

Elonera Montessori School

Working together to help our students to help themselves.



**Annual Report
Education and Finance**

2018 (2017 Data)

Introduction

Elonera Montessori School has successfully made a commitment to excellence in education since 1987, when parents of an alternative school introduced the world-wide Montessori philosophy to our primary.

We have developed into a quality co-educational school that offers programs for toddlers from the age of 18 months through to students who are preparing to enter University.

The Education Act requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by the Minister. Accordingly, the Minister has determined that the performance measures and policies that must be included in the annual report relate to:

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School policies

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Summary of financial information

Elonera Montessori School

This report briefly reviews values of Elonera Montessori School and the steps that the School Board, staff and the various committees have made throughout the year to address the educational and financial performance measures and policies of the school.

Policy information is made available on an annual basis in the parent's handbook on the website. Financial performance is provided at the Annual General Meeting where reports and audited statements are made public to the families and staff of the school. A staff handbook provides the staff with information as well as policy and procedure protocols. A weekly newsletter provides ongoing communication to the school body. Parent information sessions are held from time to time, to support the school philosophy, values and beliefs. The School Board is responsible for reviewing and approving all policies.

This document will report on student performance in testing and retention rates as required by our accountability requirements as set out by the Commonwealth Government. It is not a part of the Montessori philosophy to make this information public, as it is only a snapshot of the child that does not provide information on the development of the total child. We are extremely proud of who they are and value them for their uniqueness. This has been one of the many ways that we teach our children self-confidence, inclusion and tolerance. Please refer to <http://www.myschool.edu.au> for school profile and performance.

The ethos, educational philosophy, values and aims of the school

The philosophical foundation of the Montessori approach is based on the premise that education should be an aid to life. In order to develop their physical, intellectual and spiritual powers to the fullest, children must have the freedom to achieve this through order and self-discipline. Dr Maria Montessori realised that the only valid impulse to learning is the self-motivation of the child. Respect for a child's personality and trust in the inner potentialities, are prerequisite to the foundation of an adequate educational alliance, between parent and teacher, parent and child and between teacher and student.

Our procedure is to create a school environment in which the child can make choices and think for him/herself.

Montessori education concerns itself with creating an environment, especially suited to the development of the child's psychic, physical, social, moral and intellectual potential qualities.

Dr Montessori drew on scientific study of how children learn in the early 20th century, and her insights are reflected in their similarity to educational principles generated by modern neuro-psychological research. The following principles list some of her major ideas about how children learn and develop:

1. *Movement and Cognition* - that movement and cognition are closely entwined, and movement can enhance thinking and learning;
2. *Choice* - that learning and well-being can be improved when people have a sense of control over their lives;
3. *Interest* - that people learn better when they are interested in what they are learning;
4. *Extrinsic rewards are avoided* - that tying extrinsic rewards to an activity like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn;
5. *Learning with and from Peers* - that collaborative arrangement can be conducive to learning;

6. *Learning in Context* - that learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts;
7. *Teacher Ways and Child Ways* - that particular forms of adult interaction are associated with more optimal child outcomes; and
8. *Order in Environment and Mind* - that order in the environment is beneficial to children

Dr Montessori's imaginative and innovative solutions to the problem of harnessing the school child's innate curiosity and delight in discovery are no less relevant today than they were in her own time.

Messages from Key School Bodies

The School Board President's Message

When I left the Board in 2014 I was sure that the school was in capable hands and envisioned that the school would continue to grow and provide a quality education for all students from Preschool to Year 12. After my first year back on the Board I can see that this has been the case with 2017 being an especially busy and successful year.

We have had some major achievements that have been the result of tireless hard work from the Head of School, Executive Consultant, Teachers, Staff and Board Members. On behalf of the Board I would like to thank you for your efforts in 2017. The school has continued to develop in 2017, with the Early Childhood stages growing rapidly, while at the other end of the learning spectrum the IB has the most students it's ever had this year.

Financially the school is secure due to the increased enrolments and our wealth in assets, namely the ownership of the school grounds, the hall and the cottage next door to the hall. The Board and school leadership team strives to maintain fees as low as possible while ensuring the ongoing financial viability of the school. I would like to thank the Executive Consultant / Bursar in 2017, Elizabeth Goor for her work and personally thank the outgoing Treasurer, Karen Love for her efforts in the area as well.

The school is one of only a handful of schools in the country that look after the education requirements of children from 0 to 18 years. This requires the meeting of a lot of legislation which each stage of the school having its own legislative requirements to be met.

These include:

- Long day care (NIDO) legislation and requirements
- Pre-school / Early Childhood legislation and requirements
- Primary school curriculum and NESAs requirements
- Junior high school years (7-10) curriculum and NESAs requirements
- International Baccalaureate curriculum, and IB and NESAs requirements
- As well as Before and After school care legislation and requirements

Given this mountain of legislation requirements I would like to, on behalf of the board and parents, as being a parent myself, thank the teachers, staff and Leadership team of Elonera for the incredible work on making sure all these requirements are met on a regular basis. With whole school accreditation coming up in 2019 I know they will all be working throughout the year to ensure all the boxes are ticked and the NESAs review goes as smoothly as possible.

Strategically 2017 has been a year of consolidating our structure, assets and people. The development of the cottage has started and the creation of a new school leadership structure has been undertaken to ensure the successful transition of knowledge that has resulted from Elizabeth's retirement, but more on that later. I would like to welcome Kati Passot as the new Deputy Head of School and Michelle Hoess as the new Bursar and congratulate them on their new positions. I am excited in seeing them transition smoothly into these roles throughout 2018 and make them their own.

The Board is also changing with Karen Love and Evelyn Ireland both retiring this year, as well as Elizabeth Goor retiring as Company Secretary. With the positions available on the Board we encourage all EMS members with 12 months or more of membership to consider volunteering their time and applying to be a member of the board. The board is able to appoint new directors throughout the year and I would be happy to discuss the criteria to

become a board member with anyone interested. I would like to thank Karen and Evelyn for their service to the board and wish you well in the future.

With these changes the Board will be looking at a creating a strategic plan over the coming months with a focus on determining what sort of growth in student numbers is sustainable for the school, further education facilities development and funding needed and a specific focus on engaging the school community to get as many as possible to become involved in the school.

I and my fellow Board members volunteer our time to the Board because we believe that a Montessori education is the best option for our children. I am doing this job because I believe I am providing positive and constructive support in the governance of the School. I would like to thank those parents that have volunteered their time in 2017, specifically a big thank you to Gabrielle Smith and Bronwyn Philips for their work in the canteen and also any other parents who have contributed to the school in 2017.

