from time to time
- (5) Parent participation

All placements are subject to:

- an interview with the Principal
- an orientation, length to be determined by the principal
- a one term trial period after commencement, which may be extended at the discretion of the Principal
- withdrawal by the PMAL/FMS, should circumstances, under which the offer was made, alter.

Initial and continued enrolment is subject to parents/guardians:

- signing and adhering to the Conditions of Entry/Parent handbook
- adhering to the enrolment contract
- adhering to the Code of Conduct
- supporting Montessori Philosophy and Practice
- following the discipline policy/procedures regarding behaviour of students
- following the concern policy/procedures
- paying fees on time by the date due.

1.2 Enrolment Procedure

1. Applications are processed within the school's enrolment policy.
2. Each family attends an interview. Interview responses will be considered regarding the family's ability and willingness to support the school, its philosophy, its representatives and the conditions of entry.
3. Each applicant's educational needs will be considered. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Strategies will be identified that need to be put into place to accommodate the applicant before a decision is made regarding enrolment.
5. The applicant will be informed of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student currently attending the school, whether the child has attended the 0-3 and/or the 2-3 year old program and the order of application. Continuing enrolment is subject to parents adhering to the Conditions of Entry, the student's adherence to school rules and Code of Conduct (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all school fees on time.

On accepting a place, new pupils are integrated on a staggered commencement basis. In the Primary school, new students have a one to two-day phase-in period. In the Pre-school, the older children commence first and the Principal schedules the commencement of all new pupils within the first three weeks of school or when the child has had their third birthday. In the Infant Community (0-3) and the 2-3 year old program, all new students attend an orientation before commencing.

There is a trial period of one term for all new children at the school. At the end of the trial period, parents are advised of the continuation or termination of their child's enrolment. The trial period may be extended indefinitely at the discretion of the Principal.

If the child is withdrawn within the first term trial period, the balance of the tuition fees (excluding the building fund and the placement fee) is refunded pro rata for that term. After the trial period has lapsed, no refund is applicable.



Other school policies

A. Student Welfare Policy

Forestville Montessori School has a policy on A Safe and Supportive Environment.

The school aims to provide a supportive and safe environment, which

- seeks to minimize risk of significant harm and ensure students feel secure.
- seeks to support the social, physical, academic, emotional and spiritual development of students.
- seeks to provide student welfare policies and programs that develop a sense of self-worth and self-esteem and foster personal development.

Our school wishes to promote a learning environment where teachers and students should be mutually supportive. Students and staff members should respect each other and not engage in conduct, which undermines this mutual trust and support. Students and staff members should respect the philosophy and ethics of the school and work cooperatively together. The School encourages consultation between members of the School community in matters, which affect them.

To ensure that all aspects of the school's mission for providing for student welfare are implemented, the following policies and procedures are in place:

- Security
- Supervision
- Conduct
- Concerns & Complaints
- Pastoral Care
- Communication
- Welfare
- Staff Professional Development

The complete document entitled " FMS-A Safe and Supportive Environment Policy" incorporating the areas listed above can be found in FMS Policies and Procedures Manual and the FMS Staff Handbook. The policy is reviewed annually and revised as required.

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Child Wellbeing and Child Protection Policy & Procedures</p> <p>The school reports under each legislation as follows:</p> <ul style="list-style-type: none"> • Risk of significant harm is reported to Community Services. • Reportable conduct allegations are notified to the Ombudsman within 30 days and may also include report to Community Services and/or police. • Relevant employment proceedings are reported to the Office of the Children's Guardian (OCG) 	<p>Review of Policy annually</p> <p>Policy revised to reflect relevant legislation</p> <p>Child Protection Act 2012 (WWC Act) reviewed</p> <p>Child Wellbeing and Child Protection Policy signed by all new teaching staff</p>	<p>Issued to all staff, in Staff Handbook and Policies and Procedures Manual</p> <p>Full text in: Policy and Procedures Manual and Staff Handbook</p> <p>Signed Policy in Staff files</p>
<p>A Safe and Supportive Environment Policy</p>	<p>Policy Reviewed and Revised</p> <p>Staff Professional Development for Child Protection, Duty of Care, WH&S, First Aid & Anaphylaxis, Asthma Training</p> <p>Changes made to Food Allergies Policy to incorporate additional bans due to anaphylaxis</p>	<p>Full text in: Policy and Procedures Manual and Staff Handbook</p> <p>Updating of student health records every term</p> <p>Letters to parent body in affected classes</p>

