



2022

ANNUAL REPORT



The Hills Montessori School

ESTABLISHED 1978

ACKNOWLEDGMENT OF COUNTRY (WARTA)

Yungalya - Nia Poona? (Hi are you good/well?)

We acknowledge that we work and walk upon the ancient lands of the Peramangk Nation across the Mount Lofty Ranges shared with the Kurna people around Stirling and Aldgate. We pay our respect to Peramangk and Kurna Elders past and living today as the traditional custodians of this ancient land.

We also acknowledge they have cared and nurtured it through innovation and natural science so we can enjoy it today, learn upon it and teach people to work with the living Peramangk and Kurna, and together care for Country as it has been done for thousands of years for future generations.

We pledge to work closely with the Traditional Custodians of the Warta to empower the young people of this land, in the Spirit of Reconciliation.

Wording guided by Ivan-Tiwu Copley (Peramangk and Kurna Senior Elder)
February 2019



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ESTABLISHED 1978

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2022 STATISTICS

	2022	2021	2020	2019	2018
Total Adolescent Program enrolments	46	43	37	35	31
Total Primary enrolments	124	125	137	135	127
Total Preschool enrolments	34	33	38	42	56
Total Infant enrolments	24	28	35	27	28
Primary vacancies at year end	20	15	8	10	13
Preschool vacancies at year end	26	27	22	18	9
Cycle 3 transitioning to Cycle 4	64%	72%	93%	92%	88%
Preschoolers transitioning to primary	80%	79%	83%	87%	72%
Year 9 Graduates	6	11	6	5	9
Year 6 Graduates	14	25	14	13	16
Students attendance	87%	89%	90%	94%	89%
Teaching and support staff (FTE)	25.0	23.9	21.2	20.7	19.3
Non-teaching staff (FTE)	4.4	3.8	4.2	4.0	3.7
Staff attendance	88%	93%	94%	94%	94%
Professional development per employee	\$2,282	\$1,918	\$1,595	\$2,050	\$1,664
Surplus (deficit)	\$263,897*	\$540,083**	\$422,607***	\$201,741	\$232,921****
Fundraising	\$16,421	\$9,346	\$9,894	\$14,715	\$17,424
School Building Fund	\$15,953	\$16,007	\$14,916	\$15,434	\$16,302

* Includes \$30,195 in Commonwealth Govt. Capital Grant and \$47,539 in State Govt. Capital Grants

** Includes \$171,105 in Commonwealth Govt. Capital Grant and \$62,461 in State Govt. Capital Grants

*** Includes \$40,000 in State Govt. Capital Grant

**** Includes \$40,000 in State Govt. Capital Grant and \$16,410 in Commonwealth Govt. Capital Grant

ABBREVIATIONS

AGM	Annual general meeting	NAILA	National Australia Indonesian Language Awards
AISSA	Association of Independent Schools SA	NAPLAN	National assessment program: literacy & numeracy
BGA	Block Grant Authority	PD	Professional development
ECE	Early childhood education	RAP	Reconciliation Action Plan
FTE	Full time equivalent	STEM	Science, technology, engineering, maths
MEAP	Montessori Education Assistance Program	WHS	Work, health and safety
MSCA	Montessori Schools & Centres Australia	OSHC	Out of school hours care
MWEI	Montessori World Educational Institute		

OUR PURPOSE

To guide, inspire and empower young people to live a culturally rich life and contribute positively and ethically to society.

OUR MISSION

To offer a Montessori education from birth to adolescence that guides students in developing their independence, resourcefulness, self-confidence, inner discipline and love of learning by providing them with a caring, respectful, enriching and challenging learning environment.

OUR VISION

A thriving learning community offering comprehensive, rich, challenging and developmentally designed Montessori programs grounded in excellent pedagogy.

Building on established foundations we will strengthen partnerships and local engagement, enhance existing facilities, challenge and support our educators to innovate and further enrich the learning experiences of our students.

OUR HISTORY

The Hills Montessori School has come a long way since its inception as a Preschool in 1978. In 1981, the school extended its tuition to junior primary and a new campus was established in Aldgate in 1985, offering both Preschool and Primary tuition.

As enrolments continued to increase, a permanent school site was needed and so a two-hectare block of land on Anderson Road at Aldgate was purchased in 1987, with the new buildings carefully designed to blend with the bush environment. On May 1st 1989, the Preschool and the first three Primary classrooms were opened at the Anderson Road campus. Within a year, another Preschool building was constructed, and in 1994, the Science and Technology Centre (now called the Common Room) and sports courts were added to the school's facilities. A purpose-designed double classroom was built in 1998 to accommodate the growing number of students aged 9-12 years. The school's multipurpose hall and administration centre were completed in December 2010.

The Anderson Road campus was officially named Yultiwirra in 2014.

In 2010, the school purchased the Middle School, known as Wairoa Campus in Stirling, and refurbished it to accommodate the Adolescent Program (12-15 year olds). Extensions and refurbishment took place in 2013 and 2021 at Wairoa campus to cater for growing enrolments.

OUR SCHOOL TODAY

Today, the school offers a secure, happy and resource-filled environment for students across two campuses, starting from 0-3 years in the Infant community, up to Year 9 at the Middle School. We are committed to nurturing the endless possibilities of our students, tending to the talent of our educators and growing the strengths of our parent community.

COVER IMAGE Detail of an artwork the Yultiwirra students created with indigenous artist David Booth

2022 HIGHLIGHTS

SCHOOL EVENTS

INDONESIAN INDEPENDENCE DAY Yultiwirra Cycle 1 & 2 classes celebrated Indonesian Independence Day participating in a number of activities organised by Ibu Ellis Robb.