Finally, I would like to talk about the contribution of one person who has made this school what it is today - Elizabeth Goor. Elizabeth has dedicated a significant portion of her life to the development and running of Elonera. All three of her children have attended the school and now her grandchildren are attending as well. Elizabeth has grown the school from a small one classroom primary school into, what I consider is, the complete Montessori education experience from the Parent and Toddler Program all the way through to the IB. From my own experience working with Elizabeth over the years I have seen her encounter many challenges, but she has always risen to overcome these challenges. Elizabeth has a breadth of knowledge of education legislation and practices that is quite staggering and will be hard to replace. I want us all to celebrate Elizabeth's achievements in the development of the school but also celebrate Elizabeth for who she is, her spirit, her drive, her kindness and the way she has cared for the children over the years. I know the decision to retire has not been taken lightly by Elizabeth and I am excited for her to start a new chapter of her life, although I hope she will not be a stranger as she is always welcome at the school.

With Elizabeth retiring it can be considered a changing of the guard and I am lucky enough to be part of this new era with Chris as HoS and his leadership team to guide the school into the future. I am proud of the accomplishments of the school and we should all pride ourselves on being a point of difference for education in not only the Illawarra but the whole country. I am looking forward to the 2018 school year and can't wait to see the school continue to develop well educated, happy children in a secure environment.

Mark S Smith

Chairperson

Head of School Report

Elonera Montessori, a not for profit organisation, focuses on the advancement of Montessori education. The Elonera School Board has enabled and supported the School Executive to achieve strong progress in 2017. As the Chairperson Mark Smith has mentioned in his report, the major objective of the Board in 2017 was to consolidate our structure, assets and people, and I believe we have done this. Thank you to Mark Smith, Karen Love, Alex Ioannou, Josy Ludwig, Michelle Penrose, Evelyn Ireland, Elizabeth Goor and Illana Gear, our current directors, for your mentorship, vision and insights into what the school needs to continue to progress and improve.

We provide an independent system of education that includes programs for Toddlers, Preschool, Kindergarten to Year 6, Years 7-10 and the International Baccalaureate in Years 11-12, as well as OOSH care. We inspire a passion for excellence in everything that we do, and model this for our students.

I have selected 10 highlights that I would like to mention for 2017:

- ❖ Continuation of our Nido Long Day Care service for 18 month to 3 year olds. The service was up and running in Term 3, 2016 and grew to an average of 9 enrolments each day by the end of that year. In 2017 the full time equivalent student numbers increased from 9 to 14. The Nido service is a feeder into our Children's House program and this has been a significant factor contributing to our growth in 2016/17. The service has now been running for 18 months and is stable in its operation.
- ❖ Enrolments – figures from the Feb 2017 to Feb 2018 non-government schools census data show numbers increasing in Primary from 81 to 102 enrolments and Secondary decreasing slightly from 48 to 44 enrolments.
 - a. An ad hoc capture in Feb 2017 confirmed 5 3-year-olds and 19 4-year-old enrolments. In 2018, school collected data revealed 12 3-year-olds and 10 4-year-old enrolments. This increase in three year olds can be attributed to the establishment and running of our Nido program.
 - b. There has therefore been significant growth in the early and primary years which is obviously important for the growth of the school. Some of the enrolment increases can be attributed to the opening and stabilization of the Nido LDC service but much of this growth can be put down to the hard work and dedication of staff, ensuring Elonera is a happy and safe place to learn and for students and families to be part of a tight-knit community. Retention of Primary school students into the High School is a challenge we must address moving forward.
- ❖ 30th Anniversary Celebrations held on Friday 3rd and Saturday 4th March – the Friday was a reunion dinner at the Fraternity Club Fairy Meadow and Saturday a School Fete on our grounds. The Reunion Evening on Friday night was attended by around 100 of our former and present families and staff. Debra Avery from the Montessori Australia Foundation (MAF) was on hand to present a gift to mark the achievement. The weather wasn't fantastic for our School Fete, and we needed to move our stalls into the School Hall, which made for a more intimate and special event. 30 years of operation is a fantastic milestone and one which everyone who has contributed (staff, students, families) should feel incredibly proud.
- ❖ Capital Works - There were several capital works projects completed in January 2017. January projects included lowering of the walls on the northern side of the Stage 3 classroom, repairing the deck outside the canteen kitchen, building a new deck outside the old Boardroom, and upgrading the Nido playground. The Pizza Oven that is located in the HS playground was completed (finally) towards the end of the year, and plantar boxes for our whole school vegetable garden outside Stage 3

were built. The last two jobs were predominantly coordinated and constructed by our students and families. All of these works contribute to the beautification of our Montessori environment and school.

- ❖ Consistently clear and transparent communication from school to families through – our school website, Facebook page, Elmonti newsletters, Stage reporting, direct teacher to parent email, Parent Teacher Conferences, Parent Information Evenings, IP Meetings, Showcases.
- ❖ Hosted the 5th Annual Montessori Adolescent Program “Meeting in the Middle Forum”. The forum involved Montessori adolescent program schools from Australia and New Zealand coming together to share practice, insights, experiences, and how/why programs are implemented in each school. There was excellent collaboration and learning during this event and really positive feedback from our guests about our school.
- ❖ EMS commitment to Montessori Philosophical Professional Development for Primary and High School staff through the five-day Cosmic Education workshop completed at EMS in July. This is one example of Strengthening our Culture as a learning organization.
- ❖ Held Parent Information sessions each term that explained the Montessori Philosophy in interesting and understandable terms. This assists us to reinforce our goals of encouraging independence, explaining the magic of the work cycle, and showing our amazing materials in action.
- ❖ Supported the MWEI training course for Montessori Teachers onsite, in which we have staff working towards their 6-12 Montessori Diploma’s. One of our teaching staff members graduated with the Diploma of Montessori Primary Education Studies 6-12 years in 2017.
- ❖ EMS commitment to ongoing professional development and training for IB staff in Category 1 and Category 2 workshops in relevant subject areas (each IB subject normally has an updated syllabus every five to seven years).

We are financially very sound and are considered by other Montessori Schools as leaders in field of education. The financials are reported on the MySchool website as a part of our accountability. Parents who wish to get a copy of the financial statements can collect one from the school office.

Chris Peach

Head of School

Early Childhood Pedagogical Leader's Message

We have continued to implement a quality Montessori curriculum over the last twelve months. We continue to maintain the individual student folios where we store children's reports, checklists, work samples, lesson plans and observations. Compiling individual student folios provides consistency in guiding the children through their work-cycle, monitoring their progress and allows parents to view their child's work.

Stage 1 staff come together in fortnightly meetings to review classroom processes, programming, demonstrating Montessori Materials to Assistants, professional development needs, the student transition, special needs and physical grounds concerns. We review the Quality Improvement Plan each quarter with the Head of School Chris Peach. Adjustments are made as we go, and requirements are met with efficiency.

Students participated in several incursions which include Feature Creatures and Fire Safety. The class participated in many community events which form important elements of our curriculum including: Wild Onesie Week, Harmony Day, Halloween, Children's Book Day, Maria Montessori's Birthday, Anzac Day and celebrations for Grandparents Day, Father's Day and Mother's Day. Following our comprehensive Physical Education program children are learning fundamental motor skills as well as Yoga and Meditation.