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Security Policy:</p> <ul style="list-style-type: none"> • Appropriate levels of supervision • Procedures for the security of the grounds and buildings • Use of the grounds and facilities • Emergency procedures for fire/evacuation • Arrival and dismissal • Visitors • Travel for school-related activities 	<p>Annual review of security and supervision procedures by staff</p> <p>All risk assessments checked and reviewed</p> <p>WH&S policy and procedures reviewed & revised</p> <p>Evacuation Plans reviewed revised to comply with safety protocols</p> <p>Emergency procedures including Fire and Lock-down drill practiced 4 times per annum - recorded & reviewed</p> <p>Safety/Driving rules & reminders published in newsletters</p> <p>Safety signs posted</p> <p>Traffic supervisors monitor traffic and pedestrian safety at arrival and dismissal</p> <p>Traffic Management Plan sent to immediate neighbours annually</p> <p>Procedures reviewed and revised</p> <p>All visitors Sign in/out in office, identified by a visitor's badge & are escorted to their destination</p> <p>Procedures reviewed and revised</p>	<p>Full text in:</p> <p>Policy and Procedures Manual and Staff Handbook</p> <p>Parents may request a copy by contacting the school office</p> <p>Evacuation plans enlarged and specifically marked, displayed in each room of every building</p> <p>Full text in:</p> <p>Staff Handbook, Parent Handbook and Policy and Procedures Manual</p> <p>Full text in:</p> <p>Staff Handbook, Parent Handbook and Policy and Procedures Manual</p>

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Supervision Policy:</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for activities both on-site and off-site • Guidelines for supervisors • Arrival and dismissal • Visitors to the school • Staff Sign in/out • Staff Duty Rosters • Playground rules • Playground Map • Sun Safety Procedures 	<p>WH&S Risk assessments for 2017 completed & checked</p> <p>Review conducted by principal and nominated staff annually</p> <p>Supervision and Safety policies/ procedures reviewed</p> <p>Guidelines reviewed: All children supervised until they leave with caregiver or board bus- Procedures reviewed</p> <p>Procedures reviewed</p> <p>Sign in/out procedures revised for monitoring purposes</p> <p>Reviewed/revised by Office Manager</p> <p>Revised each term by staff coordinators</p> <p>Discussed at Staff Meetings</p> <p>Map of activities revised termly in pre school (K)</p> <p>Procedures for sun protection reviewed and reinforced</p> <p>Parents must submit letter to deviate from school</p>	<p>Full text in: Staff Handbook and Policies and Procedures Manual</p> <p>Full text in: Staff Handbook and Policies and Procedures Manual</p> <p>Full text in: Staff and Parent Handbooks</p> <p>Full Text in Staff Handbook</p> <p>Full Text in Staff Handbook Available in office</p> <p>Copies given to staff</p> <p>Rules in Staff Handbook</p> <p>Map available in pre school classrooms</p> <p>Full Text found in: Parent Handbook, Staff Handbook and Policies and Procedures Manual</p>