MARIA MONTESSORI'S 152ND BIRTHDAY Yultiwirra students marked the occasion with Year 6 student leaders visiting each class, reading a book about Maria Montessori's life story, and organising a 'guess the pasta pieces in the vase' activity, with students bringing in gold coins to participate.

THE GREATEST SHOW Cycle 3 students presented a matinee and evening performance of the play; The Greatest Show. Each student had a role in the play, from performance to stage design and building, props, sound and lighting as well as marketing and ticket sales. Both performances were well attended by parents and friends.

INDIGENOUS EDUCATION Local indigenous artist and performer David Booth spent one day a week throughout Term 4 working with each class. He guided students through storytelling, they identified indigenous artefacts, participated in damper-making, jewellery-making, dance, and created a mural. The program was funded by a successful grant application of \$2000 through Reconciliation SA and supported by the school's RAP budget.

CAMPS Cycle 4 students had an orientation camp at Woodhouse for two nights and a geology camp in Mannum for three days in Terms 2 and 3 respectively. In Term 3, Cycle 2 students had a one-night sleepover at school, attended a Nature Play session, visited the Archie 100 exhibition at the SA Art Gallery and went to Monarto Zoo. Cycle 3 students had a three-day aquatics camp at Normanville while Cycle 4 students held their aquatics camp at Port Vincent during Term 4.

COLOUR RUN In Term 4 our fundraising committee organised and hosted a Colour Run at Bridgewater Oval as a fundraiser, followed by a whole school community picnic.



EDUCATION

LIFE EDUCATION Life Education teachers presented a range of topics for healthy living to classes from Preschool to Year 9. Topics included healthy food choices, healthy living, forming good friendships and keeping safe (cyber bullying) depending on the age group. Cycle 4 students at Wairoa engaged with Life Education focusing on drug education.

CYCLE 4 CABARET Wairoa students 'staged' the Coffeehouse Cabaret presenting variety acts over three nights in the Yultiwirra hall. Students were involved in every aspect – performing, costume and set design, ticketing and advertising, catering and hospitality. The three evenings were a "sell out" and performances were praised favourably by families, staff and friends.

SA REFUGEE WEEK As part of SA Refugee Week the Australian Migrant Resource Centre and Children's Artspace at the Adelaide Festival Centre hosted the Youth Poster Awards Exhibition. Several Cycle 3 students participated with posters that celebrated the courage, resilience, strength and contributions of people of refugee background. Seventy poster entries were shortlisted and curated into an exhibition including a poster created by two Cycle 3 students. Their poster highlighted the strength of refugees and Australia's part in helping refugees to heal. The Cycle 3 students were invited to the opening of the exhibition in the new Children's Artspace at the Adelaide Festival Centre, where they had the opportunity to see their work framed and on display.

MONARTO ZOO Cycle 1 classes visited Monarto Zoo to complement their cultural studies learning on zoology and in particular Animals of the Continents.

WHEELS DAY The Preschool students enjoyed Wheels Day which helps children develop their gross motor skills and coordination. As well as being a fun social experience it tied in with the Preschool's theme on simple machines (i.e. wheels and axles) and an opportunity to learn and practice road safety skills.

WAIROA PRODUCTIVE GARDEN A group of Cycle 4 students planned and designed a huge remodel of the Wairoa productive garden. Work began on the remodelling of the area in late 2022.

INDONESIA LANGUAGE AWARDS A number of Cycle 2 students entered videos of learnt speeches in Indonesian into the National Australia Indonesia Language Awards competition (NAILA). One Cycle 2 (Year 2) student's entry was announced as a finalist for 2022.

OUTDOOR PLAY An outdoor learning educator and specialist visited the school to spend time with the Cycle 1 Primary classes guiding them through new ways to play, learn and create in the outdoors. The students participated in learning experiences in the bush that supported the themes they were looking at in the cultural studies curriculum.

PHOTOS
FROM TOP LEFT: Games Day action, Yultiwirra campus on Reconciliation Day, working with indigenous educator David Booth, Olivia and Cathy on Maria Montessori Day, Pearl and Maddie with their poster for SA Refugee Week, Amelia Buddy Reading with Preschool students, Preschool ambulance visit, Cycle 3's 'The Greatest Show' performance, Cycle 4's Coffeehouse Cabaret, Camps and activities from all cycles through the year.

2022 HIGHLIGHTS ...CONTINUED

PHOTOS
FROM TOP: DeLorean visit, 2022 Quiz Night, Colour Run afternoon, Cycle 1's Ixodia Café and end of year gatherings - Year 6 graduation and concerts

PARENTS

PARENT EDUCATION WEBINARS The school purchased twenty tickets to gift to parents in the school who wanted to attend the MSCA online evening parent webinar; 'From the Sandpit to Adulthood: Helping Today's Children Thrive' presented by Maggie Dent.

BOOK WEEK INSTALLATION During Book Week five different installations were set up around the school depicting scenes or characters from a variety of books. The children needed to hunt around the school for the installations and try and guess which books were being represented. Cycle 2 teacher Lisa Goodwin led the book week committee who organised and set up the scenes over a weekend.

HEALTHY FOOD GUIDELINES The parent reps in the previous year helped develop a new parent brochure regarding healthy food to support the school's healthy food policy. The brochure includes healthy food guidelines for our school as well as outlining school routines and explanations for our commitment to following 'nude food' practices. There are also tips for parents who are looking for ideas regarding packed lunches. The new Healthy Food Guidelines brochure was launched in 2022 and is now included in the family welcome packs.