Stage 1 lesson plans meet NESO outcomes, as well as the National Quality Framework and the Early Years Learning Framework (EYLF). This year we programmed the following lesson plans into our curriculum: National Sorry Day, Living and Non-living things, Patterns, Invertebrates and Invertebrates, French lessons, Dinosaurs, Teddy Bears Picnic, Insects, Capacity, Family Roles and Responsibilities, Exercises in Grace and Courtesy, The Solar System, Autumn, Road Safety, Harmony Day, Mother's Day, Clean Up Australia Day, Easter celebrations, Recycled craft and Aboriginal dot painting. We continue to provide ongoing one-on-one Literacy and Numeracy support on a weekly basis for children who are learning to read. We have also incorporated Munch and Move into our physical education program.

We have been encouraging parents to attend classroom observations which has been successful as we have had lots of parent involvement and great feedback. We also had a visit from some of the staff at Illawarra Montessori Pre-School with again more positive feedback.

Each staff member is involved daily in the educational programming and allocated different areas to work with the children often taking small groups in the areas of art, cultural and physical education. Educators are involved in observing the children developing Learning Stories and Anecdotal Observations documented through Kidsoft.

Goals for next year include new sports equipment in the cultural, art, music and outdoor areas. We aim to increase our outdoor environment and introduce some new interactive outdoor activities.

Yours sincerely,

Akila Liyanaarachchi

Montessori Directress

Children's House (Ages 3-6)

A Message from the Primary School

The Primary School at EMS includes the Stage 2 (Year 1,2,3) and Stage 3 (Year 4,5,6) classes, as well as the Kindergarten's in Stage 1. Some key activities and events undertaken throughout the year included:

- Students beginning their year by signing the Charter of Respect document in each classroom: This is an important practice in our Montessori environment and contributes towards building a positive culture and respectful community. Students read the rights, responsibilities, and constructive/deconstructive behaviours of the Charter, and reflect and discuss how we can all be positive members of the school. All students and teachers agree to sign the Charter of Respect, and the Charter is displayed in the classroom and used to reflect on throughout the year.
- Each classroom creates their own classroom guidelines to help maintain a peaceful and normalised environment.
- Stage 2 students were involved in creating a Kindness Tree. The purpose of this tree is to designed to promote kind acts within each class. The children helped paint the tree and cut out love hearts to add to the tree. Whenever a student sees another student demonstrate an act of kindness, they write it down on a love heart. At the end of that day each class will read and look at the acts of kindness and add to the tree.
- Stage 3 were very excited to launch their own class business, Vegetastic. The concept involves selling healthy fruit and vegetables morning teas on Wednesdays throughout the school. Across the Marketing, Finance, Graphic Design, Research, Distribution and Cooking teams, students have worked together to design and implement each part of the process. The business also linked to our Waste Free Wednesdays initiative, aiming to reduce classroom waste.
- International Mother Tongue Day was a great success for Primary. Children brought in foods from their cultural backgrounds to share, and we had a multicultural feast with foods from Greece, Italy, India, Pakistan, Serbia, the UK, Germany and more! The children all sat together to eat so that they could share the experience as a group. In the Stage 3 classroom, we shared the recipes with the class and also had the High School visit to discuss the history and importance of Mother Tongue Day.
- School Fete: Despite less than desirable weather, the School Fete was a big success with Primary making important contributions in raising funds for the school. Students in Stage 2 supplied jelly cups and home-made lemonade, while students in Stage 3 contributed with individual initiatives. Primary was generously supported by parents and students volunteering their time and resources and we are grateful for your help, as well as everyone who attended on the day.
- Primary Choir: The Primary Choir reunited in Term 2 with the addition of newly interested members. Their commitment was evident with practices taking place during Thursday lunchtimes. They enthusiastically rehearsed and performed an item at our Annual End of Year Concert.
- MS Read-a-thon: Children were encouraged to read for a worthy cause and share what they were reading in the month of August with the rest of their class. The children created posters to display around the school. EMS staff showed their own passion and love of reading by sharing the books they had been reading, and also formed a Teachers Book Club!
- National Science Week: Primary began this week by giving the first "Great Story", The Creation of the Universe, which is also known as the Big Bang. The story was presented to the students to give them a sense of awe and wonder about how the universe began. The students were then involved in several science experiments and learnt about a variety of concepts. As an extension from this lesson and experiments the children enjoyed watching a documentary to consolidate this knowledge.

- **Book Week:** Students performed a number of activities to promote a love for reading. On each day of the week a different member of staff read a book to the whole school over the loud speaker. We had a dress up day where students were able to attend school dressed as their favourite characters from books they've read. It was wonderful to see a diverse range of interesting costumes, showcasing the individual interests of each student. Students also shared books from their personal collections with each other, allowing them to promote their own interests and benefit from exposure to new literature. Books are a wonderful medium for lively communication – they provide an impetus for debate while also helping us to gain a deeper understanding of the world. An important skill for uncovering the lessons and revealing the true value of any book is the art of critical evaluation. During Book Week students were given opportunities to write book reports on the books they had been reading.
- **Individual Projects:** Stage 2 worked on projects to build their research skills. For the older students, this was independent work, while for younger students this was done with the support of the teaching staff in order to gently expose them to doing independent research projects and ready them for this type of work throughout their scholastic lives.
- **Stage 3 Camp:** Stage 3 went on an Internal Camp based at school, with daytrips to the surrounding area. The aim of camp was to build a sense of community in Stage 3, to make and consolidate friendships, to build resilience and independence, and to have fun! By having a school-based camp we were able to overcome some fears of being away from home for this year's young cohort, and showcase what we can gain from our local area. Camp was a great success, with not much sleep but a lot of fun had by all. There was a lot of growth, with students overcoming challenges of physical endurance, tiredness, social interactions and heat. It was great to hear their reflections on being able to do things they didn't think they could, and to see new friendships forming and concern and support for others flourishing.

A Message from the High School

Our High School year began with preparations for the Otford to Bundeena Hike which took place over 3 days in late February. Students in Years 7-10, along with staff and an accompanying Year 12 CAS student, arrived exhausted to camp but sharing stories which would continue throughout the year.

2017 was our 30th year celebration of our school. High School students were heavily involved in the school fete and our seniors, in our Reunion dinner. Students developed their micro-economies, able to return borrowed capital, keep a third of money gained and donate the rest to their chosen charity.

“Going out” into the Community is an important aspect of a Montessori program for the connection to place and the broadening of learning that this offers. Students had many opportunities over the year, including a connection with Sutherland Shire Montessori School for a hike to Karloo pools, Heathcote followed by a joint picnic. Our Year 7 and 8 students ventured to the Wonderwalls project around Wollongong and the Pompeii exhibition and an Italian lunch in Darling Harbour. Years 9 and 10 Commerce visiting the Downing Centre and the Year 10 students planned 3 weeks of Yoga at a local centre, with others organising and preparing a nutritious meal for a local Homeless group. The World Vision Young Leaders Conference was again well attended by students in the lead up to the 40-hour famine



sleepover which was held for its 9th year at Elonera. A further connection was made with a visit from Templestowe College's (Victoria) Adolescent Program's Travelling theatre show in September. The visit left students wanting more and keen to connect with students in other Adolescent programs.

