

Annual Report



Introduction

Southside Montessori School seeks to comply with the expectations of the Australian curriculum, in conjunction with the New South Wales Education Standards Authority, (NESA) and the National Quality Framework for Early Childhood Education (NQF).

Southside Montessori School will maintain the relevant data and documentation and will comply with reporting requirements of the NSW Minister for Education and Communities and The Department of Education and Training.

This reporting will include public disclosure of the education and financial reporting measures and policies of the School as required.

Policy and Procured ensuring the participation in the mandated Annual Reporting process

The Principal of Southside Montessori School is the person responsible for the coordination, collection, final preparation and distribution of the annual report to NESA and other stakeholders as required.

For each reporting area, one of the following persons, Principal, School Accountant and School Office Manager is responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the Principal for inclusion in this report.

Determination of specific content to be included in each section of the report and for reviewing this each year to ensure ongoing compliance, relevance and usefulness is the final responsibility of the Principal.

Preparation of this report is to be in an appropriate online electronic form to provide to NESA under the direction of the Principal by the due date of June 30 of the following year.



Public disclosure of this report will occur 6 months after the end of the reportable year by making it available on the School website and by providing printed copies in the Office.

Request for Additional data from the Minister for Education

To support any requests from the Australian Government through the Minister for Education and the NSW Government through the Minister for Education, the School will identify the staff member responsible for coordinating the School's response.

This person will be responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by the Minister through the specified authority (NESA) in an online format by the due date date of June 30 2019.



THEME ONE

A message from Key School Bodies

From our Chair

In August 2018, the Board worked on a new Strategic Plan which used survey results from the whole school community, inclusive of staff, parents, students and the Board of Directors.

This plan has been completed to take the School from 2018 – 2022 with a fresh and future focused view.

The most immediate effect of the Strategic Plan has been a new Mission statement for the school. This statement sets clearly the reason for Southside to exist. The mission of any organisation will set the expectations of how those who work at School will work; how the Board will review the progress of the School and if the Board is acting in line with the values of Southside. The Board sets the expectations of students to live the mission and to be leaders in their own communities having experienced Southside's purpose.

The Chair's Report offers the Board an opportunity to commend the staff of the School in the way they have enhanced the learning outcomes of the students. The Board takes seriously its' obligation under the charter of the company to ensure that Southside Montessori School adheres to Montessori principles whilst at the same time meeting standards of teaching and learning which complies with the Educational Boards of registration.

The purpose of a school is to teach children and develop them along with parents to be mature, capable and knowledgeable young people who will go on to be reflective, thoughtful and generous young adults and beyond.

At Southside our teaching and learning programs encourage each child to be intrigued with their learning, to have curious wonder. Each classroom is nurtured with active, inquisitive learning, full of noise from happy children, and at any age being confident to speak of their learning and to show the energy of inquiry to know more.

Whilst complying with the NSW Australian Curriculum and other compliances such as NAPLAN. The staff have continued to create a 'Montessori' pedagogy to teaching and embracing the methodology seamlessly.

The staff of Southside Montessori School show their professionalism each day. More importantly they teach/ think and plan in a Montessori way.

The staff are to be commended for their professional work with our students. They are excellent examples of the way a team can work for the best results for students; where the wellbeing and care of students is lived in every classroom, in the playground and individually, and where inspiration is drawn from the certainty that a child who joins Southside Montessori School is not only taught quality, they are educated to be better learners and global citizens ready to join the wider community.

In 2018, Southside could boast of a staff who are entirely comprised of Montessori trained educators. As well as this our staff have recognised teaching qualifications in Early Childhood Education and Primary Education. This set Southside apart from all other Montessori schools who have not achieved this level of commitment to the Montessori way of teaching.



Our mission is to educate individuals
in the traditions of Montessori learning,
igniting intellectual independence, with a commitment to
the service of others and a strong moral compass,
where curious wonder is
nurtured in action.

Southside
Montessori
School

From time to time a Board will review the Constitution so that it meets the needs of the School/Society or to meet new compliance which is required. In the recent history of the Southside Montessori the constitution has been reviewed to change the number for a quorum and the responsibilities of the Board which further align with benchmarks for good governance.

The Board has been reviewing the Constitution for very practical reasons. This review has been to plan for further future growth of the school, as well as to establish stronger business relationships as would be usual when looking to establishing a loan for expansion and for conducting business which is more streamlined; and aligned to our digital commerce systems.

To have a Constitution which reflects the focus of the School being at its centre is imperative, rather than having the founders or Society who started the School and to be in line with the majority of other independent Schools in NSW.

The Board has sought legal advice and has been thankful for the guidance and skills of Ms Ilona Alsters who is a lawyer and a Director of our School Board. The proposed Constitution has been reviewed again by our external lawyers and the Board will at the upcoming AGM take an opportunity to outline these changes to our parents.

The Board wishes to ensure current members know the proposed changes and support these. A vote for these changes to the Constitution will take place later in the year.

Some future plans which the Strategic Plan encompasses is to extend the School to Yrs 7 and 8 (Stage 4) which would make Southside the only independent Montessori school in Sydney to achieve this change. It will offer parents a pathway for their children into secondary education at the same site and in a Montessori context.

Southside Montessori School continues to be highly successful in the delivery of curriculum and highly competitive in national and state testing.

The Board recognises that parents and staff wish this to grow and the school will be the standard to which others aspire.

It is an honour to be the Chair of the Board and I am proud and pleased to offer this report to the community as a summary of our work for 2018.