STAFF DEVELOPMENT

CREATIVE WRITING Teaching staff participated in a professional development (PD) session on Creative Writing presented by play write Emily Steel through the SA Theatre Company. This tied in with our key PD focus; 'Literacy - Writing'. Lauren Kervers, in her role as Curriculum Coordinator organised a number of PD sessions for staff on Writing throughout the year.

AMI MONTESSORI ADMINISTRATORS CERTIFICATE Cathy France, Susan Harris Evans and Pippa Milroy as the leadership team undertook a nine week course completing the AMI Montessori Administrators Certificate. This was presented online by Sydney Montessori Training Centre.

MSCA GRASSROOTS NATIONAL CONFERENCE All teaching staff and some school assistants attended the MSCA Grassroots national conference held over two days of a weekend in September at the Adelaide Hills Conference Centre in Hahndorf, SA. Highlights were hearing Professor Pasi Salsberg speak and being able to gather as a national Montessori community after a long hiatus due to Covid. HMS staff, Tim Moore and Katy Walker also presented sessions at the conference which were very well received.

MSCA PROFESSIONAL DEVELOPMENT Staff made full use of the programs offered by Montessori Schools and Centres Australia (MSCA) throughout the year. All sessions were offered online as full day, half day or twilight workshops, along with webinars and supportive hub groups. Programs catered for all the cycles along with sessions for Board members, parents, admin staff and leadership. Highlights were the webinar offered by Maggie Dent on 'From the Sandpit to Adulthood: Helping Today's Children Thrive' with twenty five teaching and school assistant staff attending. MSCA also offered two online sessions on 'Embedding Aboriginal and Torres Strait Islander Perspectives in the Montessori 3-6 Classroom' with the second session focusing on the 6-12 classroom. Given the absence of any previous in-person events due to Covid, it was beneficial for Dave Coulter, Pippa Milroy and Ben Noble to attend a three day in-person MSCA forum; 'Meeting in the Middle' held in Perth WA for Montessori adolescent educators.



ADMINISTRATION

SCHOOL FOUNDATION The HMS Foundation Board continued to meet throughout 2022 working through the operational plan and undertaking actions and activities to set up and establish the entity. The Foundation membership policy and procedures, membership form and donation form were drafted. A Foundation membership badge and marketing collateral was designed. A Privacy Policy and Procedures along with the Collection Notice was drafted. The Foundation donation policy and giving form were created and ratified. A Special General meeting was held to make alterations to the Foundation Constitution so as to comply with the ATO requirements of a DGR fund.

ICT COMMITTEE This was established to create an ICT Master Plan for the school. The committee comprises of staff stakeholders from all relevant areas of the school. The committee reflected upon why we need a ICT Master Plan, what the expectations are of current stakeholders, what the current snapshot of ICT looks like in the school and what platforms and programs are currently used. The committee undertook a SWOT analysis and talked about the vision for ICT in the future and what the next steps would be in creating an ICT Master Plan and operational plan.

STRATEGIC PLANNING The Strategic Planning committee made up of leadership, staff, parents and Board members and chaired by Meg Barker (Board member) synthesised the input of all stakeholders that was gathered in 2021. Strategic planning sessions were held with the Board to prioritise goals and areas of focus. The new 2022-2027 Strategic Plan was ratified by the School Board and disseminated to the school community at the beginning of Term 3.

MASTER PLAN IPE Design Studio were engaged to develop a Master Plan for Yultiwirra. Staff, students and parents were surveyed as part of the consultation process. A consultation session was held with the Board executive, I&PC chair and school leadership team. An additional consultation session was held with class parent reps and any other interested parents. Preliminary concept plans were presented to the School Board with more feedback being provided. The final Master Plan was completed in November 2022.

ENTERPRISE AGREEMENT The Enterprise Agreement (EA) was reviewed in 2022. Staff representatives, the union, the AISSA Industrial Relations Advisor, School Board representatives and school management attended a number of meetings to agree on salary increases and working conditions for staff. The staff voted and agreed on the proposed salary increases and the reviewed EA document prior to it being lodged with the Fair Commission for approval. The Enterprise Agreement was approved by the Fair Work Commission in December.

FACILITIES

WAIROA LANDSCAPING Stringybark Landscaping designed a landscaping concept for Wairoa. This project was funded by the 2021 July round of State Government capital funding.

WAIROA OWNERSHIP The ownership of Wairoa was transferred from the unit trust; HMS Mercantile to the school following the final purchase of units.

PRINCIPAL'S REPORT 2022

The start of the 2022 school year was disrupted once again by Covid with Cycle 1 and Cycle 4 students attending in person and Cycle 2 and Cycle 3 students working remotely. After several years of living with the erratic nature of Covid our students, staff and families 'went with the flow' as they have learnt to 'pivot' with little resistance and 'get on with the job'. It is what it is! The constant interruption of Covid continued to impact on our ability to come together as a community on and off throughout the year and we were forced into less face to face interactions with parents, and ongoing Zoom meetings for committees and such. The constant upheaval and disruption of Covid continues to impact on everyone's mental health and general wellbeing and there seems to be an overarching feeling of fatigue within the educational arena after three years of uncertainty, unpredictability and constant change.

Much time was spent early in the year surveying and consulting with staff, the Independent Education Union (IEU), the School Board and the industrial relations advisor from the Association of Independent Schools (AISSA) to draft, finalise and ratify the School's Vaccination policy and procedures. Following falling COVID case numbers and the easing of restrictions by the government, later in the year further consultation was undertaken, more surveys were disseminated amongst staff and Board, with the Board deciding that the Vaccination policy and procedures would be discontinued in November. The Covid staff policy and procedures were also reviewed during the year following SA Health and AISSA recommendations and continual monitoring of the situation.