The showcase continues to be a much-anticipated event within the High School calendar with subjects ranging across subject areas. These take place twice a year, continue to be well attended by parents and friends and reflect students' growing confidence and academic growth.

Elonera's Occupations program has continued to strengthen with students taking greater ownership of all stages of projects and diversifying in their tasks. Student groups plan and prepare a lunchtime meal for the High School students and staff each week, which has continued to strengthen community as well as the vital skills of teamwork, cooking and



cleaning. The Micro-economies provided an entrepreneurial challenge to many students whose proposed projects, implementation and teamwork allowed for the development of many skills in communication and finance. 2017's highlight was the construction of our Pizza Oven (acquired by the previous year's IB student who managed to have it donated). Students have begun to think of the



mosaicking of the oven as a further project, with donation of tiles from families and a local tile store. Already, the oven is proving to function very much as the centre and hearth of the school, bringing together students, staff and families.

Meeting in the Middle is an annual gathering of Montessori adolescent program practitioners from Australia and beyond, and Elonera played host to over 40 delegates over a September weekend. Our student teams, once again, shone as they catered and served the event, including all meals for the three and a half-day event. This was a pivotal moment as our group now feel equipped to meet any culinary challenge and have grown in confidence and initiative.

Our annual Year 12 Leaver's High Tea, then, presented no anxiety and even the threat of bad weather could not daunt our Year 10 planning committee with them transforming the IB suite into a formal yet welcoming venue for students, their families, friends, teachers, past and present.



Students were particularly strongly involved in Elonera's 2017 End of Year concert, in managing sound, lighting, stage management, planning and brochures, ushering and in performances. Students celebrate their talents and keenly shared their sensitivity to music.

Our students continue to develop and consolidate sound work practices. They are empowered to manage their time effectively, to make decisions to extend or consolidate their work and to share their particular strengths with their peers. Solid time management, organisational skills, reflection on learning, international-mindedness and critical thinking are highly valued. Whilst independent work practices are essential, so too, is collaboration and the recognition of the qualities and the encouragement of the strengths in others.

International Baccalaureate Diploma Programme Coordinator's Report

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Elonera Montessori has been an authorised IB Diploma Program School since 2010 and continues to grow in numbers each year.

Each student studied six primary subjects as well as the three core areas of Creativity, Activity and Service, Theory of Knowledge, and the Extended Essay. Under the Creativity, Activity and Service (CAS) element of the program, students both initiated and assisted with a number of projects. These included an art exhibition, school concert, 40 hour famine fundraising, the homeless sleep-out, learning new creative skills in music, getting active through participation in sporting endeavours, and many other community minded pursuits. Students also organised a service learning trip to Fiji to participate in a number of creativity, activity, and service experiences. This trip was an amazing experience for students who were able to engage in international mindedness by learning about Fijian culture, and also learn about themselves and their own strengths and capabilities. Students also engaged in writing 4000 word Extended Essays, as well as a 1600 word Theory of Knowledge essay requiring students to think critically and creatively on a given topic. The skills students gain through these subjects are critical to their preparation for university and life beyond secondary schooling.

Showcases continued to be an integral part of the IB Diploma Program, with students using these as an opportunity to cement their understanding of different subject area concepts and subject matter. Students also gained valuable public speaking skills and grew in confidence as a result.

There were some pleasing results with our Year 12 graduating cohort, with two students achieving an impressive 30 points, and for two years running 100% of students who applied for University were offered a place.

The school put on its Graduation Night in a new location by the beach at the North Wollongong Surf Lifesaving Club. The evening was attended by parents, teachers, and year 11 students. It was a special occasion celebrating the students' hard work and success in the Diploma Program.

Contextual information about the school and characteristics of the student body

Elonera Montessori located 80 km south of Sydney between the mountains and sea is a dynamic school with over 170 students from our Long Day Care service to High School. We provide a stimulating and positive learning environment for ages 18 months - 18 years. Our philosophical framework is the Montessori approach to learning. We are a multicultural school that has no religious affiliations. Our curriculum is designed to prepare students both for further learning and for life. We have a strongly held set of universal values, including self-respect, respect for others, honesty, integrity, empathy, compassion and a sense of international understanding. We are a close-knit community of students, educators, parents, and friends of the school that are committed to diversity. Three-year age groupings are fundamental to the successful implementation of the Montessori Method. Other key components include a unique curriculum, low student to adult ratios, individualised assessment, an uninterrupted work cycle as well as teachers trained both traditionally as well as with Montessori qualifications. Families are connected with the school and involve themselves in various committees, working bees and information sessions. Elonera is an authorised International Baccalaureate World School and has offered the Diploma Programme (Years 11 and 12) for seven years.

An analysis in SCIENCE vol 313 Sept 2006 comparing educational outcomes indicates that Montessori education leads to children with better social and academic skills. The summary of highlighted benefits such as basic word recognition, mathematics, and cooperative play enables more creativity and problem solving by the age of 12. More recently a comparison of interventions that aid executive function (EF) development by Diamond SCIENCE 333 Aug 2011 state that at age 5, Montessori children showed better EF's than peers attending other schools, and that they performed better in reading and math and showed more concern for fairness and justice. At age 12, relating to EF's the children showed more creativity in essay writing than controls. They also reported feeling more of a sense of community at school. At Elonera we cultivate within our students a passion for excellence in everything they do, both inside and outside of school. We constantly aim to be "Happy, Harmonious, and Hands-on".

Student Outcomes in Standardised National Literacy and Numeracy Testing

Students continue to perform well in external testing and to produce high quality work. Elonera uses a variety of assessment strategies at key points in the teaching/ learning cycle and is committed to the purpose of assessment for learning. These include teacher observations, a range of presentations both written and verbal, formal assessment tasks as well as participation in the statewide literacy and numeracy-testing program. Feedback on student progress is regularly provided, in a variety of ways, as a strategy for promoting learning.

Performance on NAPLAN is documented on the MySchool website: <http://www.myschool.edu.au>. It should be noted that Elonera has a very small sample of students represented in each of these tests and as, at times, we are providing comparisons according to state-wide performance bands or percentages, the results may at times seem unrealistic as 1 or 2 students performing significantly higher or lower than their class can impact on the school mean. Because of this, results are not often reported according to statewide benchmarks.

Senior Secondary Outcomes (Student Achievement)

The granting of Records of School Achievement

The RoSa was awarded to our Year 10 students who leave our program in order to enter our school's International Baccalaureate Diploma Program. 9 students were awarded the RoSA with an additional student moving interstate to undertake senior studies.

Results of the Higher School Certificate (HSC)

In 2017, Elonera did not have any students sitting for the Higher School Certificate exams as all students chose to do the International Baccalaureate Diploma Program.

Teacher Professional Learning, Accreditation and Qualifications

Professional Learning

The professional learning undertaken by teachers as part of the school's professional development include our weekly meetings, where the preschool, primary and high school teaching staff meet to discuss student welfare, work health and safety, curriculum matters, parent and community feedback, administrative processes, report on any training that they have attended, and discuss articles and texts that are particularly helpful. The Nido Long Day Care and Preschool holds a National Quality Framework meeting each week, rotating from Directresses meeting with the Head of School one week and directresses meeting with assistants on the alternative week.

