

**SOUTHSIDE**  
Montessori School  
- Est 1979 -

# 2022

## *Annual Report*



*The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.*

Dr Maria Montessori







# Contents

## **Introduction**

**5**

## **Reporting Area 1**

Message from key bodies

**6-7**

## **Reporting Area 2**

Contextual information about  
the School

**8-9**

## **Reporting Area 3**

Student outcomes in  
Standardised National Literacy  
and Numeracy

**10**

## **Reporting Area 4**

Teacher Professional Learning,  
Accreditation & Qualifications

**11-12**

## **Reporting Area 5**

Workforce Composition

**13**

## **Reporting Area 6**

Student Attendance

**14**

## **Reporting Area 7**

Enrolment Policy

**15**

## **Reporting Area 8**

School policies

**16-17**

## **Reporting Area 9**

School determined improvement  
targets

**18**

## **Reporting Area 10**

Initiatives promoting respect and  
responsibility

**19**

## **Reporting Area 11**

Parent, Student & Teacher  
Satisfaction

**20-22**

## **Reporting Area 12**

Summary Financial Information

**23**

## **Contact information**

**24**



# Introduction



The Southside community acknowledge First Nations people as the resilient and resourceful custodians of country, whose wisdom and stewardship have shaped this land. We pay our respects to the Dharawal People of the Eora Nation on whose lands Southside stands and where we strive to embrace and value the perspectives of the world's oldest continuous living culture. May our collective efforts intertwine the wisdom of the past with the aspirations of the future.

## ***Participation in Annual reporting process***

Southside Montessori School (SSM) seeks to comply with the expectations of the Australian Curriculum, NSW Education Standards Authority (NESA), the Montessori Curriculum and the National Quality Framework for Early Childhood Education. Southside Montessori School maintains the relevant data and documentation for, and complies with, the reporting requirements of the Minister for Education. During 2020, School registration was successfully renewed for the period 2021 - 2025. SSM students sit for NAPLAN assessments each year.

The Principal is responsible for coordinating the final preparation and distribution of the Annual Report to NESA and other stakeholders as required. Determination of the specific content to be included in each section of the Report and review of the year's progress, to ensure ongoing compliance, is the final responsibility of the Principal.

Preparation and publication of the Report – Office copy, electronic copy and distribution of the Report to NESA and other stakeholders.



# Reporting Area 1

## Messages from key school bodies

### ***Chairperson's Annual Report - Southside Montessori Association***

On behalf of the Board of Directors of Southside Montessori School, I write this report to acknowledge the support and growth of the School community during 2022 which had us ending the pandemic and moving into rebuilding our school.

The 2022 school year was all about rebuild, regrow and move forward. We saw many changes during this time from everyone in our school, from management to teachers to parents and students. We welcomed more Montessori qualified educators and staff, strengthening our school. We received significant support from all parties in understanding the school's growth phase and it was wonderful to bear witness to the resilience that enabled the community to rise above challenges and excel.

Everything that was accomplished this year, we did together. I would like to highlight some of those accomplishments; SSM introduced regular parent education sessions, established the Under 3's Program (NIDO and PCP), the school acquired funding from the Commonwealth government to enhance the outdoor environment and we considered ways to improve the educational experience that are values-aligned.

At every turn, we met each other with fortitude and kindness. We have a strong, cohesive community with a shared desire to see our school grow and thrive. Each of us is a piece of the SSM puzzle and when we work together we make the picture complete. I am proud and grateful for our SSM staff, children and families for their positive contributions. As the school continues to evolve our values can be seen in the community and this visibility is instrumental in paving ways forward.

Lastly, may I thank all the volunteers of the Southside Montessori School community who give their time, expertise and energy to the school – these contributions make a difference to our students' educational experience and to the school. The efforts of volunteers are a vital part of the community and are appreciated by all.

Alex Abrate

Chair, Southside Montessori Society



# Reporting Area 1

## Messages from key school bodies

### ***Principal's Annual Report - Southside Montessori School***

2022 has marked a year of transformation and consolidation for Southside Montessori School, with the introduction of new programs to the school's offering and the refinement of existing programs to reflect an authentic Montessori education. Whilst drawing inspiration from our roots, we have begun to look closely at our context, the needs of children and their families and to be progressively responsive in providing an aid to life for all of our students on their unique trajectories.

The community has continued to grow in diversity and this rich multiculturalism continues to characterise the student body and our culture of inclusion and belonging. We continue to be anchored by our school's history, the legacy of Dr Montessori for a world imbued with peace and the vision to promote the rights of the child to an education that promotes flourishing.

The introduction of the Under 3 Program for parents and their babies/toddlers has reinvigorated the school's spirit in renewing the opportunity for families to choose a Montessori education that caters to their child's needs across the ages of 4 months-12 years. Southside has welcomed new families into this Toddler community who are committed to learning more about the Montessori approach and in fostering their child's desire for independence.

Our P & F Committee has continued their work in conjunction with the strategic vision shared by the Board and the school in creating experiences and opportunities to connect children, staff and families with the broader community. Their events have set a positive and philanthropic tone which has been instrumental in creating waves of kindness that are echoed in the actions of the children.

The school embarked on an ambitious marketing plan to promote the benefits of a quality Montessori education. The commitment and focus of the board, administration staff, parents and teachers to put this plan into action is an example of the dedication and support of our school community.

By incorporating the best of what has been and the best of what is yet to come, the School can continue to evolve and adapt to meet the changing needs of students in the 21st century whilst staying true to the core principles that underpin a Montessori education. This approach equips students with the tools they need to navigate an ever-changing landscape and to become active participants in shaping their own futures.