Throughout the year fourteen new staff were appointed in a variety of roles across the school. This is a significant number of new staff and with that comes the tasks of induction and training new staff in what is often a new philosophy and way of thinking in how children and young people learn, and should be treated. It was pleasing to note that many of the new staff have spoken favourably to me throughout the year about the positive culture engrained and reflected in the staff interactions and school processes and the unique environment that is provided (and often taken for granted). This type of feedback reconfirms and validates the efforts and the importance of having a values based philosophy that guides, supports and is reflected in everything that we do, from the top down.

In Term 3 consultation commenced with staff, Board and the IEU to negotiate the School's Enterprise Agreement (EA). This task had been put on hold for the previous two years due to Covid, however it was determined that in 2022 this undertaking needed to take priority. The three year EA was approved by the Fair Work Commission in late December. Unlike in some other workplaces, it is significant to note that the EA negotiations have always been a respectful, collaborative and amicable process in our school.

Throughout 2022, The Hills Montessori School (HMS) Foundation Board continued to meet regularly to work through their operational plan and undertake actions and activities to progress this new venture. In the long term future, the HMS Foundation will be able to provide funds that can be used to support the school's growth and will also be the vehicle to connect generations of old scholars, parents, staff and friends. I would like to thank Paul Daly, the Foundation Board chair and

the Foundation Board members for generously giving their time and expertise throughout the year to this new and important work which will be a legacy for future Montessori students and families. In particular I would also like to thank Nicki Stewart and Anthea Hagar for their expertise and skills when working on the design and marketing aspects of the Foundation. The HMS Foundation will be launched in May 2022.

Early in the year the Strategic Planning committee made up of school leadership, staff, parents and Board members and expertly chaired by Meg Barker (Board member) reconvened to synthesise the input and contributions from all stakeholders that was gathered in 2021. Strategic planning sessions were held with the Board to prioritise goals and areas of focus. We were pleased to launch the new 2022-2027 Strategic Plan at the beginning of Term 3. Particular thanks and appreciation to Meg Barker for her expertise and commitment to delivering a document that is innovative in design, reflects our vision and will guide our decision making over the next five years.

Other notable administrative achievements throughout 2022 included the establishment of an ICT committee to begin creating an ICT Master Plan and the ownership of Wairoa being transferred from HMS Mercantile (the unit trust) to the School following the final purchase of units in 2021. It was also pleasing to be able to honour the commitment of three long standing, dedicated staff members; Anne Winter, Janine Moses and Maree Clarke, who all retired in 2021, with Life Membership to the school.

Personally it was fulfilling to undertake the Association Montessori Internationale (AMI) Montessori Administrators Certificate with my leadership colleagues Susan Harris Evans and Pippa Milroy across Terms 1 and 2. This 9 week online course invigorated us all as we met with fellow Montessori leaders from around the world to revisit Montessori philosophy and pedagogy, read and discuss professional articles pertinent to our positions, share and discuss our work of leading Montessori schools and undertake assignments and reflections across the course. There was a sense of achievement on completion, and it provided the impetus to discuss and reflect upon our current processes within our context.

It was uplifting for all of our teaching staff and some assistants to attend the Montessori Schools and Centres Australia (MSCA) National Grassroots conference held in Adelaide in September. It's important that our staff have opportunities such as these to gather with like-minded educators and be a part of the wider national Montessori community. Participants attended the conference from across Australia and the weekend two day conference enabled our staff to learn, network with other Montessori educators, discuss, be challenged, share, learn and professionally grow. It was an extremely worthwhile event.

In our 'Year of Appreciation' it is important for me to express my appreciation to our supportive and resilient parent and school community. I would sincerely like to thank the parents and caregivers for all that they do and their spirit of generosity as they share their skills, expertise, and most importantly their time. I especially thank the Board members and the incredible support, leadership and sharing of expertise they have shown throughout this year.

I am privileged to lead this school and I am appreciative of our passionate and dedicated staff. It is wonderful to work with like-minded individuals who as a team genuinely care about each other, support without question and love to laugh and have fun together. The continued resilience, flexibility and spirit shown by our staff is more than a leader could ask for and I am incredibly appreciative to each and every one of them. They make our school the amazing and unique place that it is.

I would like to especially mention my appreciation to Natalie Costello who has been an extraordinary Cycle 3 teacher and colleague over the past 15 years and stepped down from her role at the end of 2022. I greatly appreciate the contribution she made to our school particularly in the area of indigenous education. She will be greatly missed.

I would also like to convey my appreciation to Susan Harris Evans, Pippa Milroy, Jodie Searle, Gab Tooth, Alexis Winslow, Tara McHenry, Anthea Hagar and Paul Noon for their support, input and hard work in administration and leadership throughout the year.

Lastly, I appreciate all of our students who bring joy and life to our school, and constantly amaze us with their achievements, capabilities and efforts – they make our work purposeful and extremely satisfying.

At the Year 6 graduation ceremony at the end of the 2022 school year I gave a speech focusing on appreciation. As I said to the Year 6 Graduates, showing appreciation strengthens our relationships and our connection to our community, it makes us happier and more compassionate. Appreciation is not simply an emotional response; it is also a choice that we make. We can choose to be appreciative, or to be unappreciative.

Appreciation is a key value and component of the Montessori curriculum featuring as an element within peace education, grace and courtesy and the concepts in the cosmic curriculum. Let's continue as a community to model to our young people and highlight the importance of being appreciative.

'Relationships are based on four principles; respect, understanding, acceptance and appreciation.'