Description of the Professional Learning Activity	Number of Staff Participating
Safe and Supportive Environment – Supporting Students with Mental Health Challenges workshops (AIS)	15
Technology – Agriculture and Food in the Classroom workshop	2
Curriculum – Critical Teaching Practices activity	14
Curriculum & Philosophy – Be Prepared To Think pilot study	14
Curriculum – Theory of Knowledge workshop	14
IT – provided training for all staff around server, data management system and Office 365 systems	23
Curriculum & Philosophy – MWEI Montessori Foundation Theory workshop	9
Leadership/Management – Montessori Principals/Chairs Meetings	2
Inclusion Support – Autism Spectrum Disorder Sensory Tools workshop	4
Human Resources – MEA 17 Briefing	1
Curriculum – MWEI Language workshop	2
Governance – AISNSW Governance Symposium	3
Finance – Finance for independent school Directors workshop	1
Human Resources – notification and explanation to all staff re the changes for the new MEA award at pupil free day	30
Curriculum – Montessori in the HS feedback in our classroom session	14
Curriculum – backward mapping from the IB into the HS session	8
Curriculum – MWEI Care of Self 0-3 workshop	1
Inclusion Support – Understanding ASD teaching Strategies and Behaviour support (Sue Larkey)	4
Leadership/Management, Child Protection, Risk Management – AIS Annual Briefing	3
Curriculum – Sydney Writer's Festival	1
Curriculum – Early Childhood Directorate OSHC Good Practice Forum	1
Governance – Online governance modules (AIS)	1
Curriculum & Philosophy – Montessori Whole School Refresher Forum	1
Teacher Accreditation – support sessions for all teaching staff held at school on the pupil free day	14
Curriculum – MWEI Cosmic Education workshop at EMS with Primary and High School staff	12
Curriculum – Montessori Australia Foundation 0-3 Years workshop	1
Curriculum – Meeting in the Middle Adolescent Forum held at EMS	10

Safe and Supportive Environment – Medication Process all staff on the Pupil Free Day	30
Child Protection – training for all staff on the Pupil Free Day	30

Teacher Accreditation

Level of Accreditation	Number of Teachers
Pre - 2004 Teachers	4
Conditional	1
Provisional	2
Proficient Teacher	6
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	14

Teacher Qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	13
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	1

Note: The K-6 Teachers have additional Montessori qualifications or are working towards them.

Workforce Composition

School Staff 2017	23
Teaching staff	14
Full-time equivalent teaching staff	10.4
Non-teaching staff	9
Full-time equivalent non-teaching staff	6.0

We are proud to have a multicultural workforce who have immigrated from Canada, USA, England and South Africa. The Australian-born staff have a variety of backgrounds such as Italian, Greek, Hungary, Egyptian, China and Germany. We have female teachers in the primary, with one male teacher in the upper primary class. Of the high school staff, we have 40% males and 60% females (4 males, 6 females). There are classroom assistants in all of the K-6 classrooms. We do not have any staff who identify as Aboriginal and/or Torres Strait Islanders.

Student Attendance, and Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance Rates

Year Level	Attendance Rate %
Kindergarten	91.60
Year 1	92.80
Year 2	96.25
Year 3	92.10
Year 4	88.80
Year 5	91.10
Year 6	92.85
Year 7	91.00
Year 8	93.15
Year 9	85.20
Year 10	91.30
Year 11	94.60
Year 12	91.10
Whole School	91.68

Management of non-attendance

Policies provide clarity for parents and students regarding non-attendance. Regular notification is provided in the newsletter regarding the responsibility of all to ensure that students attend classes on time, and regularly. Documentation is requested from parents to ensure that we meet the NSW Education Standards Authority (NESA) requirements.

Teachers have good communication processes with parents and are able to collect this data in a timely manner. Parents must apply to the Head of School for approval to take their child out of school for over 20 consecutive days.

Student retention rates and post-school destinations

In 2017 there were no Year 12 (HSC) students, eight International Baccalaureate second year students and two doing the International Baccalaureate Diploma first year. One hundred percent of the 2016 Year 10 cohort completed Year 12 in 2017 (two students). The retention rates over the past two years have been very strong, with each student choosing to complete the International Baccalaureate Diploma Program.

Most of our graduates who left school at the end of Year 12 following completion of their school education continued on to University (62.5%), with most being awarded Early Entry. 25% of students took a gap year and one student has elected to retake the IBDP exams.

Enrolment Policies

STATEMENT

The Elonera Montessori School admits students of any race, gender, religion, national and ethnic origin to all rights, privileges, programmes, and activities available to students at the school in line with Montessori learning and philosophy. We are proud to have such a diverse mix of people in our school community. All admissions are considered individually, based upon the Montessori classroom environment, the existing number of children, staffing, and the timeliness of intake.

Previous students who wish to re-enrol in the school, after they have been withdrawn and attend another system of education, will be considered individually based upon an admission criteria which supports the value systems of the school including such attributes as the students' work ethic, level of cooperation, and independence.

ENROLMENT PROCEDURE

1. Enrolment officer responds by phone or email to initial enquiry and notifies them of tours that are available on Wednesday or Friday mornings.
2. The following documents are then provided:
 - a. Prospectus
 - b. Fees Structure
 - c. Enrolment form
 - d. Information handout on Montessori Classroom
3. On return of the Applicant Details, along with previous school reports, the Enrolment Officer places the child's name on the waiting list.
4. A request to attend the tour as well as an Interview of the parents and child with the classroom teacher will eventuate if and when an appropriate vacancy occurs.
5. An Appropriate Vacancy Occurring

Once a vacancy exists and the enrolment fees and forms have been received, the child spends up to a half-day at the school (up to a full day in the High School). After this visit, and if it is agreed by the child, the parents and the Directress that this may be the right environment, the Directress will arrange a starting date and will notify the enrolment officer who then contacts the parents, requests and informs them of relevant details (i.e. payment of fees).

Conditions of entry and acceptance of enrolment are to be signed by parents and required fees are to be paid before the child commences. Parents are given the Parent Handbook, The Fundamental Values and Beliefs document as well as the Charter of Respect. The offer of enrolment is valid for two weeks.

6. On the date specified in the offer of enrolment, and after the above payments have been received, the child commences a four-week mutual trial period at the school.
7. At the end of this trial period, the Directress presents a recommendation to the School Board. A decision is then made regarding the acceptance of the child, and their family as members of Elonera Ltd.

Mutual Trial Period

If, at any time during the 4-week mutual trial period, the applicant chooses, or is counselled by the school to withdraw the child, all payments (save the fees for tuition incurred) may be refunded.

Waiting List

The waiting list is held according to the preferred time of entry requested by the parent, in order of date received. Students who are transferring from another Montessori

preschool or school will be given priority, then siblings, then all other applicants as they have been received.