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Codes of Conduct Policies:</p> <ul style="list-style-type: none"> • Code of conduct for staff • Code of conduct for students • Code of conduct for Board of Directors and parents • Confidentiality Deed • Behaviour management • Conditions of Entry • Staff Information Technology, Computer, Telephone and Equipment Code of use & Social Networking • Student Conditions of use for Electronic Facilities Policy 	<p>Yearly review- Code of Conduct New staff sign</p> <p>Reviewed and revised Secondary students sign</p> <p>Code of Conduct for Parents reviewed</p> <p>All Board directors sign and adhere to as board members</p> <p>Discipline Policy /Behaviour revised</p> <p>Conditions of Entry as part of acceptance into school rewritten</p> <p>Policy reviewed and revised; all new staff sign as part of Code of Conduct</p> <p>Policy reviewed; all new students/parents sign</p>	<p>Full text in: Staff Handbook and in Policies and Procedures Manual</p> <p>Full Text in Parent Handbook</p> <p>Code of Conduct in Parent handbook/Policies and Procedures Manual</p> <p>Full text in Board documents</p> <p>Full text in Parent Handbook and in Policies and Procedures Manual</p> <p>Full text in: Parent Handbook; signed copy kept by school</p> <p>Full Text in Policies and Procedures Manual, Staff Handbook</p> <p>Full Text in Policies and Procedures Manual, Staff Handbook</p>

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Pastoral Care Policy:</p> <ul style="list-style-type: none"> • Emergency and Critical Incident Management Plan • The pastoral care system • Health care procedures • Anaphylaxis and Asthma Management • Senior First Aid Training • Allergic reaction procedures • Access to special services • Parent information evenings • Parent Conferences and Observations 	<p>Management Plan evaluated and revised</p> <p>Additional leadership and responsibility initiatives revised</p> <p>Procedures reviewed and revised annually</p> <p>All staff trained in Anaphylaxis and Asthma Management; renewed as part of First Aid Certificate</p> <p>Staff renewed Senior First Aid Certificate and new staff trained as necessary</p> <p>Procedures reviewed</p> <p>Revision of banned foods</p> <p>Procedures reviewed for counselling services and AIS Information provided</p> <p>Parents book on line for Conferences and Observations</p>	<p>Full text in: Staff handbook, Policies & Procedures Manual</p> <p>Parent Handbook and School Newsletter</p> <p>Information disseminated in School Newsletter/ Parent Information Flyers/FMS APP</p> <p>Certificates Issued</p> <p>Certificates Issued</p> <p>Full text in: Staff handbook and Policies and Procedures Manual; Letters to parents</p> <p>Advertised through newsletter, posters; reminders by email & through parent portal on school website/FMS A</p>

POLICY	CHANGES IN 2017	ACCESS TO FULL TEXT
<p>Communication Policy:</p> <ul style="list-style-type: none"> • Formal/informal mechanisms in place for communication in School environment • Calendar of Events • Parent and Staff Login • Newsletter • FMS APP 	<p>Parent Handbook reviewed & revised 2017</p> <p>Calendar of Events 2017 accessible through parent/staff logins on website/FMS APP</p> <p>APP updated with relevant information</p>	<p>Full text in: Revised Parent Handbook available through parent portal on website/FMS APP</p> <p>Full Calendar on website/FMS APP</p> <p>On website</p> <p>All newsletters emailed and archived on website/FMS APP</p> <p>FMS APP</p>
<p>Student Welfare – Distance Education, Outside tutoring & External Providers</p>	<p>Procedures reviewed annually</p>	<p>Full text in: Staff handbook and Policies and Procedures Manual</p>

B. Anti-bullying Policy

Everyone at Forestville Montessori School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor. The School expects all staff members to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy. The purpose of the School's Discrimination, Harassment and Bullying Statement is to make you aware of:

- a) what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean;
- b) the procedures the School has in place to deal with workplace complaints relating to discrimination, harassment and bullying; and
- c) who you can talk to at the School if you wish to make a complaint.

Workplace bullying is repeated, unreasonable behaviour directed toward a staff member, other individual, or group that may cause harm, including risks to health and safety.

Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person. Such behaviour can include an individual's or group's actions or practices, which humiliate, intimidate or threaten another person. Bullying may also amount to unlawful discrimination or harassment.