Anchored by the rich heritage of Montessori education with an openness to embrace innovation and progress, the School aims to create a transformative educational experience that prepares students for success in 2022 and beyond.

*Charisse Sweeney - Principal*



# Reporting Area 2

Contextual information about the School and characteristics of the student body

Developed over one hundred and fifty years ago, the Montessori philosophy is underscored by a pedagogical approach that centres on the whole child. As children evolve through the natural sequence of development, they build intellectual independence through inquiry-based learning that leverages purposefully developed concrete materials to inspire curiosity, foster critical thinking and promote learning. The school follows the National Montessori Curriculum and integrates prescribed outcomes from the NESA syllabi.

## Our vision

To create a learning ecosystem that positions our students as guardians of a flourishing future who represent human-centric values by engaging a global community.

## Our values

**Connection** - celebrating our uniqueness and oneness whilst embracing a sense of belonging to a community with shared values

**Collaboration** - Acknowledging and understanding differences and working in partnership to achieve common goals

**Community** - Recognising and responding to the needs of others through acts of service for the school and broader community

**Curiosity** - Fuelling inquiry-based thinking to encourage innovation

**Integrity** - Guided by a moral compass and acting in accordance with ethical principles

## Our mission

Our mission is to cultivate an authentic Montessori community that promotes the development of the whole child, fostering an environment that inspires learners to grow as compassionate, critical thinkers driven to generate positive and meaningful change as they shape the future.

# Reporting Area 2

Contextual information about the School and characteristics of the student body

## *Characteristics of the student body*

### *SSM Enrolment Profile - Summary 2022*

| Term | Stage 1 | Stage 2 | Stage 3 | Total |
|------|---------|---------|---------|-------|
| 3    | 15      | 8       | 1       | 24    |
| 4    | 12      | 7       | 0       | 22    |
| 1    | 13      | 4       | 3       | 20    |
| 2    | 11      | 5       | 3       | 19    |

### *Enrolment Profile - gender and age - as at December 2022*

| Age (years) | Male | Female | Total |
|-------------|------|--------|-------|
| 4           | -    | -      | -     |
| 5           | 1    | 1      | 2     |
| 6           | 4    | 3      | 7     |
| 7           | 3    | 0      | 3     |
| 8           | 2    | 0      | 2     |
| 9           | 2    | 3      | 5     |
| 10          | 1    | 0      | 1     |
| 11          | -    | -      | -     |



# Reporting Area 3

## Student outcomes in standardised National Literacy and Numeracy

### ***NAPLAN Standardised testing***

Southside Montessori students in Year 3 and 5 sit for NAPLAN assessments each year. Please be advised that due to the small cohort of students sitting NAPLAN our school's results are not posted on the *My School* website.

The Montessori pedagogy fosters a love of learning, with a focus on developing independence and skills. Success is individual to each child and is measured against progress made, rather than a benchmark that makes comparisons relative to other students. SSM acknowledge there are many qualities valued in Montessori education which are not measured through standardised testing. Nonetheless, we recognise the value of NAPLAN as one assessment tool used to inform best practice.

The nature of individualised and personalised learning characteristic of a Montessori education means children have reached different points along their learning pathway at the time of NAPLAN examinations and this must be considered when analysing individual results.

In 2022, 5 students sat NAPLAN with 80% of those students achieving results well above the National average for all exams including Reading, Writing, Conventions of Language and Numeracy. It is important to note, the small cohort increases the variability from year to year, relative to a larger school.



# Reporting Area 4

## Teacher Professional learning, Accreditation and Qualifications

### ***Teacher professional development***

Southside Montessori staff participate in professional learning which in 2022 has comprised workshops, seminars, lectures and meetings.

| Professional Learning   | Staff participation |
|---|---------------------|
| Provide First Aid (HLTAID001)                                   | 10                  |
| Provide CPR (HLTAID004)   | 11                  |
| Building Evacuation Training & Portable Fire Fighting Equipment | 5                   |
| Anaphylaxis Training  | 9                   |
| AIS Principal Induction Course                                  | 1                   |
| MSCA Montessori Administrator's Course                          | 1                   |
| Montessori Schools Combined Professional Development Day        | 2                   |
| Mental Health First Aid   | 8                   |
| Indigenous perspectives   | 1                   |

### ***Teacher Accreditation***

| Level of Accreditation attained | Number of teaching staff |
|---------------------------------|--------------------------|
| Conditional                     | 0                        |
| Provisional                     | 1                        |
| Proficient                      | 2                        |
| Experienced                     | 2                        |
| Highly Accomplished (voluntary) | 0                        |



# Reporting Area 4

## Teacher Professional learning, Accreditation and Qualifications

### Teacher Qualiifications

Details of teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum in accordance with the following categories:

| Level of Accreditation attained   | Number of teaching staff |
|---|--------------------------|
| Teachers having teacher qualifications from a higher education institution within Australia, or as recognised within the National Office of Overseas Skill Recognition (AEI-NOOSR) guideline  | 5                        |
| Teachers having a Bachelor degree from a higher educational institution within Australia or one recognised within the (AEI-NOOSR) guidelines but lack formal teacher education qualifications | 0                        |



# Reporting Area 5

## Workforce composition

Southside Montessori had a staff retention rate of 100 % in 2022 compared to 28.6 % in 2021. The SSM workforce consists of teachers, support and administration staff, with both traditional tertiary and Montessori qualifications. Southside Montessori School did not retain staff in 2022 recognised as Indigenous Australian or Torres Strait Islander.

| School staff             | Staff representation |
|--------------------------|----------------------|
| Teaching staff           | 4                    |
| Full time teaching staff | 3                    |
| Non- teaching staff      | 5                    |





# Reporting Area 6

## Student Attendance

### ***Student attendance rate***

Extended or repeated absence is usually due to illness. Any exception to this is managed according to pastoral processes, initially through the classroom teacher and thereafter by the Principal, where required. Parents and caregivers are required to report planned absences in advance, where extended leave is approved by the Principal in extenuating circumstances only.