Transition Days

For those children who are moving from one stage to another, transition days are organised for half days, once a week in the term before the enrolment date, for approximately four weeks. High School transition arrangements may differ slightly.

From Parent Handbook

ENROLLING IN MONTESSORI

Harmony, Stability, Education in Life, is provided when you commit to a continued Montessori education for your child/ren from the Nido Long Day Care through to Stage 6 High School.

Most Preschools are independently operated and don't lead into a particular primary school. Elonera Montessori School, Children's House - Stage 1 (3 to 6 years) provides fundamental early childhood learning directly preparing the child to transition into a Primary Montessori education i.e. Stages 2 and 3, then High School Montessori education Stages 4 to 5 and the Higher School Certificate (HSC) and International Baccalaureate Diploma Programme (IBDP). It is extremely disruptive to our school culture and to families that are seeking placement for a long-term relationship with our school when others use us simply for Preschool purposes.

TOURS

Tours are held every Wednesday and Friday. Parents, Grandparents and relatives interested in the Montessori Method are invited to make an appointment. The school office is contactable on (02) 42251000.

OBSERVATIONS

Observations before enrolling are most beneficial and are by appointment only. Parents are encouraged to observe at other Montessori schools as well.

SUGGESTED READING

It is highly recommended that parents and prospective parents make themselves familiar with the Montessori Method of education. A Recommended Reading List can be found on the Documents, Forms and Publication Page of our website (www.eloneramontessori.com.au).

WAITING LIST

A commitment to a total Montessori education i.e. from the age of two to the age of eighteen is sought from the parents prior to embarking on a Montessori education. Children are placed on a waiting list when they apply to the school. The waiting list is reviewed when a vacancy occurs in the school.

ENROLMENT FEE

On acceptance of a placement at the School the enrolment fee shall be paid and held by the School. The enrolment fee will be \$600.00 per child. This is refundable if the conditions of withdrawal are met.

After the four-week mutual trial period, and once a pupil has been accepted, the pupil will be deemed to be enrolled for that year. No refund of the enrolment fee will be made if subsequently the application is withdrawn if policy conditions are not met.

Once a pupil is enrolled at the School, **10 school weeks notice of withdrawal must be given in writing to the Office**. In default of such notice, a full term's fees will be charged, and the enrolment fee will also be forfeited. If conditions for withdrawal, including adequate notice, have been met, and all fees paid, the enrolment fee will be refunded.

WITHDRAWAL FROM THE SCHOOL

Notification of withdrawal must be put in writing to the office, ten school weeks before the child is withdrawn. If the **full amount of notice is not given the enrolment fee is forfeited**. It cannot be used to pay the final fees, unless the correct amount of notice has been given.

Parents are reminded that withdrawals affect not only their own child, but the whole group.

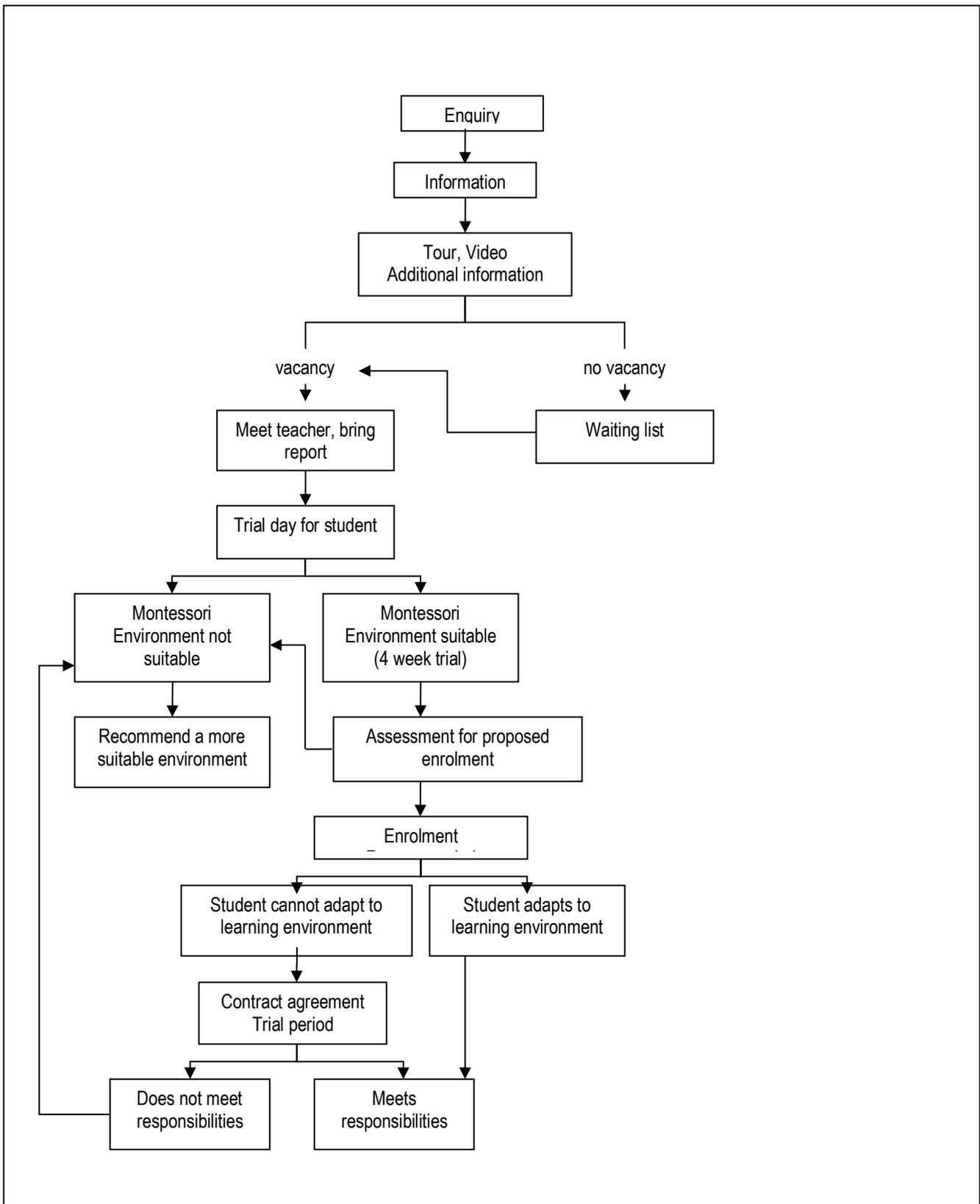
A commitment to a total Montessori education i.e.: from the age of two to the age of eighteen is sought from the parents prior to embarking on a Montessori education.

During the enrolment period – should it be determined by the teachers that the child does not appear to be compatible with the school the parents may either choose to withdraw their child or apply for an extension to the trial period. The teachers may grant the extension, at their discretion. Otherwise, the matter may be directed to the Head of School, for further consideration if deemed appropriate by the teachers.

EXIT INTERVIEWS

The school welcomes your feedback. An exit interview form is sent out to the family and feedback is used to develop strategies for improvement.