Fay Gurr



Principal's Report

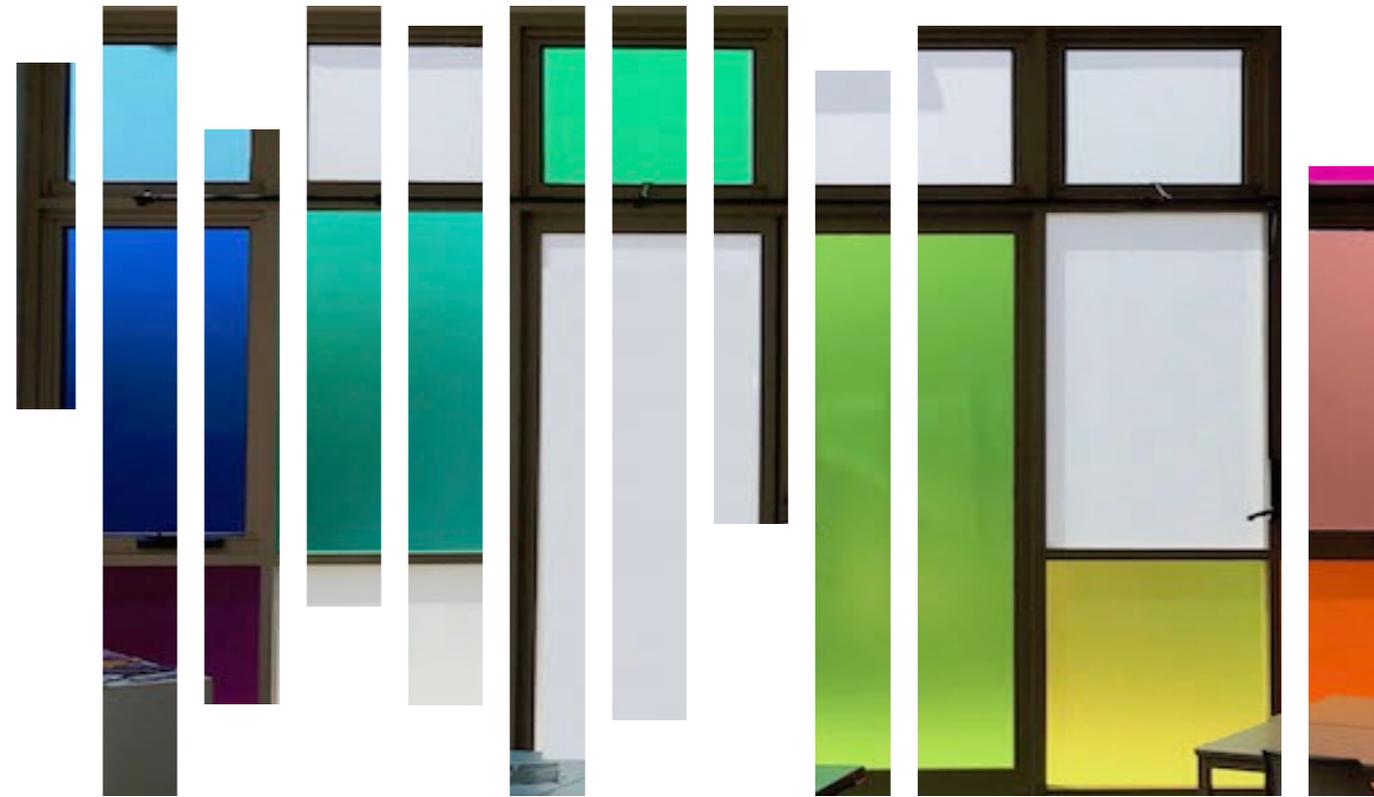
*"You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction
you choose."* — Dr. Seuss, Oh, The Places You'll Go!

This encapsulated the school theme for 2018. A meaningful message about the importance of seizing new opportunities, keeping an open-mind, and trying new things.

We had a strong group of graduates for the year. Each bringing their own perspective to their time at Southside Montessori School. Some had been in this environment since they were three years of age, others only spending Stage Three with us, but all contributing to the further development of new opportunities.

2018 saw this group of leaders develop new traditions. *The Never Ending Talent Quest* was one such addition, where every few weeks students had the opportunity to perform for their peers. Whether that be musically, dramatic or magical... our learners started to truly understand the meaning of giving back to their community, going beyond their comfort for the needs of others and seizing chances to develop ideas, create procedure and lead.

While seen as an entertaining and light gesture *The Never Ending Talent Quest* gave birth to the idea of authentic service. A service to others that embodies the essential element that both the provider and the recipient are altered by the activity. Planning this with our learners was accomplished by combining service oriented tasks, with structured opportunities that link the task to self- reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content. This was done as a whole school activity in which our learners applied curriculum concepts to their identified community needs. Students took the opportunity to address needs inside and outside of the classroom and the wider environment and then reflected on and demonstrate how their service relates to the curriculum.



The result of this concept has always been at the fundamental core of Montessori learning. Within the pedagogy is a deliberate aim to teach students not only appropriate manners and social etiquette, but to seek to instill the universal values of self-respect and respect for others within the centre of a learners personality. These values include self-respect, acceptance of the uniqueness and dignity of each person, kindness, empathy individual responsibility and the courage to speak out.

*"So be sure when you stop. Stop with care
and great tact. And remember that life's A
Great Balancing Act. And will you succeed?
Yes! You will, indeed! (98 and 3/4 percent
guaranteed) Kids, you'll move mountains."*

— Dr. Seuss, Oh, The Places You'll Go!



THEME 2

Contextual Information about the School

Characteristics of our Student Body

Information relating to our 2018 Characteristics of our Student Body, as well as contextual information pertaining to Southside Montessori School can be found on the My School website.