Attendance rolls are submitted electronically to Administration by 9:30am each morning, where planned or unforeseen absences are recorded.

Parents report any unplanned absences by phone or via the SSM Schoolstream app. An automated text message from the School messaging system is sent to parents of children still absent at 9:30am. Responses are monitored and families are called by phone should further information be required. These prompts allow us to track absences and support the safety of children.

Partial absences are also monitored through the attendance roll. Late attendance or early departures are recorded via Administration where parents are required to sign in/out.

**Kindergarten**

**93.2%**

**Year 1**

**93.4%**

**Year 2**

**81.2%**

**Year 3**

**90.5%**

**Year 4**

**85.9%**

**Year 5**

**90.7%**

**Year 6**

**98.4%**

**Whole school**

**90.5%**

# Reporting Area 7

## Enrolment Policy

### ***Enrolment and Orientation Policy***

Southside Montessori School is a coeducational Pre and Primary School providing an education underpinned by the philosophy of Dr Maria Montessori and fulfilling the educational requirements of the NSW Education Standards Authority (NESA).

Applications are processed in order of receipt and consideration is given to the applicants' support for the values and philosophy of the School, siblings already attending the School and other criteria determined by the School. SSM offers a Preparatory Montessori program in our Cycle 1 class which builds a solid foundation as students progress to our Montessori Primary (Years 1-6) program. Commencement of Stage 2 is roughly equivalent to commencement of Year 1 in a traditional school.

### ***Overview of Procedures***

The Principal processes all enrolments and is accountable for reviewing applications for enrolment aligned with the policy:

1. Process all applications within the School enrolment policy
2. Tour and interview booked with the family
3. 3 day trial offered for prospective Primary-aged students considering the applicant's supporting statement/ interview responses regarding their ability and willingness to support the School ethos
4. Consider each applicant's educational needs, with information gathered in consultation with parents/caregivers/relevant stakeholders.
5. Identify any strategies required to accommodate the applicant and the school's capacity to meet these needs before a decision is made
6. Interview in consultation with teachers and Principal where the applicant is Informed of the outcome.

Of particular importance when considering the acceptance of the child, is the commitment of the child's family to the Montessori philosophy as a strong partnership between home and school as well as an active interest in the school provides the most benefit for students in their Montessori education. In alignment with the ethos of Dr Maria Montessori, SSM welcomes children of all backgrounds and abilities, where programs are designed to meet the diverse needs and stages of development for all students. Enrolment is accepted on the assumption that parent(s) will be supportive of the School management team and the philosophical foundations of the School, with a commitment to adhering to appropriate pathways when following up on concerns relating to their child.

### ***Admissions Policy***

The enrolment process and selection criteria for our various programs is outlined below. All enrolments are processed through the office of the Registrar. To enrol a child for Pre and Primary, attendance at a tour is required along with the corresponding application fee. All programs are offered throughout the year dependent on placements available in relevant classes. Students currently enrolled in the Cycle 1 program (Pre-Primary) are given preference to enrol in the Primary program.



# Reporting Area 8

## School Policies

| Policy summary  | Amendments in 2022   | Access   |
|---|--|--|
| <b>Student Welfare:</b> SSM is concerned about the social, emotional, and physical well-being of all students in our care and our policies and procedures to support child welfare including Child Protection are updated accompanied by regular training.  | The Child Protection Policy and Procedures were revised, including the language, to include the Crimes Act legislation and specifics around the requirement to protect and to report offences. | Families have access to the electronic version of this policy through the website. Staff have access to the live, electronic version through the SMS Staff Intranet. Hard copies are available at Administration.  |
| <b>Emergency/crisis Management:</b><br>The SSM Crisis management policy refers to the set of strategies, procedures, and guidelines implemented to effectively respond to and manage crises. It aims to mitigate and minimise potential damage, protect people and assets, and ensure a swift and coordinated response during challenging situations.<br><br>SSM acknowledges the collective responsibility of leadership, staff, families and the community in responding to critical incidents that compromise the safety or wellbeing of students and other community members. | The policy has been developed in 2022 to address crisis management in the school.  | Staff have access to the live, electronic version through the SMS Staff Intranet. Hard copies are available at Administration.   |
| <b>Discipline:</b> SSM students are required to adhere to the School's values and ethos, which are underpinned by overarching rules of conduct. Students are required to follow directives provided by staff.<br><br>In 2022, the school developed a Charter of Respect as a guiding document for respectful relationships and interactions within the school. The document provides statements aligned with Montessori philosophy and are aligned with the school's welfare policy.  | The Policy was reviewed and the Charter of Respect was included in 2022.   | Families have access to the electronic version of this policy through the website. Staff have access to the live, electronic version through the SMS Staff Intranet. Hard copies are available at Administration. The Charter is posted in the school and documented in the Parent Handbook. |