The school policy outlines processes for responding to and managing allegations of bullying. All complaints will be treated seriously and generally in accordance with this statement. The School will determine the most appropriate method of dealing with the grievance.

The full text of the School's Anti-bullying policy can be found in the Policies and Procedures Manual and the Staff Handbook.

In 2017 the policy was expanded to include the role and processes for contacting police support services through the local Police School and Youth Liaisons. Some staff and students met with the Liaisons to establish a relationship.

The Anti-bullying policy and procedures are reviewed annually and were reviewed in 2017.

C. Discipline Policy

Students are required to abide by the school's rules and discipline policy and to follow the directions of the teachers, principal, deputy principal and others with authority as delegated by the principal. The school does not permit corporal punishment under any circumstances and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. The disciplinary model encourages conflict resolution, self-discipline and positive approaches to behaviour encouraging natural consequences as a result of actions. Where disciplinary action is required consequences vary according to the nature of the breach of discipline and the student's prior behaviour.

All behaviour management actions that may result in any sanction against a student including suspension or expulsion follow processes based on procedural fairness and involve parents of the student. Disciplinary actions do not include exclusion.

The full text of the school's Discipline policy and associated procedures is found in the:

- Parent handbook
- Staff Handbook
- Policies and Procedures Manual

The school's Discipline Policy and Procedures are reviewed annually and revised as necessary. The policy was revised in 2017. The revisions are contained in the Policy and Procedures Manual and the Parent and Staff Handbooks. All behaviour

management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when discipline includes suspension/expulsion of a student. Disciplinary actions do not include exclusion. The Student Code of Conduct is incorporated into the Parent Handbook and was revised. A copy can be obtained on the school's website, the FMS APP or by contacting the school office.

D. Complaints and Grievances Resolutions Policy

The school's policy for dealing with concerns includes processes for raising and responding to matters of concern identified by staff, parents and/or students. These processes incorporate the principles of procedural fairness, as appropriate, in response to and management of concerns.

Processes incorporate how complaints/grievances are raised and how the school will respond.

The full text of the school's policy and procedures for concern resolution is provided in the Policies and Procedures Manual and the Staff Handbook. An appropriate outline of the policy and procedures is provided in the Parent Handbook.

Policies and procedures are reviewed annually and the procedures were revised in 2017.



*“We are the sowers-our children are those who reap.
We labour so that future generations
will be better and nobler than we are.”*

Dr Maria Montessori

REPORTING AREA 10

School determined priority areas for improvement School-determined improvement targets

In mid 2017, the School commenced a strategic planning process. We set out to engage our extended community and as many stakeholders as possible in providing their input to shape the way ahead for Forestville Montessori school.

Staff and parent surveys were conducted. Students also had their say by participating in LEGO® SERIOUS PLAY® workshops.

We are seeing to give expression to our School’s Montessori philosophy in continuing to develop our truly genuine and unique educational offering. The comprehensive feedback will be collated and presented the School Board for consideration. We will then work together as a community to develop the School’s strategic plan which we aim to share in mid 2018.



Current Priorities and Improvements Underway

Teaching & Learning

- The Sport Program has undergone changes and further development is being planned around our new Sports Field Activities which will be completed early next year

- Students also continue to learn about Climate Change, use of Solar Energy at our school.
- Students participated in the Kimbriki Environmental Education Resource Centre and The Food Revolution to learn more about preserving the environment and implementing their new skills. They also participated in the 40 Hour Famine and Earth Hour.
- 5-year-old (KG) reports entered in ESR on line; training provided

Student achievements

- Students Initiated Projects for Charity
- Upper primary students attended leadership forums including the 'Young Leaders' program; primary students assisted younger students in the classrooms, by leading sport, music, drama activities as well as writing a business plan and raising funds for a 3 D printer which was realised.
- *Students from the 9-12 year old classes prepared for and participated in the Montessori Model UN in New York for the first time and gained very valuable experiences. This program is ongoing.