<https://www.myschool.edu.au/school/43857>

THEME THREE

Theme 3 Student outcomes in standardised national literacy and numeracy testing

Information relating to the Student outcomes in standardised national literacy and numeracy testing,

ie: NAPLAN results for the 2018 cohort can be found on the My School website through the link below:

<https://www.myschool.edu.au/school/43857>

Please be advised that schools with a cohort of under 3 students sitting NAPLAN do not have results posted on the website.

In 2018 Southside Montessori School had

- 2 students elect to undertake the Year 3 papers in Literacy and Mathematics and
- 4 students elect to undertake the Year 5 Papers.



THEME FOUR

Senior Secondary Outcomes

This THEME is not applicable to Southside Montessori School



THEME FIVE

Teacher Professional Learning.

Accreditation and Qualifications

The *Teacher Accreditation Act*, Part 1,3 (1) defines professional development as including "formal and informal learning activities designed to maintain and enhance the knowledge and skills of teachers."

All teaching staff participated in professional learning over the course of 2018 with a focus on student safety. In addition, staff undertook the AIS School Improvement Plan. The AIS School Improvement Program, offers Southside Montessori School the opportunity to partner with an experienced consultant. This relationship is fluid and responsive to the strengths and needs of Southside in reviewing and refining improvement strategies for our continued success.

THEME FIVE

Teacher Professional Learning.

The following professional learning activities were undertaken by staff in 2018:

LEARNING ACTIVITY	TEACHER PARTICIPATION NUMBERS
Cardio Pulmonary Resuscitation- provide training and re-qualification in CPR <i>Premium Health HLTAID 001</i>	11
Child Protection and Legislation Module: Obligations in identifying and responding to Children and Young People at risk Re-qualification for staff in CP and legal requirements <i>Online workshop AIS</i>	11
Fire fighting, portable equipment and building evacuation Training Aus. standard 3745-2010 Aus. Standard 1851-2012 Work Health and Safety, Work Health and Safety Regulations 2001 <i>Elite Fire Training</i>	11
Child Protection and Legislation Module: Reportable conduct and Allegations against employees <i>Online workshop AIS</i>	11
School Champion Asthma Management Program <i>Sydney Children's Hospital</i>	11
Classroom Strategies for Inquiry Based Learning <i>X ed Course University of Texas</i>	7
Making Data your professional Friend The AIS School Improvement Program, <i>Workshop AIS</i>	11

THEME FIVE

Teacher Accreditation

LEVEL OF ACCREDITATION	TEACER NUMBERS
Conditional	1
Provisional	1
Proficient Teacher	8
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0

THEME FIVE

Teacher Qualifications

TEACHER QUALIFICATION	TEACER NUMBERS
CATEGORY	
i. Teachers having teacher education qualifications from a higher education institution within Australia, or as recognised within the National Office of Overseas Skill Recognition (AEI-NOOSR) guidelines or	9
ii. 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	1



THEME SIX

Workforce Composition

The Southside Montessori School workforce consists of teachers, support staff, and administration with both traditional tertiary and Montessori qualifications.

SCHOOL STAFF 2018	NUMBERS
Teaching Staff -Full-time	6
Teaching Staff Full-Time equivalent	4.2
Non Teaching Staff	8
Non-Teaching Staff Full-Time equivalent	3.8

Southside Montessori School did not employ or retain staff in 2018 recognised as Indigenous Australian or Torres Strait Islander.

Information taken from: <https://www.myschool.edu.au>

Student Attendance 2018

One of our operational goals for 2018 was to improve our student attendance.

The School monitors student attendance administratively through their Cycle Classroom Directress' and the Administration Office. Rolls are marked each day through our management system *Sentral*. Notification of absences is required in writing from a student's Parent/Guardian within 7 days. Absences can also be recorded through the School App. Notices regarding a parents responsibility for notification of their child's absences from school and the flow on effects of this to a students learning is often published in the School Newsletter.

Non Attendance at School

Attendance is closely monitored and discussed at regular student profiling meetings. Every four weeks the *Official Record of Attendance Report* is presented and looked at for patterns determined by full day and partial absences.

The school looks for patterns falling between 5-9% absenteeism.

From this any students flagged with non attendance are reported to the Curriculum Coordinator who organises a meeting with the students Parent/Guardian.

During this meeting the students level of non attendance is discussed at length, and an *Attendance Improvement Plan* is introduced. The Plan is discussed and strategies for improvement are agreed upon by the School, Parent and Student. A copy of the Plan is stored in the Student's file.

The student is monitored for a 4 week improvement cycle until the *Official Record of Attendance Report* is run again.

If no clear improvement has been made in this 4 week cycle a second meeting is requested with the Parents and Student by the School Principal. Where further steps may be actionable to external agencies.

Retention rates are not relevant data collection for this school.