# Reporting Area 8

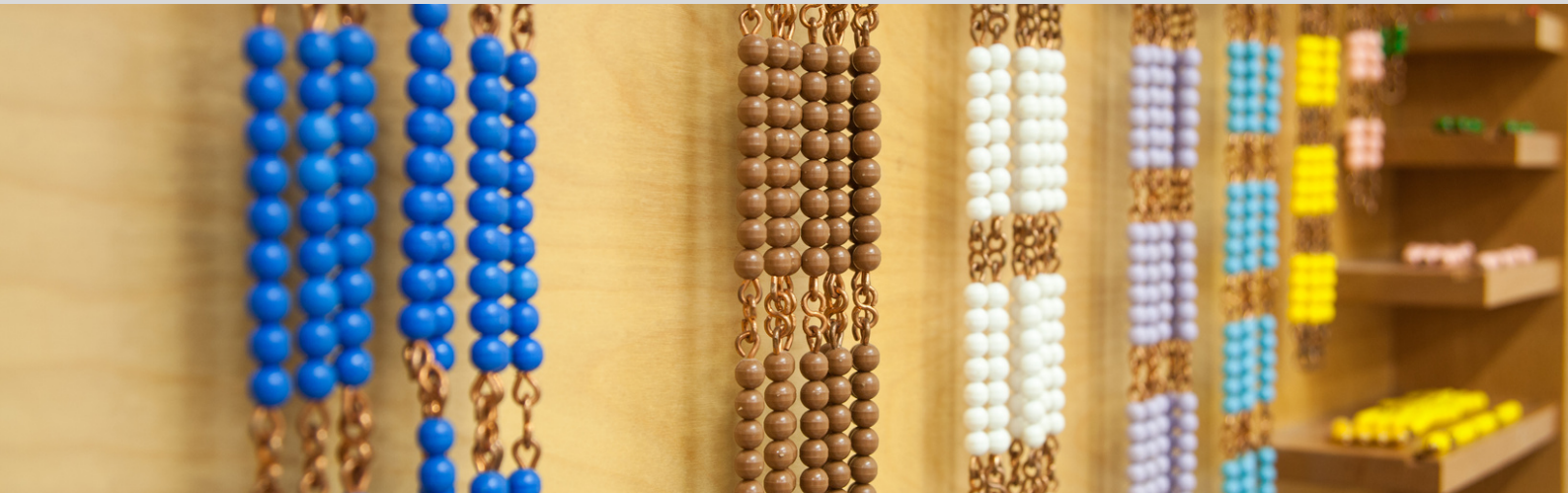
## School Policies

| Policy summary  | Amendments in 2022   | Access   |
|---|--|--|
| <p><b>Enrolment policy:</b>The Enrolment Policy outlines procedures for families to make an application to the school for enrolment. The Policy indicates the process by which applications are received and processed as well as the school's determination of criteria upon application of a new student. The policy is fair and equitable and based on the school's capacity to meet the holistic need of a child and their learning in the Montessori environment.The policy ensures there is transparency and procedural fairness in the assessment of applications.</p> | <p>Procedures were amended in line with the evolving needs of the school and the provision for primary-aged students entering the program at a later stage from alternative settings such as mainstream schools.</p> | <p>Families have access to the electronic version of this policy through the website. Staff have access to the live, electronic version through the SSM Staff Intranet. Hard copies are available at Administration.</p> |



# Reporting Area 9

## School determined improvement targets



### *School improvement Initiatives*

| Area of improvement   | Actions towards goal attainment  |
|---|--|
| 0-3 Parent/Child Program  | 0-3 Parent/Child (playgroup) established to engage families with younger children and provide a gateway into the Cycle 1 class   |
| Parent Handbook   | In consultation with staff, a new Parent Handbook has been developed detailing the school's vision, mission goals as well as key policies and procedures.  |
| Raise profile and increase brand awareness                              | Marketing plan designed to raise the school's profile in the immediate community and to broaden the reach of our audience through greater visibility in the education market   |
| Establish a united community through fundraising efforts                | P & F Committee established with community consultation to engage in fundraising, community networking and the acquisition of community grants   |
| Generate growth and sustainability through alumni and community network | Relationship building with alumni through guest speakers and founders of the School  |
| Parent engagement   | Parent education session calendar shared to increase understanding and awareness of Montessori education. Open classrooms and Celebration of Learning established to build partnerships between home and school                                |
| School culture  | A Charter of Respect was co-developed by staff and families to reinforce the school's guiding values aligned with the mission, vision and goals for SSM. Students were engaged in developing virtues to complement the purpose of the charter. |
| Wellbeing   | Student, parent and staff voice considered through satisfaction surveys implemented June 2022 and May 2023 to gauge trust, engagement and wellbeing  |



# Reporting Area 10

Initiatives promoting respect and responsibility



Civics and citizenship are the cornerstone of the Southside Montessori community, with the aims of the School to develop citizens who act with integrity and respond with empathy. Respect is a core value that underpins our approach to learning, where students are encouraged to co-create an environment that fosters inclusivity and each person feels a sense of belonging and personal value. Respect and responsibility are embedded within our practices that honour grace and courtesy. These guidelines continue to support the children and adults in our community, enabling them to flourish.