Student and Staff Welfare

- An Inclusive Education Coordinator commenced in October 2017 undertaking significant work to fine tune IEP processes and practices; training staff in enhancing literacy provision and ongoing diagnostic assessment procedures.

Staff Development

- Staff development focus on inclusive education
- Staff attended the Montessori Australia refresher course and chosen Montessori seminars
- Staff Development for building advanced skills in Montessori education conducted regularly
- Leadership staff attended leadership courses and seminars, flagship programs, master classes
- School provided courses for staff in all related compliance areas.

Board of Directors Development

- Directors attended the AIS Governance Symposium, gaining valuable insights and professional development hours
- Confidentiality Agreement reviewed with all new Board members signing

Facilities and Resources

- A new sports field was installed
- The FMS App was refined to enhance communication
- The School's extensive gardens were an ongoing source of delight with a horticulturist working weekly with the children to further enhance our eco gardens
- 'Seed to Plate'- Stephanie Alexander's Kitchen Garden Project was implemented



“The first duty of the educator, whether he is involved with the newborn infant or the older child, is to recognize the human personality of the young being and respect it.”

Dr Maria Montessori

REPORTING AREA I I

Initiatives promoting respect and responsibility

Montessori education has a deep respect for the child and aims to provide guidance for every child to develop the qualities of freedom and self-control to pursue the need to educate him/herself. The child has the opportunity to develop qualities of self-esteem, self-reliance, self-direction, self-discipline, and independence and to build the habit of concentration, research and orderly work patterns within a safe and cooperative environment.

The Montessori method fosters respect and responsibility as well as social awareness in children. The critical three-year cycle and the integration of children with special learning needs offer a microcosm of society within which children have the opportunity to develop skills essential for interacting in the wider community. This environment promotes individuality, independence, interdependence, awareness of and consideration for the needs of other human beings, which leads to an appreciation of life.

Beginning in pre school and throughout the primary school, Montessori classes contain children of three age levels. This promotes leadership among the older children in the group and gives them the opportunity to become the experts and share their knowledge and skills with the younger children who, in turn, see the older children as their role models. This fosters good communication skills and peer relationships, building leadership skills.