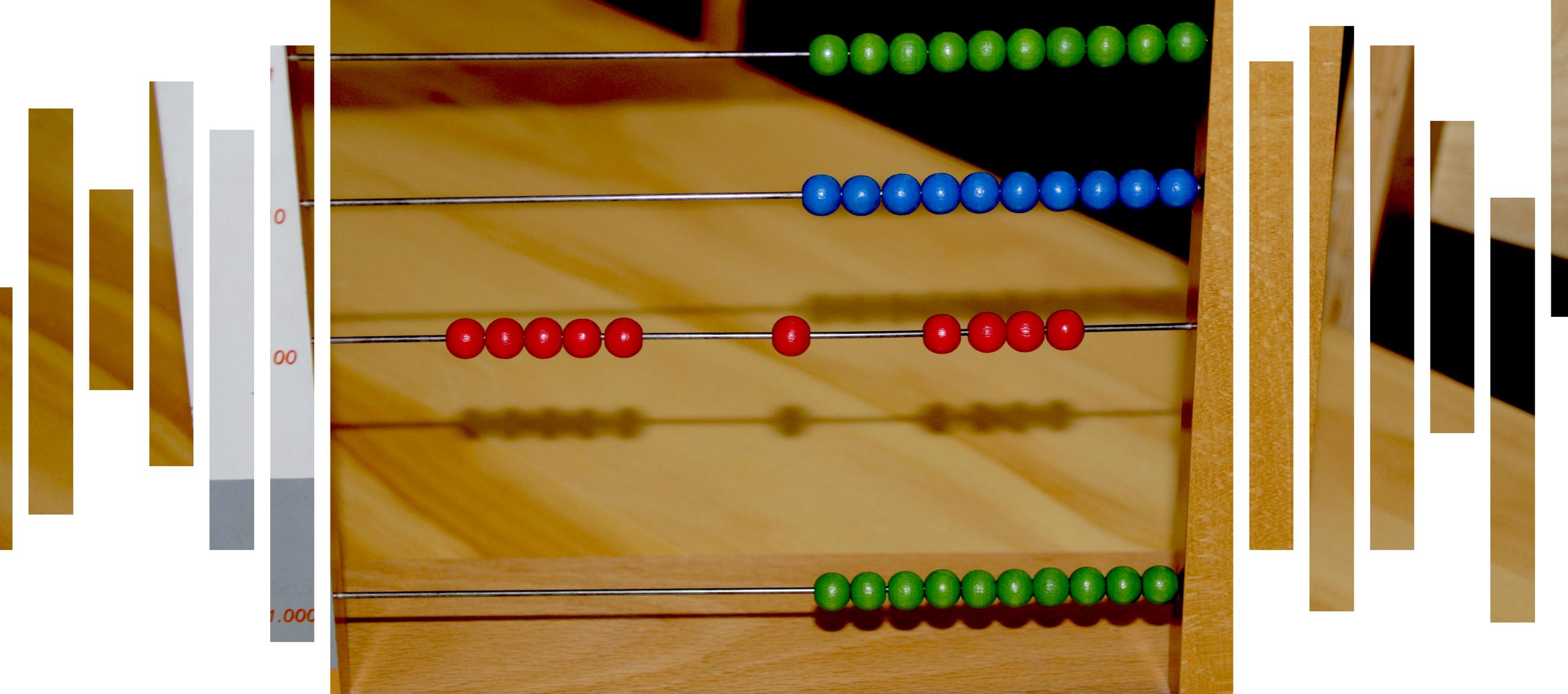
Post-school destinations in secondary schools is not relevant data collection for this school.



STUDENT ATTENDANCE RATE	%
All Students	93
Indigenous Students	-
Non Indigenous Students	-

When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

STUDENT ATTENDANCE RATE		%
LOFT	Year One	95.15%
	Year Two	90.20%
	Year Three	92.35%
	Year Four	81.63%
	Year Five	94.29%
	Year Six	65.31%



THEME EIGHT

School Enrolment Policy

The following is the full text of the school's policy on enrolment.

No changes to the policy have been made for 2018.

All policies listed have been revised, and initiated for the 2018 year.

All staff have been briefed on the content of the below full policies and excerpts. Policies listed are available in hard copy in each teaching space and centrally in the School Office for staff and parent access.

Soft copies are also available for staff from the School Sharepoint.

The following is the full text of the school's policy on enrolment.

No changes to the policy have been made for 2018

Southside Montessori School is a comprehensive co-educational school providing Montessori education operating within the policies of the National Quality Framework as well as NESQA for children ages 3-12. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

Once enrolled, students are expected to act consistently with the school's Montessori ethos and comply with the school rules to maintain the enrolment.

Parents also are expected to be supportive of the Montessori education at school as well as at home.

As a Montessori school, Southside enrolls children for 3-year cycles at the ages of 3, 6 and 9. Priority is given to the siblings of Southside Montessori students and transfers of current Montessori (full time) students. Other factors that may influence the enrolment are availability of spaces for particular age groups or gender. Nonstandard enrolments may be considered providing there is space available.

Step 1: Enrolment Enquiry

The initial step is to register to attend a school tour. Tours are conducted Wednesdays from 9.30 -10:30 or as the need arises.

Interested families can register via our website www.southsidemontessori.edu.au, over the phone on 9533 1229 or email office@southsidemontessori.edu.au.

After the tour, the parents will receive an Enrolment Pack containing enrolment instructions, a fee schedule and enrolment form.

Step 2: Enrolment Application Form

Once the family has attended our tour, they are now eligible to complete the Enrolment Application Form. The office is to make sure all documents requested at the back of the application form are attached and that both parents/caregivers sign the form and that there is a photo attached to the application. A \$300 non-refundable administration fee applies.

Step 3: Classroom visit/interview

Once we have received the application we will organise a visit to the school for the family and the child to observe in the classroom and meet the teachers. For Primary school, a visit of at least three days will be organised for the applying child.

The school always considers each applicant's educational needs. To do this,

the school may ask for additional information and consult with the parents / family and other relevant persons in case additional information is needed and a collaborative plan needs to be developed to facilitate meeting the needs and abilities of the student.

Step 4: Assessment of Places

In most cases, applications are reviewed approximately a term before places become available.

Enrolment is based on balancing the ages and genders of each classroom. That being equal, priority is given to siblings of children already enrolled, Montessori transfers, and then applications are processed by date of receipt.

Consideration is given to parents who reflect an understanding of the Montessori approach.

If the school does not, at the moment of application, have spaces available the application will be placed on the waiting list.