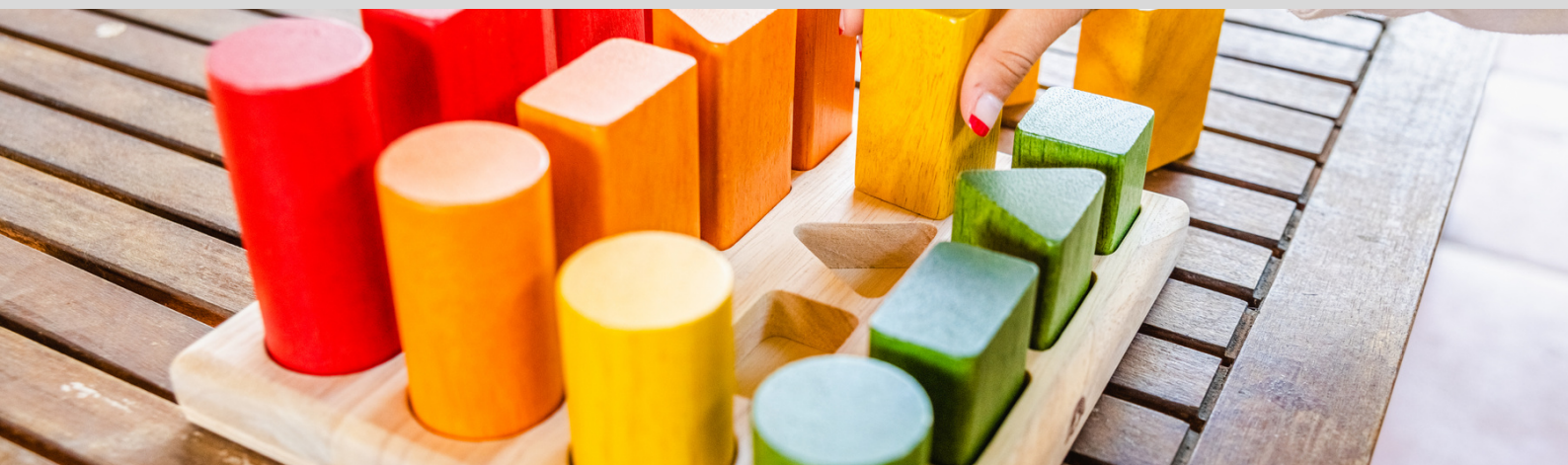
Aligned with Montessori pedagogy, students are encouraged to develop a sense of autonomy and accountability as a learner. Independent choices are provided that align with the student's capacity, interests and that provide purposeful and meaningful engagement with the world in which we learn.

SSM recognised many key cultural events throughout the year that fostered a sense of belonging, promoting respect and responsibility. Participating in Harmony Day, Eid al-Fitr, Remembrance Day and Clean up Australia Day honoured a sense of citizenship. A whole school outreach program was developed with the community to co-ordinate a food drive campaign for a values-aligned organisation in Australia, Mahboba's Promise.

Student Leadership has been implemented within our transition program, with a Peer support - Buddy-system established to support children as they move between cycles. The program promotes leadership, wellbeing, positive relationships, resilience, and mental and social health.

# Reporting Area 11

## Parent, student and teacher satisfaction



The participation and engagement of families are welcomed and encouraged in the school. Southside Montessori School provides varied opportunities and platforms for the community to express their views and be heard, these include Parent Education sessions, Observation days, Open classrooms as well as parent/teacher conferences. In June 2023, a formal Student Satisfaction Survey was conducted with 12 students across Stage 2 and 3 and collated to represent the distribution of responses.

### ***Student Satisfaction Survey: results***

| Questions   | Sometimes | Most of the time | Always |
|---|-----------|------------------|--------|
| I like being at school                                | ↑ 8       | ↓ 3              | ↓ 1    |
| I feel valued and respected at school                 | → 4       | ↑ 6              | ↓ 2    |
| I enjoy what I am learning at school                  | ↓ 1       | ↑ 8              | ↓ 3    |
| Children are kind and help each other                 | ↓ 2       | → 6              | → 4    |
| I feel safe at school                                 | ↓ 3       | → 4              | → 5    |
| I am learning new things                              | → 4       | ↓ 3              | → 4    |
| I get to make decisions about my learning             | → 6       | ↓ 3              | → 4    |
| The school has all the materials I need to do my work | ↓ 2       | ↓ 3              | ↑ 7    |
| I like the outdoor environment                        | ↓ 2       | ↓ 1              | ↑ 9    |
| I think our school cares about the environment        | ↓ 2       | → 4              | → 6    |

### ***Student Satisfaction Survey: summary of results***

The children are quite satisfied with the outdoor environment and the play space/equipment that they have access to on the Oval. They also believe that the school cares for the environment and that is significantly due to the internally assigned jobs that the children practise daily to look after their learning environment and the externally organised events such as Clean Up Australia Day and trips to Salt Pan Creek.

Most children feel valued and respected and believe the school environment favours kindness, encouraging co-operation. Most of the time, the children enjoy what they are learning, however, sometimes do not like being at school due to a lack of opportunities to make decisions about their learning.

# Reporting Area 11

## Parent, student and teacher satisfaction

### ***Parent Satisfaction Survey: results***

In May 2023, SSM conducted a formal Parent Satisfaction Survey via Google Forms with a high number of our families responding from the 3 main programs: Parent-Child, Pre and Primary. Results were collated to represent the distribution of responses.