Mahatma Gandhi

Cathy France Principal

PRINCIPAL PROFILE

CATHY FRANCE *DipT, BEd*



Cathy joined the school in 1994 as a Cycle 3 teacher. In 2004 she was appointed as the Principal. In 2019 Cathy helped establish a new national Montessori representative body; Montessori Schools and Centres Australia (MSCA) and has been the Chair of that Board since its inception. Cathy also sits on the HMS Foundation Board. Cathy enjoys spending time with friends and family, and indulging in the Arts – music, theatre, art, film. Cathy loves to entertain and cook, and loves watching the footy!

SCHOOL LIFE MEMBERS

Paula York 2002
Steve McNamara 2004
Barbara Colquhoun 2004
Debrina Cazzolato 2007
Danny Cazzolato 2007
Anne-Marie Morgan 2007
Susannah Bowden 2011
Bec Francis 2013
Paul Thomas 2013
Barbara Lupton 2013
Tracey Spokes 2014
Christine Stichel 2016
Julie Ratcliff 2017
Tony Calvett 2018
Denise Connelly 2018
Jen Gibson 2018
Paul Daly 2019
Rosi Hardy 2020
Terri Ross-Marriot 2020
Anne Winter 2021
Janine Moses 2021
Maree Clarke 2021

PRESIDENT'S REPORT

Looking back on 2022 it was a year of future planning for our School, our board was focused on ensuring the sustainability of our School for our students, community and environment.

The Strategic Plan for 2022-2027 was ratified in May of 2022. This five-year plan has been carefully developed with input from staff and parents to ensure that the school's short and long-term objectives are met.

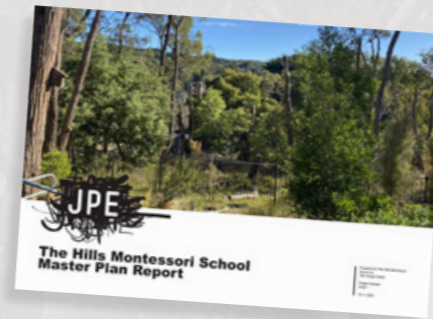
The ratification of the Yultiwirra Master Plan in November 2022 was a momentous event for the community after a year of hard work. The plan was designed to provide direction and guidance for the future development of the area. All community members were consulted during the process to ensure their voices were heard and their perspectives were considered during the plan's development. The Master Plan will provide a roadmap for Yultiwirra and is an important step in ensuring that the community thrives in years to come.

Parent involvement at the school campuses gradually came back during 2022 and it was great to see so many participating in social events, excursions, assemblies and fundraising. Parental participation is a cornerstone of our school and we encourage everyone to take part in these activities in 2023.

Finally, I would like to thank everyone involved in connecting The Hills Montessori School - including fellow board members, those involved in committees and parents who donate their time at events and fundraisers. To our leadership team, staff, admin staff - you make this school what it is!



BACK ROW: Cathy France, Ivano Cavuoto, Chris Howland, Susan Harris Evans FRONT ROW: Paul Noon, Anwar Daou, Jade Crathern, Suzie Saffin, Chad Habel
ABSENT: Meg Barker, Andrew Park, Nicki Stewart



SCHOOL BOARD

PRESIDENT Jade Crathern

BOARD MEMBER SINCE: 2017
CHILDREN AT THE SCHOOL: Luca (C4), Oscar (C3)
COMMITTEES: Executive, Finance
QUALIFICATIONS: *Adv Dip Accounting*
EMPLOYMENT: Finance Manager, Humanee

VICE PRESIDENT Anwar Daou

BOARD MEMBER SINCE: 2019
CHILDREN AT THE SCHOOL: Jak (C2)
COMMITTEE: Strategic Planning
QUALIFICATIONS: *GradDip (Management)*
EMPLOYMENT: State Sales Director, Aveo

TREASURER Chris Howland

BOARD MEMBER SINCE: 2022
CHILDREN AT THE SCHOOL: Jack (C2)
COMMITTEE: Executive, Finance (chair)
QUALIFICATIONS: BE (Elec), BSc. (Ma. & Comp. Sci), MBA., Ph.D., GAICD.
EMPLOYMENT: Chief Investment Officer & Portfolio Manager, QDRA

PRINCIPAL Cathy France

BOARD MEMBER SINCE: 1995
COMMITTEES: Executive, Finance, Policy, Staffing, Fundraising, Marketing, SPTG, Strategic Planning, HMS Foundation Board member
QUALIFICATIONS: *DipT, BEd*
EMPLOYMENT: School Principal

ASSISTANT PRINCIPAL Susan Harris Evans

BOARD MEMBER SINCE: 1997
COMMITTEES: WH&S, Finance, Marketing, Staffing, SPTG, Strategic Planning
QUALIFICATIONS: *MEd, BEd, DipEd (Montessori), DipT, Cert IV Workplace Assess, Grad Cert Ed (Change Leadership)*
EMPLOYMENT: Teacher & Assistant Principal

BUSINESS MANAGER Paul Noon

BOARD MEMBER SINCE: 2016
COMMITTEES: Finance, Marketing, Infrastructure & Planning, HMS Foundation Board member
QUALIFICATIONS: *BA (Acc)*
EMPLOYMENT: Business Manager

Meg Barker

BOARD MEMBER SINCE: 2017
CHILDREN AT THE SCHOOL: Oliver (C4)
COMMITTEE: Marketing, Policy, Strategic Planning (Chair)
QUALIFICATIONS: *BA*
EMPLOYMENT: Nature-based Tourism Adviser, Department of Environment and Water