Step 5: Offer of a Place

Once we are sure that a place is available for the child, we will send a letter and Parent Agreement offering a place at Southside Montessori. The signed agreement should then be returned with an enrolment fee of \$1,100 within two weeks. If this is not observed, the offer of enrolment will be forfeited.

Places are only offered to children not currently attending the school when we have been unable to fill all available places from within our membership.

Conditions of Acceptance for First Child Entering the School

Offers of place must be accepted within 14 days by returning the Acceptance Form which lists the following conditions:

- A non-refundable enrolment fee of \$1,100 needs to be paid on acceptance of the offer of enrolment
- Each child is expected to attend the school for the entire programme- three years in the case of Pre-Primary and six years in the case of Primary
- Membership must be kept current for the duration of the child's attendance at the school
- Parents are expected to attend parent education evenings organised by the school
- Parents are expected to participate in parent education offers, organised activities, parent teacher interview events.

Conditions of Acceptance for Siblings

Conditions of acceptance for siblings are the same as for a first child. The sibling priority is only applied if the elder sibling has completed or has the intention of completing the full program (i.e. preprimary or primary).

Timing of Entry – Pre-Primary

The school adheres to the Montessori principle of staggered entry to enable maximum attention to be given to each new child in the class and to assist the children to adjust to their new environment.

Commencement dates are determined by the school.

Timing of Entry – Primary

The child moves to Primary at the sign of readiness as determined by the Directress

Transfers

There is no automatic right to transfer between Montessori schools but every attempt is made to offer a place to a transfer, subject to the above criteria being met.

Once children have commenced in a class at the school, they will not be transferred to another class. (Only exceptional circumstances may be considered at the discretion of the Principal)

Deferrals

Requests by parents for deferred entry are generally not granted but each case will be considered on its merits. Requests for deferred entry must be made in writing to the school Principal.

On the other hand, the school may advise a deferred start in which case a place will be held without imposition of fees until the entry date given by the Director.

Confidentiality and Privacy

The School respects the privacy of the families and staff who make up the school community. It is the school's policy to ensure that all information obtained by the School in relation to personal circumstances of children and their families will be kept confidential unless:

- the family concerned authorises disclosure of the information, or
- the School is obliged to disclose the information pursuant to health regulations or other applicable laws.

Sources

Montessori Australia Foundation

Association of Independent Schools NSW

Review

The policy will be reviewed every 3 years.

Review will be conducted by management, staff, families and other interested parties.

Other School Policies

Student Welfare Policy

*The following is an excerpt from the school's 'safe and supportive environment' policy.
No changes were made to this Policy in 2018*

The school wishes to promote a learning environment where all teachers and pupils should be mutually supportive. The school community should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the school.

The school encourages consultation between all members of the school community in matters which affect them. The school will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and wellbeing taking into account the limitations as outlined in the Privacy Act. This may include communications between some or all of the following – student, parent or guardian or other significant family member of the student, teacher, Principal, representative of an appropriate government, welfare, health or other authority.

The school has implemented measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgment as to what is required in such matters as:

- appropriate levels of supervision
- security of buildings
- procedures in case of fire
- use of grounds and facilities
- excursions, travel on school related activities
- other appropriate matters.

School staff ensure that all students are adequately cared for and supervised while undertaking both onsite and offsite activities, bearing in mind the type of activity and age of students involved. The school has Codes of Conduct for staff, parents and students, which may be supplemented by specific rules and directives. The Codes of Conduct include such matters as:

- the rights and responsibilities of students, parents and staff within the school community
- behaviour management
- the management and reporting of serious incidents.

The school has access to pastoral care resources and can advise parents and the school community of the different options available to them.



The school staff are able to make preliminary identification of students with additional needs and provide families with an option of specialists who can make more detailed assessments. The school and staff can provide appropriate levels of support to assist students with their individual student programs (ISP) and education whilst at school. This is done in consultation with the intervention specialist or team. Students requiring support or medication are supervised and monitored during at these times.

Anti Bullying Policy

The following is an excerpt from the school's Anti Bullying Policy

No changes were made to this Policy in 2018

The following is an excerpt from the school's behaviour management and discipline policy.

Our 'Behaviour Management and Discipline' policy outlines a whole of school approach whereby teachers, peers and parents are actively involved in working together to address and prevent inappropriate behaviour.

We define inappropriate behaviour as behaviours that, as a consequence, hurt, threaten, frighten or exclude someone by physical and non-physical means. If these behaviours take place over an extended period of time by a person or group towards another person or group, this constitutes bullying.

Our policy provides examples of what is commonly regarded as inappropriate behaviour. These include:

- continuously interfering with the work of others
- verbally abusing a person or group by calling them unpleasant names or by writing nasty notes and/or messages or by using unpleasant gestures and/or language.

In order to deal with inappropriate behaviour, staff at Southside Montessori School will:

- model positive relationships in their day-to-day dealings with members of the school and model positive ways of resolving disputes
- positively reinforce students for behaving in an appropriate positive manner
- be knowledgeable about and educate students about the nature, causes and consequences of inappropriate behaviour and the processes that have been set in place to address inappropriate behaviour at this school
- be familiar with our school's behaviour code and management system, including the contents of this policy.
- physically harming a person or group or physically intimidating them by threatening physical harm or by destroying their belongings

- encouraging their friends or people they know to verbally or physically threaten a person or group, or asking them to harass, embarrass, ignore or exclude that person or group from activities
- demonstrating recurring behaviours that result in property destruction, willful defiance or injury to others.
- be familiar with our school's behaviour code and management system, including the contents of this policy
- respond immediately, decisively and consistently to cases of inappropriate behaviours brought to their attention by student, parents and/or colleagues
- respond to early signs of distress in students. These can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance
- seek advice and support from colleagues when unsure as to how to respond to and address specific incidents
- encourage student to report situations of inappropriate behaviour by listening carefully and avoiding giving judgments when reports are made, and remaining calm and understanding of the student's/parent's/colleague's concern

Student Discipline Policy

The following is an excerpt from the school's Student Discipline Policy

No changes were made to this Policy in 2018

This policy is based on principles of procedural fairness and involves parent sin the processes of procedural fairness for suspension or expulsion.