| Survey Items           | Very Satisfied | Quite Satisfied | Neutral | Quite Dissatisfied | Very Dissatisfied |
|------------------------|----------------|-----------------|---------|--------------------|-------------------|
| Values & Culture       | 48%            | 43%             | 4%      | 4%                 | 3%                |
| Leadership & Direction | 50%            | 34%             | 8%      | 8%                 | 0%                |
| School Communication   | 38%            | 51%             | 10%     | 1%                 | 0%                |
| Curriculum             | 36%            | 47%             | 7%      | 9%                 | 2%                |
| Co-Curriculum          | 35%            | 52%             | 10%     | 3%                 | 0%                |
| Teaching Standards     | 42%            | 42%             | 13%     | 3%                 | 0%                |
| Learning Environment   | 41%            | 52%             | 7%      | 0%                 | 0%                |
| Academic Reporting     | 26%            | 42%             | 16%     | 16%                | 0%                |
| Parent Engagement      | 35%            | 50%             | 10%     | 5%                 | 0%                |
| Student Engagement     | 32%            | 43%             | 20%     | 5%                 | 0%                |
| Student Transitions    | 21%            | 36%             | 43%     | 0%                 | 0%                |
| P&F Committee          | 31%            | 64%             | 4%      | 0%                 | 0%                |
| Overall Satisfaction   | 31%            | 50%             | 13%     | 6%                 | 0%                |

|                           |                                      |                                     |                          |                                      |                                     |   |
|---------------------------|--------------------------------------|-------------------------------------|--------------------------|--------------------------------------|-------------------------------------|---|
| Open Responses Themes (1) | <b>Belonging &amp; Inclusiveness</b> | <b>Comfort &amp; Support</b>        | <b>Small Community</b>   | <b>Teachers' Knowledge</b>           | <b>Self-Directed Learning</b>       | <b>Authentic Practice</b>               |
|                           | 11%                                  | 17%                                 | 33%                      | 11%                                  | 11%                                 | 17%                                     |
| Open Responses Themes (2) | <b>Extra-Curricular</b>              | <b>Parent-Teacher Communication</b> | <b>Outdoor Equipment</b> | <b>Teacher-Student Communication</b> | <b>Montessori Trained Educators</b> | <b>Wider Community &amp; Visibility</b> |
|                           | 13%                                  | 20%                                 | 7%                       | 20%                                  | 13%                                 | 27%                                     |



# Reporting Area 11

## Parent, student and teacher satisfaction

### *Parent Satisfaction Survey: summary of results*

#### Values and Culture

- **48%** of families are very satisfied with the welcoming and supportive culture which encourages each child to grow and work towards their potential and fosters a partnership between parents and guides to work together to deliver high quality educational outcomes

#### Leadership and Direction

- 84% of families are satisfied with the principal, the school leadership team, class directors and assistants. and believe that SSM strives to improve, adapt and innovate to enhance educational offerings to students, thus families have confidence in the future direction of SSM.

#### Communication

- **87%** of families are quite satisfied with SSM communication strategy which spans over multiple media channels such as email, SMS, e-newsletter, school stream and school website. Families believe that all the platforms managed by the school are easy to navigate, contain relevant and timely information, are kept up-to-date, and responses are prompt. Families also agree that the policies and procedures at SSM are clearly documented.

#### Curriculum and Co-Curricular programs

- **82%** of families are satisfied with the Montessori curriculum offered at SSM as it aligns with the NESA curriculum and prepares students for the future demands of society.
- **87%** of families are quite satisfied with the co-curricular activities offered at SSM and believe that their children are offered various opportunities to be involved in a wide selection of co-curricular sports, music and other.
- **84%** of families are satisfied with the teaching standards at SSM and believe that the staff are knowledgeable, capable and strive for continuous improvement in their professional practice.
- **93%** of families are satisfied with the prepared environments at SSM and believe that there is evidence of the Montessori curriculum in the class and that the classrooms are conducive to learning.
- **68%** of families are satisfied with the timely and informative academic reports that detail their children's progress throughout the year and are suitably informed about their children's progress outside the reporting period through parent-teacher conferences and observations.
- **85%** of families are satisfied with the extent of parent engagement at SSM because they are comfortable expressing their opinions relating to the educational progress of their child and are provided with clear information on how they can support their child's development. Subsequently, **78%** families are committed to a long-term association with SSM and would recommend SSM to their community.
- **75%** of families are quite satisfied with the extent of student engagement at SSM and believe that their child feels valued and respected.
- **64%** of families are quite satisfied with the amount of communication received from the P&F committee and believe that they are provided with opportunities to be involved with school events.

SSM families were also asked to respond to two open-ended questions. Responses were collated and some of the emerging themes are listed below:

- **33%** of families are positively affected by the small community at SSM whereas **17%** of families appreciate the comfort and support provided by the school leadership team and educators. **17%** of families are aware of the Authentic Montessori practice reflected in all SSM procedures.
- **27%** of families would like to see improvements in the visibility of SSM and to further attract families from the wider community. Also, **20%** of families would like to see improvements in the parent-teacher communication and similarly **20%** of families would like to see improvements in the teacher-student communication.

***Overall, 81% of families are satisfied with their experience at SSM.***

# Reporting Area 11

## Parent, student and teacher satisfaction

In May 2023, SSM conducted a Staff Satisfaction Survey via Google Forms with all staff members responding. The survey has been collated to show responses that represent levels of satisfaction across a range of domains related to their experience in a professional capacity.