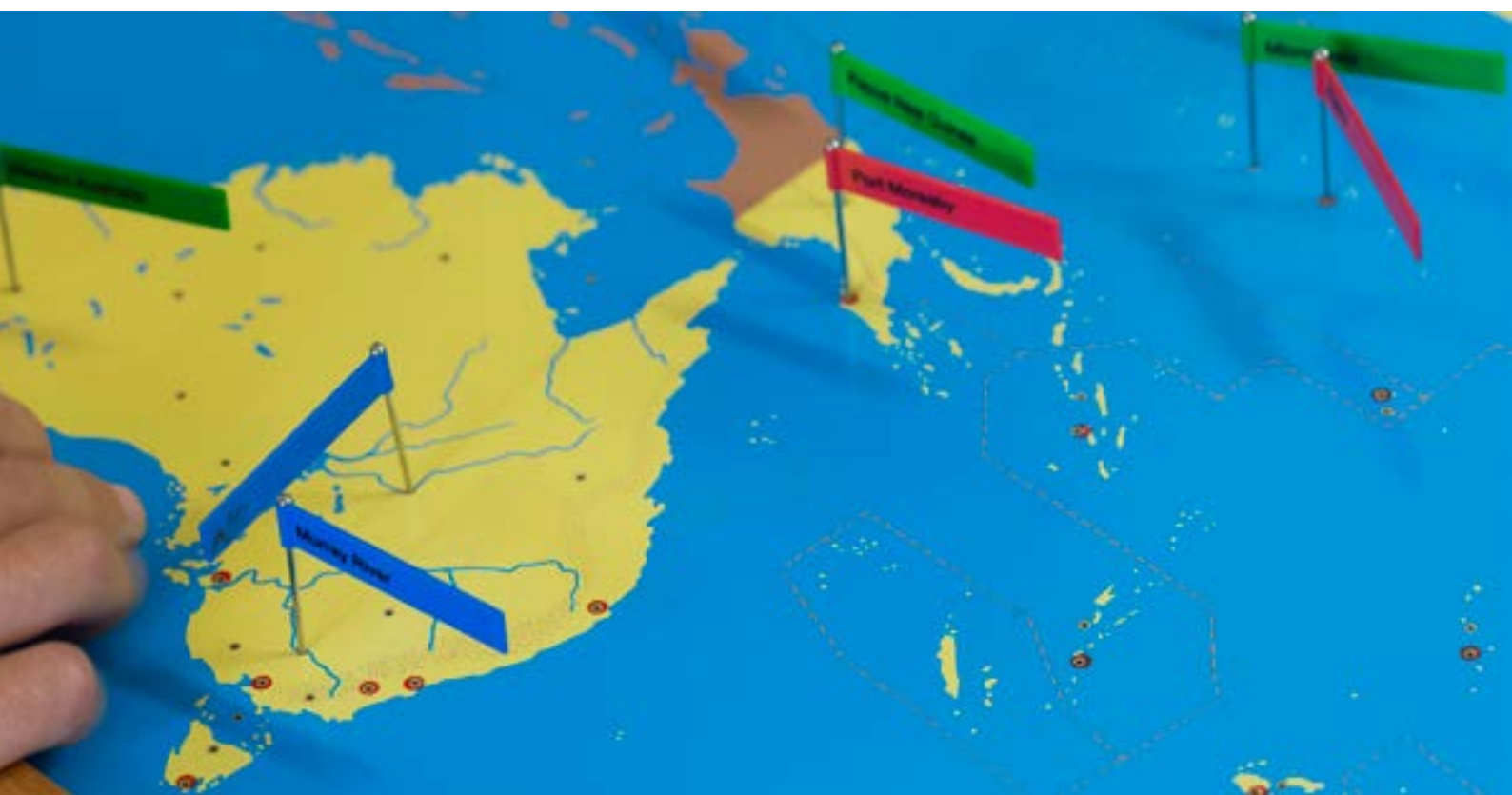
Our school fosters moral responsibility and respect for self and others by helping all students to work harmoniously with peers and teachers through cooperative activities in a non-competitive environment. There is a natural mentoring system where older children work cooperatively with younger children and serve as positive role models. The older children have the opportunity to demonstrate their skills when working with younger children as mentors and this enhances their self-esteem and self-confidence. They assist the younger children in sport, music and drama programs and also serve as experts in their chosen areas of interest in the classrooms, presenting demonstrations and presentations.

Our upper primary children also work with our toddler group and their parents, the 2-3 year old class, and our pre school children. Mentoring is woven into the fabric of the program, and our students embrace it as part of their everyday roles. Our upper primary school students also participate in leadership forums, which add value to their experiences in working with others on communication and cooperative learning throughout the community.

Our school is multi-cultural and inclusive; everyone is interested in learning about all cultures and fostering good relations. We sponsor 'Harmony Day' each year when we gather our community together to share our heritages, our cultures and our food traditions.

Our students work with Australian communities on projects to support children and cultures around the world. Currently our students support needy children from other countries, The Australian Heart Foundation, The Children's Hospital, Earth Hour, just to name a few. Each year they also participate in a special 'Forty Hour Famine' Workshop. These connections build respect for all cultures and understanding of everyone's rights and responsibilities.

The students also have the opportunity to choose an additional project each year to help others all over the world. This type of endeavour fosters their sense of global responsibility, demonstrating connections between all humanity. This promotes respect for others and our environment. The students are fostering ties with the community through various on-going projects relating to the land and the environment; this demonstrates taking responsibility to protect the environment for future generations.





Our school continues to work toward our goal of becoming a sustainable environment and we hope to reduce our carbon footprint significantly. Our children are also currently working with local authorities and the school community to build respect for our environment. They have built and maintained eco-gardens, accomplished recycling techniques and have been involved in making our school more sustainable for the future. The upper primary children continue to monitor our solar electricity and are planning additional environmental projects such as planting additional trees, reducing our electrical consumption further saving more water and utilizing rainwater from our tanks.