Ivano Cavuoto

BOARD MEMBER SINCE: 2016
CHILDREN AT THE SCHOOL: Sophia (C3)
COMMITTEE: Infrastructure & Planning (Chair)
QUALIFICATIONS: *BDes, BArch, Dip Sustainability*
EMPLOYMENT: Managing Director, Passive Design Works & Building and Contracts Manager, Planning & Development at Catholic Education SA

Chad Habel

BOARD MEMBER SINCE: 2022
CHILDREN AT THE SCHOOL: Sigrun (C1)
COMMITTEE: Infrastructure & Planning
QUALIFICATIONS: BA (Hons); PhD; Grad Cert Ed (Higher Ed)
EMPLOYMENT: Games Producer Trainer, The Academy of Interactive Entertainment

Andrew Park

BOARD MEMBER SINCE: 2019
CHILDREN AT THE SCHOOL: Kai (C2), Florence (C1)
COMMITTEE: Finance, SPTG (Chair)
QUALIFICATIONS: *BBus (Property)*
EMPLOYMENT: Exceed Advisory & Consultancy – Director Community Living Australia – part time

Suzie Saffin

BOARD MEMBER SINCE: 2020
ROLE: Staff Rep
CHILDREN AT THE SCHOOL: Oscar (C2), Noah (C1)
COMMITTEE: Board
QUALIFICATIONS: *BEd*
EMPLOYMENT: Cycle 3 Primary Teacher

Nicki Stewart

BOARD MEMBER SINCE: 2020
CHILDREN AT THE SCHOOL: Pearl (C3)
COMMITTEE: Marketing, HMS Foundation Board member
QUALIFICATIONS: *BDes Ill*
EMPLOYMENT: Designer/illustrator/author - self-employed

Paul Daly

ROLE: Immediate Past President
BOARD MEMBER: 2011-May 2019
ROLE: Retired President

J. Crathern

Jade Crathern Board President

PARENTS & CAREGIVERS

Thankyou!
We couldn't do it without you.

Our school is parent-teacher run community. If you'd like to know a little more about being involved as a board member or volunteering on a committee, please get in touch.

ENROLMENTS

The Hills Montessori School is structured into cycles which are based on the Montessori developmental phases of children and young people.

INFANT PROGRAM (& TRANSITION) | 0-3 YEARS

CYCLE 1 PRESCHOOL | 3-5 YEARS (2 classes)

CYCLE 1 PRIMARY | 5-6 YEARS (2 classes)

CYCLE 2 | 6-9 YEARS (2 classes)

CYCLE 3 | 9-12 YEARS (2 classes)

CYCLE 4 | 12-15 YEARS (1 community)



At The Hills Montessori School we refer to cycles rather than year levels and students stay with one teacher for three years (excluding Cycle 1). In the Middle School students are assigned to an adult advisor for the three years they are a part of the community. Methodologies are employed in each cycle to suit the corresponding stages of development.

The Infant Program offers three sessions each week with approximately 12 children and their parent/caregiver in each session. The Transition Program has up to six children in the group. Students in Cycle 1 Preschool are grouped into one of two classes, with a maximum of 20 children per class with two adults. The Cycle 1 Primary class ceiling is typically 22 children per class, Cycle 2 class ceiling is typically 24 students and Cycle 3 classes have a typical ceiling of 26 students. The Middle School is one whole community and at capacity will have up to 55 students with advisory groups of 10-15 students.

ENROLMENT DETAILS FOR 2022

In the Middle School 46 students enrolled for 2022 – 18 moving across from the primary section of the school.

At year end there were 20 vacancies at the Primary campus.

Approximately 80% of 'graduating' Preschoolers made the transition to the primary school.

The Infant Program operated three morning sessions each week and continues to be a popular introduction to Montessori education. It is encouraging to see a good percentage of these children now enrolling in the Preschool and continuing their Montessori educational journey.

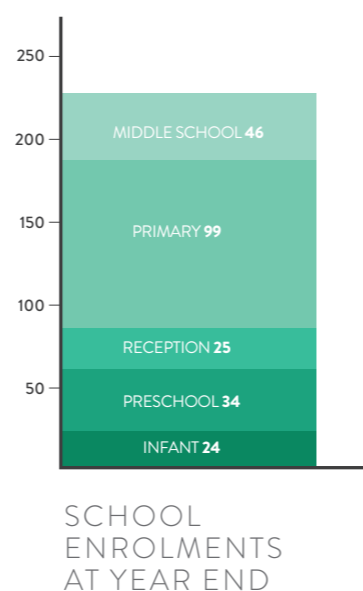
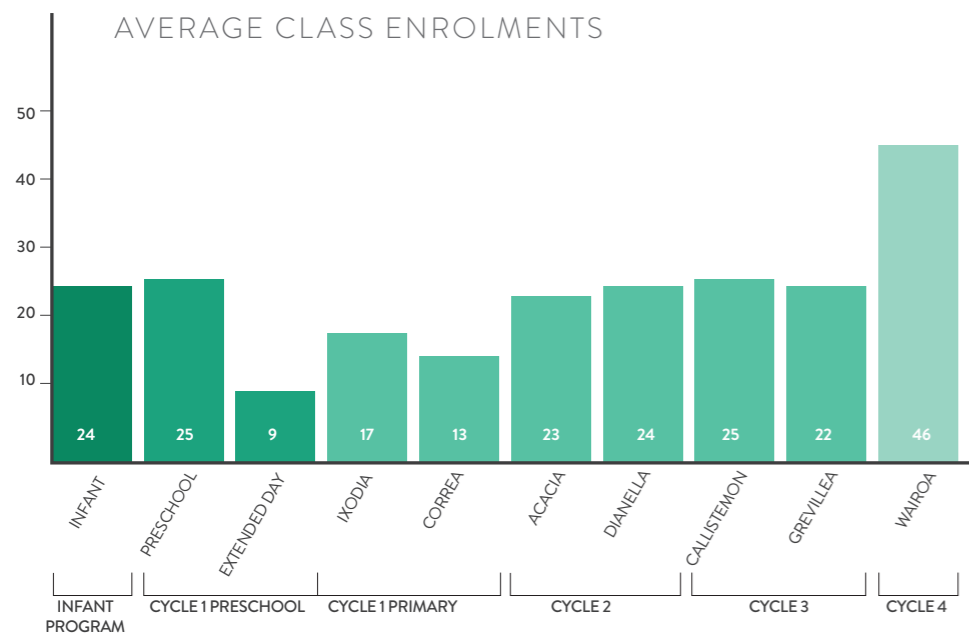
In 2022, the School offered three options to families to best suit their child in transitioning to the Preschool program depending on their specific needs, ability to separate, confidence and independence:

Option 1: Parent and child attend an Infant Program session for the first six weeks of the term and then together they attend the Transition Program for the last four weeks of term; supported by a dedicated Transition staff member for the four weeks of Transition.

Option 2: Parent and child only attend the Transition Program for the last four weeks of term, supported by a dedicated Transition staff member.

Option 3: Child independently attends Preschool from day one of the term.

AVERAGE CLASS ENROLMENTS



SCHOOL ENROLMENTS AT YEAR END

INFANT PROGRAM

AGES 0-3

Nurturing the child's curiosity.

Heidi Kaethner coordinates the Infant Program and the Transition Program. Our 0-3 Infant Program aims to provide parents with the opportunity to engage with their child in a calm, nurturing Montessori environment. Children and their parent/caregiver attend for a 1½ hour session weekly.

Our Transition Program aims to familiarise parents and their child with the environment, learning opportunities and routines of the Preschool. Children and their parent/caregiver attend for a 2½ hour session once a week for four weeks the term before the child starts Preschool.

Drosera CLASSROOM

PROGRAM COORDINATOR: HEIDI

AGES: Birth-3 years

CLASS SIZE: 3 sessions each week, with up to 12 families each session

PETS: 10 fish

STAFF PROFILE

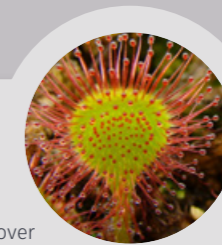
HEIDI KAETHNER

BA Hons English, DipT (ECE)



Heidi took over the Infant Program coordinator role in Term 3 2021. Previously she worked as a school assistant, in both Cycle 1 and the Preschool. She has been a part of the school

community for several years as a mother of two boys who attended the school. In her spare time Heidi loves to sing, create art and practice yoga.



PHOTOS

Some of our activities through the year that celebrated the seasons. David Booth was our guest in Term 4.



Highlights

YEAR FOCUS: THE SEASONS

TERM 1

- SEASONS: Summer/Autumn
- "Looking for Crabs" Book and Sensory play
- "Autumn Leaves are Falling Down" Song
- Practical life: each child making individual playdough each term

TERM 2

- SEASONS: Autumn/Winter
- Gluing, painting and leaf counting
- Practical life: cooking boiled eggs, peeling and slicing.
- Making a simple cheese sandwich

TERM 3

- SEASONS: Winter/Spring
- Spring: Life cycles of butterflies, sunflowers, apples and pumpkins.
- Practical life Gardening: planting sunflowers and Very Hungry Grassy Caterpillars to watch grow
- Making winter bird feeders

TERM 4

- SEASONS: Spring/Summer
- Our class Spring Song (to music of Farmer in the Dell)
- The anatomy of sunflower card cutting and pasting
- Song: We will ring those Christmas Bells (loud, quiet musical focus)

CYCLE 1 PRESCHOOL AGES 3-5

Our Preschool classroom is built around the child's natural curiosity and to encourage a lifelong love of learning.

The Montessori Preschool room is a prepared environment, both inside and out for 3 to 5 year old children. The Preschool class consists of 20 children with a teacher and assistant. Ten children attend two or three morning sessions each week. Ten older, Extended Day children attend 4½ days each week.

Banksia CLASSROOM

TEACHERS: EMILY

AGES: 3-6 years

SCHOOL ASSISTANTS: Sammi, Emma, Erin

CLASS SIZE: 9-17

PARENT REP: Zonni

BIG BROTHER/SISTER: Amelia, Matilda, Marley

PETS: Rabbit Maria & Bantum chickens



Goodenia CLASSROOM

TEACHERS: SUSAN & TRISTEN

AGES: 3-6 years

SCHOOL ASSISTANTS: Sammi, Erin

CLASS SIZE: 9-17

PARENT REPS: Kaylene

BIG SISTER: Maddy

PETS: Red eyed green tree frogs



STAFF PROFILES

EMILY NANDORI *BEd (ECE)*



Emily began working at the school in 2010. She has worked in OSHC, taught in Cycle 1 Primary and has been teaching in the Preschool since 2015. She loves working with Preschool aged children. She enjoys nature, sewing, climbing and spending time with family and friends.

SAMMI ROLT *Dip Early Ed & Care*



Sammi has worked in the school for nine years as the previous OSHC Coordinator and current Preschool assistant. Sammi enjoys time spent in nature, with family and friends and various arts and crafts.

EMMA SUTHERLAND *Adv Cert in Child Care*



Emma works in the Preschool and holds an Adv. Cert. in Child Care. She's enjoyed returning to work with children after having her own. In her spare time Emma loves spending time with her husband, adult children and fur babies. She also loves travelling, gardening, interior decorating, entertaining and AFL football.