### ***Staff Satisfaction Survey: results***

| Survey Items                  | Very Satisfied | Quite Satisfied | Neutral | Quite Dissatisfied | Very Dissatisfied |
|-------------------------------|----------------|-----------------|---------|--------------------|-------------------|
| Mission & Purpose             | 19%            | 67%             | 14%     | 0%                 | 0%                |
| School Leadership             | 17%            | 78%             | 4%      | 0%                 | 0%                |
| Quality Educational Practices | 7%             | 57%             | 31%     | 5%                 | 0%                |
| Teamwork                      | 23%            | 35%             | 42%     | 0%                 | 0%                |
| Respect & Recognition         | 21%            | 69%             | 10%     | 0%                 | 0%                |
| Staff Engagement              | 26%            | 59%             | 13%     | 2%                 | 0%                |
| Workplace & Resources         | 4%             | 60%             | 32%     | 4%                 | 0%                |
| Workplace Health & Safety     | 0%             | 67%             | 33%     | 0%                 | 0%                |
| Performance Management        | 6%             | 54%             | 40%     | 0%                 | 0%                |
| Opportunities for Growth      | 11%            | 59%             | 29%     | 2%                 | 0%                |
| Communication                 | 4%             | 79%             | 18%     | 0%                 | 0%                |
| Policies & Procedures         | 0%             | 57%             | 43%     | 0%                 | 0%                |
| Equity                        | 19%            | 66%             | 16%     | 0%                 | 0%                |
| Work/Life Balance             | 2%             | 76%             | 17%     | 5%                 | 0%                |
| Staff Wellbeing               | 11%            | 56%             | 31%     | 3%                 | 0%                |
| Overall Satisfaction          | 13%            | 75%             | 13%     | 0%                 | 0%                |

# Reporting Area 11

## Parent, student and teacher satisfaction

### *Staff Satisfaction Survey: summary of results*

#### **Values and Culture**

- **67%** of staff are quite satisfied with the mission and goals of SSM, have a good understanding of the mission and goals, understand how their work directly contributes to the overall success of SSM and accomplishment of its mission
- **42%** of staff felt neutral about the commitment to teamwork and the extent to which staff and parents work cooperatively together to deliver high-quality educational outcomes.
- **69%** of staff are quite satisfied with the extent to which they feel valued and respected at SSM.

#### **School Leadership**

- **78%** of staff are quite satisfied with the strong leadership skills of the management team and the competence of the principal.
- **60%** of staff are satisfied with the useful and constructive feedback they receive from the principal and the extent to which they can participate effectively in the goal setting process directly relating to developing their capabilities and improving performance.
- **76%** of staff are quite satisfied with the work environment as it supports a balance between work and personal life while 5% of staff believe that the pace and the amount of work are not reasonable.

#### **Curriculum and Learning**

- **57%** of staff are quite satisfied with the quality of the educational programs and agree that people are held accountable for the quality of work they produce and believe that SSM is effective at meeting parents' needs.
- **59%** of staff feel quite satisfied at SSM because their skills and abilities are utilised effectively and are comfortable expressing their opinions. This results in real job satisfaction and commitment to a long-term association with SSM.
- **60%** of staff are quite satisfied with the accessible resources and information needed to complete their job effectively.

#### **Health, Safety and Wellbeing**

- **56%** of staff feel empowered to manage their own wellbeing or believe they are provided with tools to improve their wellbeing at work. On the other hand, 3% of staff are quite dissatisfied with their overall wellbeing currently.
- **67%** of staff are quite satisfied with the workplace health and safety measures implemented at SSM.

#### **Communication**

- **79%** of staff are quite satisfied with the transparent communication strategy implemented at SSM. They believe that decisions and issues affecting SSM are adequately communicated through formal communication channels.
- **57%** of staff are quite satisfied with the documentation and accessibility of the policies and procedures.

#### **Opportunities for Growth**

- **59%** of staff are quite satisfied with the adequate training/professional development opportunities offered to them to improve performance. The staff also believe that their work is challenging, stimulating, and rewarding.
- **66%** of staff are quite satisfied with the fair and reasonable employment policies implemented at SSM.



# Reporting Area 11

Parent, student and teacher satisfaction

## Staff Satisfaction Survey: results

|                           |                                 |                                    |                         |                      |
|---------------------------|---------------------------------|------------------------------------|-------------------------|----------------------|
| Open Responses Themes (1) | Supportive & Calm Environment   | Self-directed Approach to Learning | Dedication & Commitment | Growth Opportunities |
|                           | 29%                             | 14%                                | 43%                     | 14%                  |
| Open Responses Themes (2) | Strategic Planning & Governance | Authentic Education                | Staff PD                | Communication        |
|                           | 44%                             | 22%                                | 22%                     | 11%                  |

## Staff Satisfaction Survey: summary of results

SSM staff were also asked to respond to two open-ended questions. Responses were collated and some of the emerging themes are listed below:

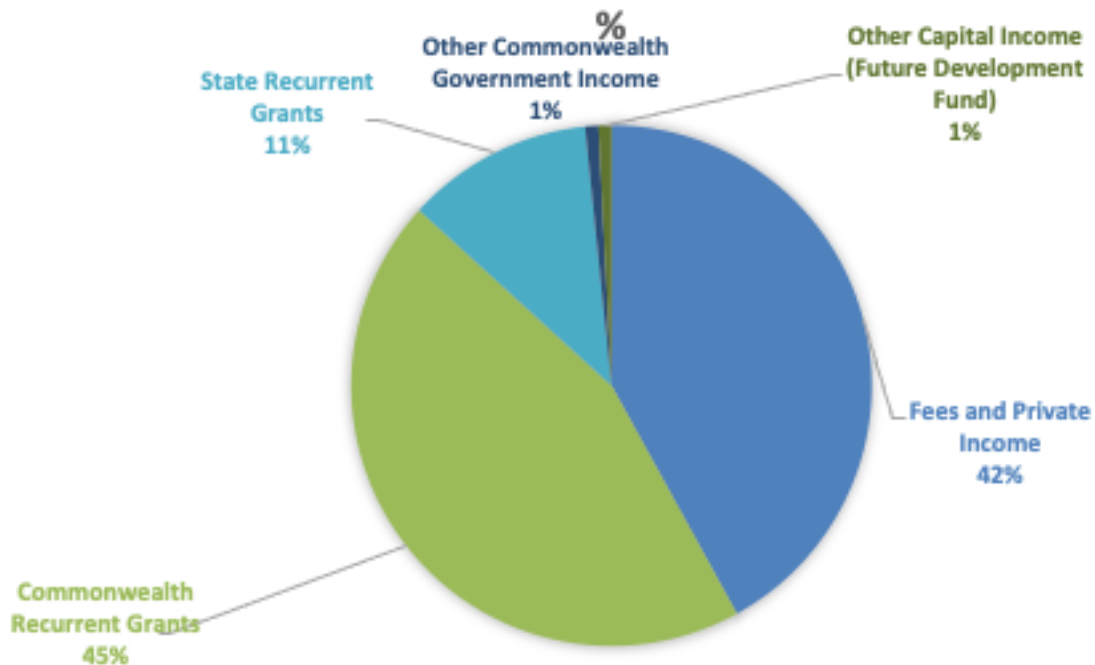
- **43%** of staff are positively affected by the dedication and commitment of the team to raise standards and exceed expectations while 29% of staff appreciate the supportive and calm environment and believe that it is conducive to their professional growth.
- **44%** of staff would like to see improvements in the strategic planning and governance of the school while **22%** of staff would like to see improvements in the implementation of an authentic Montessori pedagogy and similarly **22%** of staff would like to be offered more opportunities for professional development.