These on-going projects foster a deep respect for our environment and reinforces that we all have to work together to achieve our goals. The students are learning how to live with and preserve our environment through awareness and practical applications. They continue to develop environmental responsibility through practical work.

REPORTING AREA 12

Parent, student and teacher satisfaction

Please see results from our recent parent survey in the Principal's Welcome section of our website.

<https://www.forestvillemontessori.nsw.edu.au/0/01-01-principals-welcome>

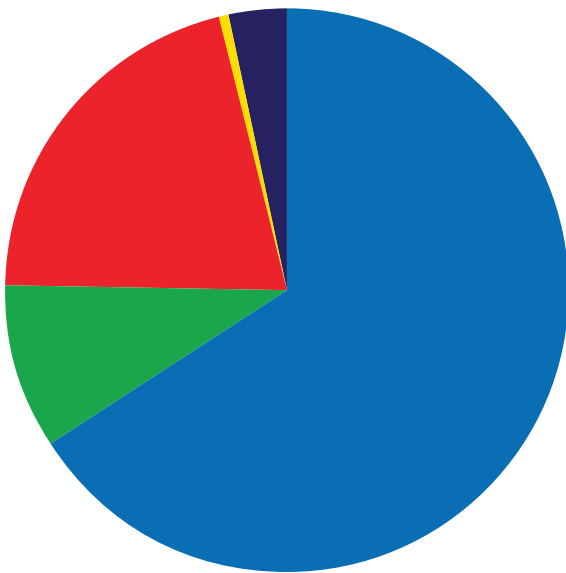
*“The child is both a hope and a promise
for mankind.”*

Dr Maria Montessori

REPORTING AREA 13

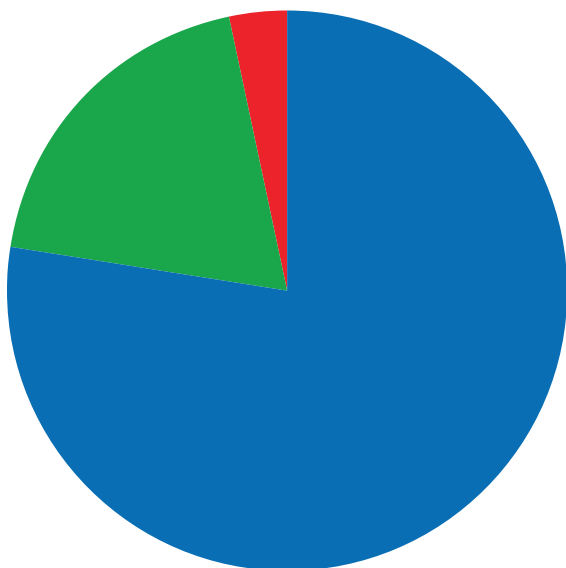
Summary financial information 2017

Recurrent/capital income



Fees and private income	\$1 511 476
State recurrent grants	\$22 1401
Commonwealth recurrent grants	\$473 720
Other capital income	\$17 995
Government capital grants	Nil
Fees/levies for capital purpose	\$71 044
Total	\$2 295 636

Recurrent/capital expenditure

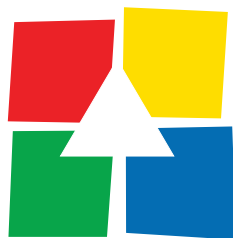


Salaries, allowances & related expenses	\$1 774 633
Non-salary expenses	\$437 463
Capital expenditure	\$73 979
Total	\$2 286 075

Publication Requirements

The FMS Annual Report is provided to NESAs online by 30 June each year. The FMS Annual Report 2017 is available to the public as announced on our website and our FMS APP.

A hard copy of the report is available to anyone requesting it via the school office.





**Forestville Montessori School
Annual Report 2017**