ENROLMENT FLOW CHART



Other School Policies

Summary of Policy	Changes in 2017	Access to full text
<p>Student Welfare</p> <p>In accepting our responsibility for the optimum educational development of every student at Elonera, we recognise the need to create the best possible learning environment and social climate.</p> <p>Student grace and courtesy management at our school recognises the need for a series of sanctions based on Montessori principles that endeavour to specify behavioural approaches in a variety of situations. This must be done in order to provide mutual understanding between the parents, staff and students regarding any corrective action the school may be required to take.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the school's student welfare policy (Grace and Courtesy Policy) can be accessed on the school server, and in the Parent Handbook (Appendix 2) on the school website.</p>
<p>Anti-bullying</p> <p>The school aims to minimise the risk of bullying and harassment by providing a safe and supportive learning environment for our children. The teachers take all necessary steps to ensure that classrooms and playgrounds are free from all forms of harassment and discrimination. Students are encouraged to raise any concerns they have about bullying and harassment with the teacher, at the time of the incident, so that the matter can be dealt with immediately.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the school's Bullying and Harassment Policy can be accessed on the school server, and in the Parent Handbook (Appendix 3) on the school website.</p>
<p>Discipline</p> <p>The school expressively prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>The development of inner discipline in a child is the goal in a Montessori Education. Self-discipline is fostered in many ways.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the school's discipline policy (Grace and Courtesy Policy) can be accessed on the school server, and in the Parent Handbook (Appendix 2) on the school website.</p>
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified</p>	<p>No changes were made in 2017.</p>	<p>The full text of the school's Grievance Procedure can be accessed on the school server, and</p>

by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.

in the Staff Handbook (Section 6.4). Parents can request a copy of this through the Front Office.

School Determined Priority Areas for Improvement

Achievement of priorities identified for achievement in 2017

Area	Priorities	Achievements
Facilities and Resources	<p>Development of Early Childhood Building</p> <p>Refurbishment of Stage 3 Classroom to open up the classroom through lowering of walls</p> <p>Construction of Deck outside IB/Board Room space</p> <p>Repair of deck outside canteen kitchen</p> <p>Development of Nido Long Day Care service playground</p> <p>Nido Long Day Care resource acquisition</p> <p>Montessori Materials budget allocation for classes</p>	<p>In discussions with Wollongong City Council</p> <p>Aesthetically and functionally a big improvement, assist with supervision of students (safe and supportive environment)</p> <p>Aesthetically and functionally a big improvement, WH&S risk mitigation</p> <p>Aesthetic improvement and WH&S risk mitigation</p> <p>Aesthetically and functionally a big improvement, meeting and improving NQF requirements</p> <p>Increased resources acquired & Montessori Materials storeroom created</p> <p>Nido, Children's House, Stage 2 x 2, Stage 3, Stage 4 resource acquisition & Montessori Materials storeroom created</p>
ICT	<p>Shift from Gmail to Office 365 (staff and student accounts)</p> <p>Increased ICT knowledge and skills of staff</p>	<p>Well timed and smooth transition with excellent communication and support for all stakeholders</p> <p>Training and support for staff in Kidsoft data management system & the School Server</p>
Student Enrolments	<p>Increase student enrolments</p>	<p>Nido (increase of 9 to 14)</p> <p>Children's House to reach capacity (achieved, student</p>

		<p>numbers increased from 29 in January 17 to 40 in December 17 (FTE))</p> <p>Stage 2 increase to justify making a third class viable in 2018 (increased numbers of 45 to 50 throughout the year)</p> <p>Increased High School numbers with an aim of 20 students in each stage (4/5) (numbers increased from 34 to 41 throughout the year – target reached)</p>
School Culture	<p>Constant references and reflections related to professional behaviours and key documents including The Australian Professional Standards for Teachers, Montessori Quality Assurance Program, Charter of Respect, Blueprint of Fundamental Values and Beliefs, the Parent Handbook, and the Staff Code of Conduct</p> <p>Continue to hold a register of comments, complaints and compliments by students, parents, staff or administration</p> <p>Regularly meet with the Police Liaison Officer</p>	<p>Positive feedback from staff, student and parent wellbeing survey conducted in 2017</p> <p>Minimal complaints throughout 2017</p> <p>Police Liaison Officer visited EMS Stages 3-6</p>
Teaching and Learning	<p>Further Develop Continuity within the school – Early Years Framework, Montessori National Curriculum, and the International Baccalaureate, OOSH, and its application</p>	<p>Continue using the Kidsoft Data Management System as the whole school record keeping</p> <p>Monitor the EMS internal server for clear and effective communication across the school</p> <p>Commit time for a teacher to coordinate the Independent Plans (IPs) for the whole school, to ensure that meetings with parents have</p>

		<p>been documented and responsibility for shared action has been taken on by teachers, parents and students</p> <p>Hold regular Quality improvement meetings for Nido LDC/Stage1/OOSH, Primary, High School and IBDP</p> <p>Provide Montessori mentorship for new staff that are coming into the school in all stages (Staff Induction Program)</p> <p>Continue structured Numeracy and Literacy support system for the whole school that is monitors outcomes</p> <p>Review and update the enrolment policy and procedures (flowchart created)</p> <p>Continue our school wide “Be Prepared to think” program and introduce it to parents and the wider community</p>
<p>Staff Recruitment & Development</p>	<p>New and existing Teaching Staff meet NESA Registration and Accreditation Standards and Montessori/IBDP standards</p>	<p>Recruit the most qualified, experienced and suitable teachers, and support staff who apply for a position by advertising on SEEK, and the Australian Montessori Foundation website</p> <p>Support staff with the ongoing teacher accreditation requirements for the NESA</p> <p>Ensure that staff are aware of legislation and their responsibilities</p> <p>Continue to provide training for any new IBDP staff</p>

		<p>Provide Montessori Foundation Theory for all new staff</p> <p>Facilitate Montessori Cosmic Education training (Holistic Teaching) at EMS for staff in July</p>
Workplace, Health & Safety	Address the Work Health and Safety concerns raised by all staff, with the view to providing a safe workplace for staff, students and parents	Continue to discuss and update this area at each of our Staff meetings
Parent Education and Communication	Provide improved Parent Education and Communication, roles and responsibilities as a member of the school	<p>A Minimum of one session per term, by each fulltime teacher for parent education specifically regarding their children's level of education (Parent information sessions in Term 1, Montessori Materials parent education sessions in Terms 2 & 3, Parent teacher conferences in Terms 2 & 4 offered, Transition Meetings in Term 4)</p> <p>Include parents and grandparents in more celebrations, showcases, visits to the school (Primary showcases to continue from Term 2, HS and IBDP showcases to continue throughout the year, 30th Year Anniversary celebration at the beginning of the year, parent coffee mornings, working bees, event invitations such as Teddy Bears Picnic, Harmony Day, World Poetry Day, etc.)</p> <p>Continue using the student planner for Stages 3-6 and the IBDP to improve home and school communication</p> <p>Maintain and monitor the school website and EMS static Facebook page</p>

		Each Stage area to rotate news throughout the year to be presented in Elmonti, on our website and on our Facebook page
Community Relationships	Strengthen Relationships with the Community	<p>Continue to make links with IMPS and recommend children to them if not possible at EMS</p> <p>Hosted a Montessori meeting with all local Montessori pre-schools</p> <p>Continue to make links with the University of Wollongong and the TAFE</p> <p>Provide/participation in practicums for Montessori teachers</p> <p>Respectful follow up emails and correspondence for anyone who applies for a position or a work placement</p> <p>Tours/observations offered for those interested in EMS</p> <p>Held 5th Annual Meeting in the Middle Adolescent Forum at EMS (September 2017)</p>

Initiatives Promoting Respect and Responsibility

Elonera Montessori School's Vision is a world that lives in peace, a global community based on interdependence, respect for all life and all people reached through the only path that can truly lead there, our children.