The positive model of behaviour management and discipline within a Montessori environment is based on self--discipline where concentration, focus and independent learning happen without contention or interruption. Children are respected and misbehaviours are handled with the focus on the child and the consequences of their behaviour.

Parents and staff have a responsibility to work together so that children clearly understand the rules and possible consequences of violating rules. Through nurturing and sensitivity, we hope to prepare children to function as social assets. We encourage parents and caregivers to use the positive model of behaviour management in the home and to support its implementation in the school.

The school will establish and implement appropriate behaviour management practices for students that are consistent with the philosophy of the school.

The policy aims to ensure that:

- our school is a secure and safe environment free from threat, harassment and intimidation
- teachers, parents and students are aware of and encouraged to implement positive strategies to prevent and address inappropriate behaviour
- teachers, parents and students are knowledgeable about the nature, causes and consequences of inappropriate behaviour and the procedures that have been set in place to address episodes of inappropriate behaviour in this school
- teachers, parents and students are committed to collaborate on maintaining a safe and friendly environment
- students are taught appropriate peer interaction skills, conflict resolution skills, and are encouraged to and positively reinforced for interacting with members of the school community in a positive manner
- teachers are aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

In accordance with the Education Reform Amendment (Corporal Punishment) Act 1995, Southside Montessori School does not permit corporal punishment of students attending this school, nor sanction corporal punishment of students by non-school persons.

Complaints Policy

*The following is an excerpt from the school's Complaints Policy
No changes were made to this Policy in 2018*

Our school encourages parents to:

- have respectful, direct and informal relationships with staff and other parents
- model the kind of respectful and positive social interactions which are expected of children in a Montessori learning environment
- act respectfully and appropriately towards, and in the presence of, students

- act respectfully and appropriately towards, and in the presence of, students
- ensure your child/children arrive at school on time
- discuss issues or concerns about the school, staff or students respectfully, using these procedures
- follow school policies as well as any directions from staff.

What should I do if I have a concern?

From time to time parents or other members of the school community may need to approach the School in order to:

- discuss the progress or welfare of your own child
- express concern about the actions of other students
- enquire about school policy or practice
- express concern about the actions of staff

When problems or concerns arise, procedures need to be followed so that solutions are reached as soon as possible and a safe and harmonious school environment is maintained. It is always important to organise a time to talk with the staff at the school in an unhurried and confidential atmosphere. The best results usually flow from working together.

The following guidelines aim to:

- provide a guide in order that concerns are dealt with in an open and fair manner
- ensure that the rights of students, staff and parents are respected and upheld
- support sensitivity and confidentiality.

How will the School resolve my formal complaint?

Each formal complaint will be treated seriously and in accordance with the principles of natural justice and procedural fairness. These principles have developed to ensure that decision making is fair and reasonable. Put simply, natural justice involves:

- decision makers informing people of the case against them or their interests
- giving them a right to be heard
- not having a personal interest in the outcome and
- acting only on the basis of logically probative evidence.

Grievance Policy

*The following is an excerpt from the school's Grievance Policy
No changes were made to this Policy in 2018*

Southside Montessori School is based on Montessori philosophy which develops an atmosphere of mutual acceptance, respect and support between students, staff, parents and care givers.

The following guidelines aim to:

- deal with complaints in an open and fair manner
- ensure that the rights of students, staff and parents are respected and upheld
- support sensitivity and confidentiality
- help reach an agreed solution.

What is a grievance?

A grievance is generally defined as 'a wrong considered as grounds for complaint, or something believed to cause distress' or 'a complaint or resentment, as against an unjust or unfair act'.

In the context of the School, this means that you have followed the guidelines in the "Complaints policy" but you and the School have not managed to resolve the issue. It is at this point that your complaint is considered to be a grievance.

Exceptions to this policy

This policy does not cover grievances raised by staff of the School. There are separate policies and procedures for these issues. Please see Staff Grievance Procedure

Who can lodge a grievance?

Grievances can be raised by:

- students against students
- students against staff
- parents against staff
- parents against students
- staff against parents
- staff against students

What if I am unhappy with the way the School handled my complaint?

You may write to the Chair of the Board of the School. Your letter must include the steps taken by you to resolve the issue and a suggested solution. You must do this within 10 working days of receiving the School's written response to your formal complaint.

You may email your letter to the Chair of the Board at board@southsidemontessori.edu.au.

This matter will now be classified as a grievance.

Will lodging a grievance, complaint or concern affect my child's enrolment?

In some instances, concerns, complaints and grievances may arise from time to time and it is important that they are addressed.

Raising a concern, complaint or a grievance may affect your child's enrolment. If the grievance is found to be vexatious or malicious, the School may consider discontinuing your child's enrolment at the School.

Related Policies and guidelines:

- Complaints Policy
- Grievance Procedure- Staff
- Discrimination, Harassment and Bullying statement for employees, contractors and volunteers 'Natural justice/procedural fairness fact sheet',
- Ombudsman NSW

Public Disclosure of School Policies

The above policies are highlighted excerpts of full policies as being in place in 2018 to ensure all aspects of the School mission for providing student welfare are implemented.

All policies listed have been revised, and initiated for the 2018 year.