**Overall, 75% of staff are quite satisfied with their experience at SSM.**

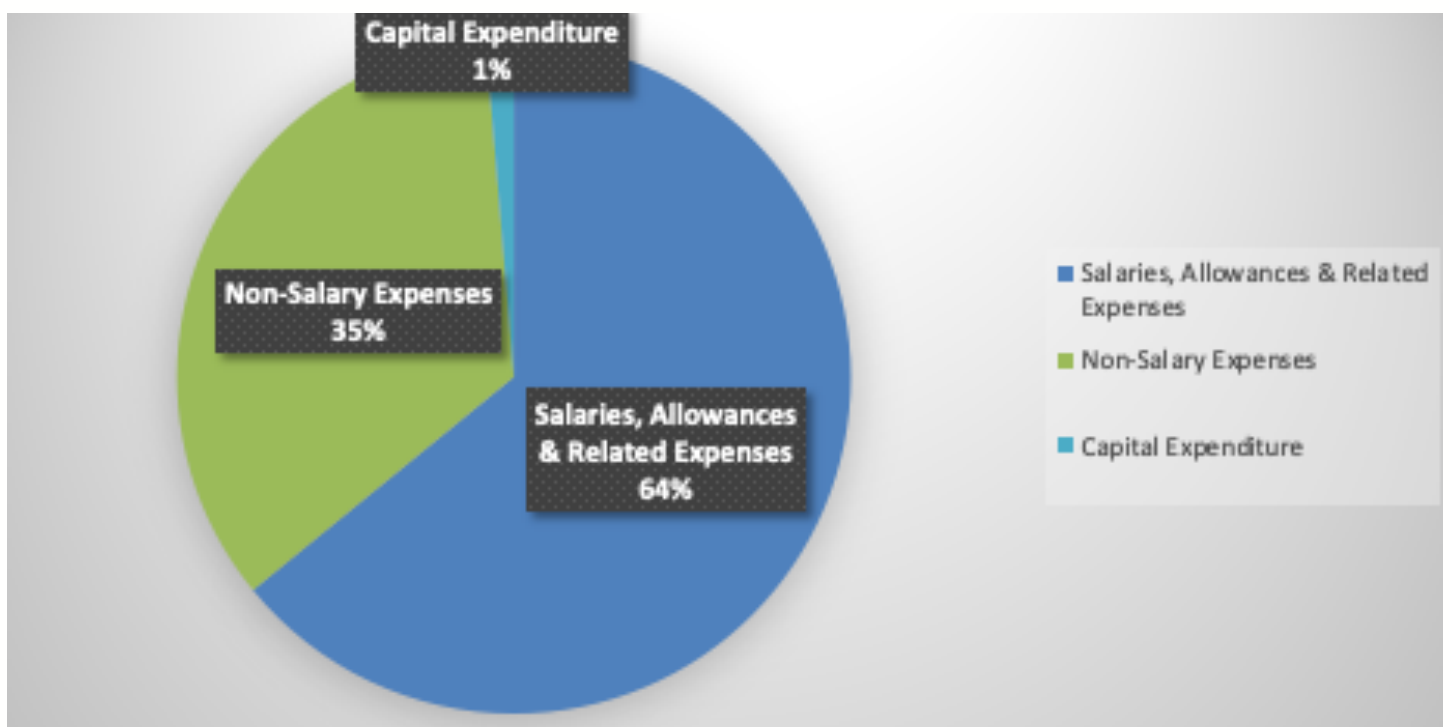
# Reporting Area 12

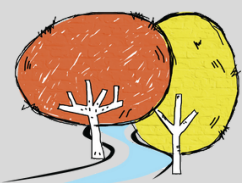
## Summary Financial Information

### *Southside Montessori School - Recurrent and Capital Income for 2022*



### *Southside Montessori School - Recurrent and Capital Expenditure for 2022*





**SOUTHSIDE**  
Montessori School  
- Est 1979 -

**Southside Montessori School**  
35 Lillian Rd,  
Riverwood NSW 2210

p: +61 2 9533 1229  
e: [office@southsidemontessori.edu](mailto:office@southsidemontessori.edu).  
w: [www.southsidemontessori.edu.au](http://www.southsidemontessori.edu.au)