Respect and responsibility is a core attribute of the Montessori philosophy. Families are provided with a Values and Beliefs document (Blueprint of Fundamental Values and Beliefs) when they join the school. The document was developed and adopted by the parent body and is reviewed from time to time. This document clarifies the mission and vision of the whole school and explains to parents how we practice respect and responsibility. It is central to the decisions that the governing body take and the day to day leadership that classroom teachers practice to continually implement these initiatives.

Upon enrolment at the school, families are asked to commit to the Charter of Respect, which was developed by the parents of the school, and endorsed by the School Board.

The school has undertaken a number of showcases and projects during 2017 to promote our cultural diversity and inclusiveness. We held seminars for parents, students and staff. Students assisted at the French Film Festival in Wollongong and also at Comic Gong, which raised money for community members in need. Our Year 10 and 11 students, as part of their Creativity, Activity and Service (CAS), went on an international excursion to Fiji, where they completed many service based activities to help local communities. These service based activities included holding art and craft and AFL lessons for students, coordinating and participating in a beach clean-up, construction and refurbishment of a dining hall and toilet block, and construction of a chicken coop for a Fijian community.

Parent, Student and Teacher Satisfaction

The school has always had an open-door policy for students, parents and teachers. Students know that they can have direct access to the Head of School if they wish to talk about any school matter. Teachers make themselves available to communicate with parents on an ongoing basis and will contact the parents if they wish to clarify anything.

Parents communicate with administration in a variety of ways by dropping into the office, through email and our website, or through individual meetings. We can assist families to construct formal suggestions or to raise awareness of whole school or classroom issues that can be tabled at the Education Committee for discussion.

Teachers are empowered in the weekly staff meetings to suggest what the school needs to do to continue to succeed and improve. They make decisions, raise concerns, and resolve issues.

Students were surveyed a number of times during the year in the High School for baseline information and feedback.

Student Satisfaction

Students are empowered to make decisions, via consensus at their fortnightly community meetings. The meetings are chaired/coordinated by the students. They discuss matters that can include how their classroom is set up, activities that they would like to do, classroom behaviour, ideas for linking with the community and many other agenda items that they wish to put forward.

High School and IB staff administers a student survey that analyses their individual subjects in more detail (part of the Staff Professional Companion Program). Staff hand out this student survey in order to receive teaching and learning feedback. This occurs in Term 1 and again in Term 3 of the school year. The survey enables staff to take into account student's thoughts/opinions and give teachers a clearer scope for writing and adjusting programs.

The process of including students in decision-making gives them the sense of ownership and belonging they have commented on in their surveys and at community meetings. This approach clearly demonstrates the outcome that students are valued at EMS and feel part of a tight knit community.

Staff Satisfaction

Staff meet twice per year for staff development and goal setting sessions. During this time, goals are set and documented and a plan is developed for how to achieve these professional goals.

Staff are part of a school wide professional companion program in which they are paired with another staff member. They meet fortnightly to discuss everything from day to day issues to professional conversations regarding teaching, learning and education. They also regularly observe each other and other teachers within the school (and externally with other Montessori schools) so as to share expertise and learn from their colleagues. The program strongly promotes teacher self-reflection and life-long learning skills.

At the conclusion of the year, staff are engaged in planning days. Amongst program planning and other curriculum related activities, these planning days allow staff to review the

year and come up with strengths and also ways that improvements can be made for the future. Some of the common trends mentioned of strengths in 2017 were: positive relationships, a supportive environment, holistic learning, good staff-student ratios, great pastoral care for students, and good communication within stage areas.

Parent Satisfaction

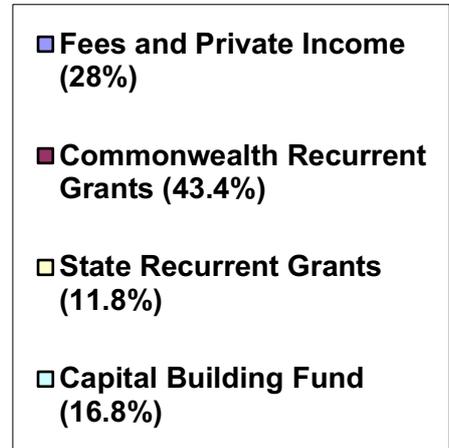
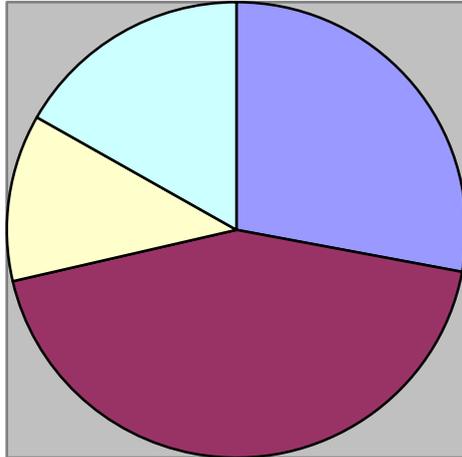
Our parent community is surveyed at least once per year so that we are able to monitor feedback and address any areas that need development and improvement. The survey information below draws comparisons from the identical surveys completed in August 2016 and August 2017. A breakdown of results from parents who either strongly agree or agree (as a percentage) with survey questions (the options left out are unsure, disagree, and strongly disagree) tabled:

Survey Question	August 2016 %	August 2017 %
1) Teachers at this school expect my child to do his or her best.	95.35	96.30
2) Teachers at this school provide my child with useful feedback about his or her schoolwork.	81.40	79.74
3) The school gives my child opportunities to do meaningful work.	95.35	98.73
4) The school works with parents to support student learning.	86.05	83.33
5) Teachers at this school motivate my child to learn.	90.70	94.81
6) My child is treated with respect.	95.35	98.70
7) My child feels safe at this school.	95.35	100.00
8) I can talk to my child's teacher about my concerns.	93.02	97.37
9) My child likes being at this school.	90.70	94.81
10) The information we shared this year has been helpful and appreciated.	90.47	Not asked

- ❖ In order to receive more direct feedback of results, the option “unsure” was taken out of all 2017 survey questions except for Q4.

Summary of Financial Information

Recurrent/Capital Income



Recurrent/ Capital Expenditure