All staff have been briefed on the content of the above policies. Policies listed are available in hard copy in each teaching space and centrally in the School Office for staff and parent access.

Soft copies are also available for staff from the Office.



Service Learning Opportunity
Where do all the good things grow?
Bounty -Term 3 2018

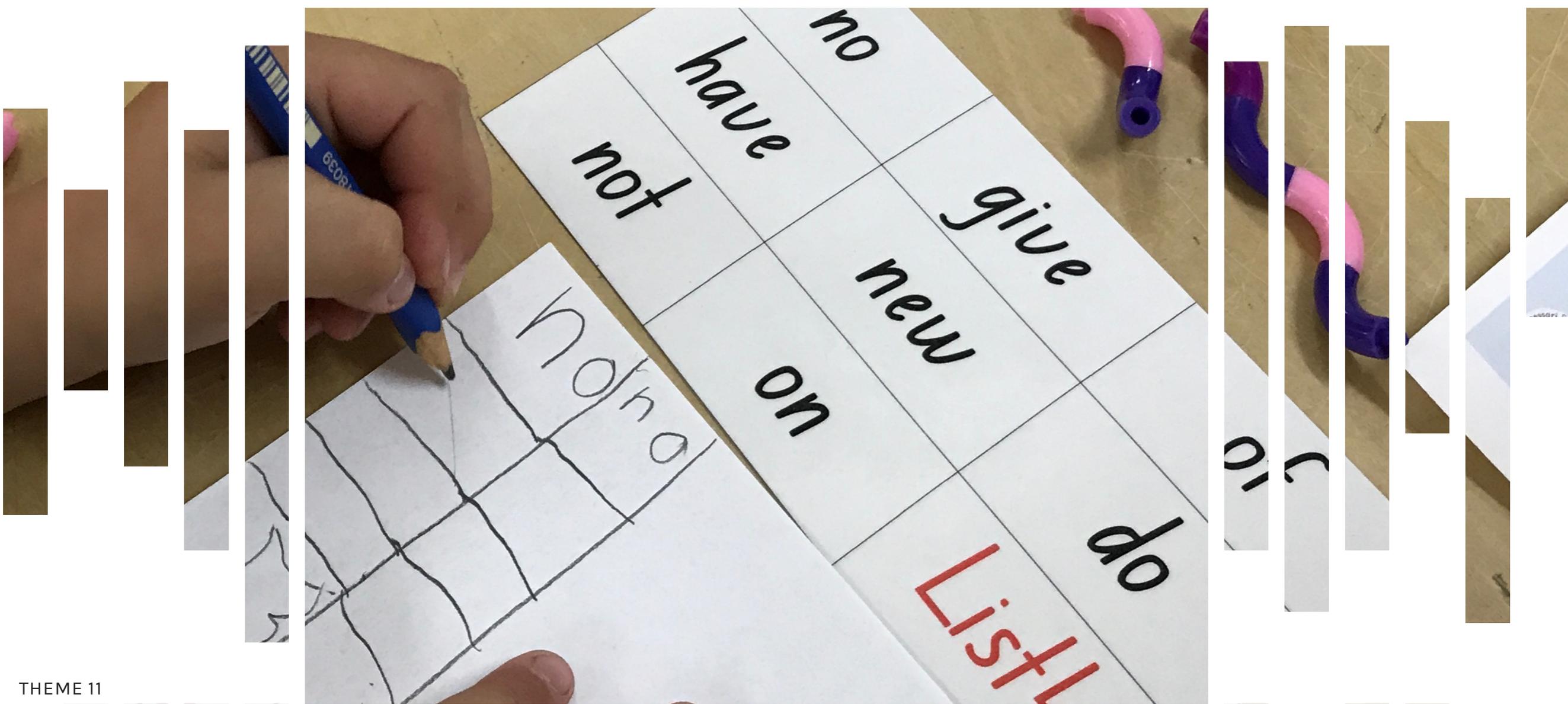
THEME 10

*School Determined priority areas
for improvement*

The following are priorities selected by the School for the 2018 academic year. These priorities included within their scope targets and indicators of success. Comments on the achievement of these priorities as well as the impact of these strategies are included as a snapshot. Reconsideration of priorities and proposed future planning needs have effected the outcome of set priorities from the 2017 Annual Report.

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	Expansion of 2017 Literacy Program.	The School continued to have a focus on Literacy from the 2017 Priority Areas. Further resources were purchased to support a stronger program within the classroom. Further collection of data and online record keeping tools have supported this.
	Service Learning	A further formalised view of Service Learning was introduced into the School in 2018. Students were given a block on Wednesday afternoons to contribute to 5 key areas: Waste Aesthetics Recycling Gardens Community
	Music as a Second Language	With the recruitment of a specialised Montessori Music Educator, a further inquiry approach to music was introduced as a sophisticated differentiation model. Students undertook Music as a small group or solo task, individually developing their skills in the areas of practice, theory and stage craft. This has lead to the introduction of Keyboard and Strings Ensembles. for 2018
Staff Development	Technology skills, use of 0365, and Sentral as a CMS	Building on from 2017 priorities was further work in the use of technology for staff. further data and documentation in the cloud and working in a paperless environment.
	Hard Data	Further use of incidental data and the ability to collate and apply readily available data to formalised data gathering has been a focus area for Staff.

AREA	PRIORITIES	ACHIEVEMENTS
Operational Development Marketing and Communication	School Mission re branding Strategic plan 2019-2023	A large achievement for 2018 was the creation of a new strategic plan. Within that was the creation of a new School Mission and school logo and branding in preparation for our 40th Anniversary in 2019
	Parent communication and consistent language	As part of our strategic planning discussions, conversations occurred around consistent messaging, language and speaking with one voice. From this cultural school language developed for the whole community to understand , access and use.
Renew and refurbishment of facilities	Welcome the LOFT	Large changes were planned for the facilitation of a open space multi age learning environment housing students 6-12 years with a sound studio, Makerspace and quiet zones. 4 classrooms were combined to achieve this. incorporating staff spaces, diverse learning environments, technology environments and sound acoustics and natural light
	Welcome to the Primary Garden	With a multi age grouping of 3-6 years the creation of the Primary Garden was undertaken to create a good risk hidden garden for the younger students to use as an outdoor learning environment
Resources	Music as a Second Language	To support the teaching and learning of Music, the school invested in instruments and resources to enhance practice and theory.



THEME 11

Respect and Responsibility

Southside Montessori School actively support and promote the Montessori framework of Grace and Courtesy. This is an integral part of our school culture and the wider philosophy of Montessori education. Grace and courtesy lessons are transdisciplinary within the students learning. Lessons are taught within a just in time framework and often take the form of guided role plays to group problem-solving and community meetings. Small meetings between classmates or larger community meetings assist our students to navigate social situations. During these times, students learn the role of civil discourse, allowing one person to speak at a time. Students discuss situations, and they offer solutions. Students continually evaluate these solutions until there is one which works for everyone.

Respect, responsibility and self-directedness are at the core of our daily teaching.

Southside Montessori School is a non-denominational, non-competitive learning environment inclusive of diverse cultural backgrounds and belief systems.

The School encourages student awareness of local and global community issues and celebrations. Montessori Education fosters an understanding of the interrelationship between man and nature and Southside Montessori School supports the ethos of Education in harmony with life.

In 2018 the school community participated in our first initiative of formalised Service Learning. This initiative was introduced on Wednesday afternoons for 1.5-2 hours, where students looked at the following 5 areas of our internal community. Waste, Aesthetics, Recycling, Gardens and Community values. Students conducted waste audits of classrooms looked at habits that needed to be changed across the community and implemented these in a marketing campaigns for students and their parents. Others collected recycled paper and through the process of creating new paper, made recyclable complimentary slips for the Office. Students also looked at the aesthetics of the school and made decisions to create hidden textile art pieces to entertain and add to the culture of their community.

Parent, Student and Teacher satisfaction

As a small community, Southside Montessori has the unique advantage of being a member of a child's extended family. Students, Parents and Family members alike are greeted individually at the School gate or classroom door each morning and afternoon. A first name basis between, student, educator and parent creates a close atmosphere fostered in respect and a shared journey of Montessori pedagogy.

Satisfaction and feedback is often conversational in such a small community, and the School and Principal is proud of the level of accessibility and open door policy offered to parents, students and educators alike. Feedback and the open reception received from parents is very positive. Our parent community appreciates the skill and care of our educators and administrators. Parents often bring in impromptu morning teas or pre cooked dinners to show staff a level of appreciation and thanks for what they do. Through parent evenings and scheduled meetings and classroom observations our parents express to us their satisfaction with the School's academic direction and operational priorities.

The best part of our community, our students, who show excitement and wonder in all of their learning. Students are regularly given voice and choice in procedural decisions pertinent to their age and the situation. Students have open access to informal discussions with all staff. Each morning community classroom discussions take place to allow students to discuss current topics, set agendas for work cycles and to share relevant information. This open access is inclusive of access to the Principal also. These aspects of communication, reciprocity and self direction form the basis of our Montessori teaching practices. Students enjoy and understand these foundational tools that allow them freedom within limits. Our older learners share openly within younger ones, providing peer support and guidance in an informal and authentic way when required. Students often express to all staff their delight and joy at coming to school each day, by way of a simple handshake greeting and conversation as their begin their school day. Surprisingly students are often reluctant to leave in the afternoon or to take time for lunch when they are immersed in service projects or individual learning projects.

Student behaviour is a discussion and based within restorative justice practices, that allows students to manage their own conflicts with guidance if required, and this empowerment of self is one aspect of the school that our students have said they value the most.



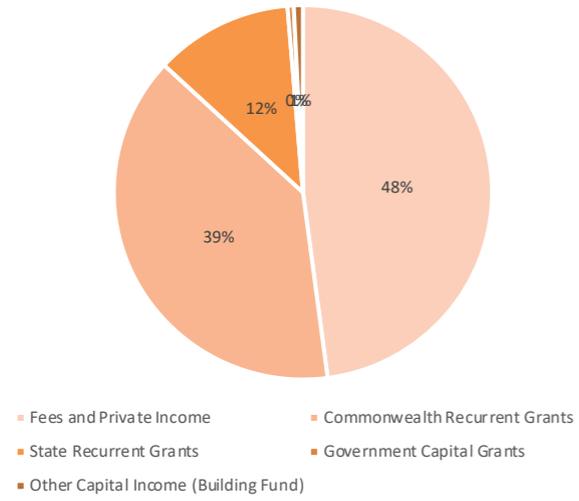
Staff also have the ability to discuss issues or concerns and to be heard at formal and informal meetings. As a small team, the staff have regular interactions with each other and have the ability to lead and take responsibility for wholistic approaches our the school beyond the classroom. Freedom within limits is also applied to staff and through informal and formal feedback staff have expressed high satisfaction at collegial and collaborative opportunities and professional development offerings.

Staff morale feedback was positive and supportive. Staff openly sort professional support and guidance from one another. Socially staff were inclusive and this was indicated in the attendance at numerous staff social gatherings offered throughout the year and through professional progress meetings.

THEME 13

Financials

Recurrent/capital income 2018



Recurrent/capital expenditure 2018