SUSAN HARRIS EVANS *DipT, BEd, MEd, Dip Monte (0-12)*



Susan started teaching at the school in 1997 and has been Assistant Principal since 2004. Susan has twin teenagers who graduated from Wairoa in 2017. She loves working with little people and in her spare time enjoys spending time with family and travelling with friends.

TRISTEN TURNER *BEd (Prim), BEd (ECE), Dip Montessori (3-6)*



Tristen began working at the school in 2012. She has been a Cycle 1 Primary teacher and Cycle 1 assistant, relief teacher and gardening specialist. Tristen enjoys netball, tennis, gardening and being part of the hills community.

ERIN LEWIS *Dip Child Services*



Erin works as an assistant in the Preschool and also helps to run the Childcare program in the afternoons. Outside of work Erin enjoys spending time with her husband, 21/2 year old son and their two dogs. She loves spending time with family, camping, gardening and listening and watching live music.

PHOTOS

FROM TOP: Our outdoor classroom, Ambulance visit from Craig and Matt, Bush walk, visit from David Booth, vegetable gardening, crushing ochre, and caring for our bantum chickens

It is lovely to be outside to get some fresh air! I love playing outside. **Oliver C**



Thank you for teaching us how to look after the plants and animals. **Ariella**

We share because it makes people smile with their faces. **Elsie**



Highlights

LEARNING EXPERIENCES

TERM 1

- Outdoor learning program in our wonderful outdoor environment, minimising Covid risk
- Erin joined the Preschool team as a class assistant and childcare coordinator
- Group times in the outdoor amphitheatre with many visiting pets for Show & Tell
- Ochre crushing and painting in the outdoor environment
- Reading Aboriginal dreamtime stories

TERM 2

- Farewelled Maria our Preschool rabbit and explored life cycles including a special children's farewell ceremony
- Emma joined the Preschool team as a class assistant
- Decorating clay love hearts with shells for Mother's Day gifts
- Making and gifting floral arrangements to a special person and to the office staff
- Reconciliation Week activities – tracing and decorating hands, whole school Aboriginal flag photo
- Visiting the Life Education Van
- Developed, practised and shared a Preschool 'Acknowledgment of Country' and Extended Program 'Acknowledging and Caring for Country' film

CURRICULUM

TERM 1

- Wellbeing & Child Protection Curriculum: the right to be safe
- Feeling and emotions
- Time & sequence- calendar, days, months, date, seasons
- Continent of Australia: the geography, flora and fauna
- Indigenous Australia: Peramangk and Kurna people focus
- Visual Art: inspired by traditional, colonial, and contemporary Australian artists

TERM 2

- Wellbeing & Child Protection Curriculum: relationships
- Maths: time and sequence- o'clock focus
- Botany: parts of plants, plant science experiments
- Sustainability: a focus on waste and recycling

TERM 3

- Class assistant Sammi on maternity leave and welcomed baby Miles
- Huda Alshamari and Kylie Kennewell replacing Emily's long service leave
- Science week activities, experiments
- Book Week events including dressing up and having a parade
- Making and gifting Father's Day presents to a special person
- Wheels Day where students brought along their bikes and scooters
- Bantom chicks arrived as new Preschool pets
- Ambulance visit with Craig Turner and Matt Herbert (see photos)
- Indonesian whole school performance

TERM 4

- Buddy reading with Cycle 3 students
- Watched the Cycle 3 Play 'The Greatest Show'
- David Booth Aboriginal Culture Immersion program - exploring bush tucker and artefacts, dance and story telling, art workshop, mural creation
- Bush Walks to identify local indigenous orchid species and invertebrates
- Making and gifting photos on a hand-made stand to families for Christmas
- Making a range Christmas decorations

TERM 3

- Simple machines/transport
- Wellbeing & Child Protection Curriculum: protective practices – recognising and reporting abuse
- Physical science: simple machines, how do things work? Science Experiments

TERM 4

- Revisit living and non-living: sorting and classifying
- Vertebrates/Invertebrates: sorting and classifying animals
- Invertebrates: Arthropods: Insects, Arachnids, Crustaceans
- Wellbeing & Child Protection Curriculum – protective strategies

The pumpkin is orange like my jumper. **Walter**

I like cutting. **Ariella**

Thanks for making the soup. **Elora**

I can see the seeds. I'm going to take some home. **Ellis**



RECONCILIATION WEEK

CYCLE 1 PRIMARY AGES 5-7

Our program provides students with an environment and curriculum that excites, engages and individualises their learning.

This cycle concentrates on developing a work ethic and encouraging independence in learning with the teacher as the facilitator.

Correa



CLASSROOM

TEACHERS: HUDA, BONNIE & KYLIE

SCHOOL ASSISTANTS: Kylie, Eleanor (Term 3), Eva (Term 4)

AGES: 5-7 years CLASS SIZE: 13

PARENT REP: Campbell

BIG BROTHER/SISTER: Jet M, Ayaan

STAFF PROFILES

HUDA ALSHAMARI BA, Dip Children's Services, Nth American Dip Montessori (3-6), MWEI Grad Dip Montessori (3-6)
Huda started teaching the Preschool in 2021 and moved to Cycle 1 Primary in 2022. Huda is married with two teenage children and enjoys reading and walking with her dog at the beach. She is also an active member of the Arabic Language and Culture Association of South Australia (ALCASA).

KYLIE KENNEWELL BEd (ECE)
Kylie began her Montessori journey initially as a parent, moving into teaching. She is passionate in shaping and developing young children to become independent, curious and confident learners.

BONNIE SCOTT BSc, MTeach EC
See Cycle 2 for Bonnie's Bio

Ixodia



CLASSROOM

TEACHERS: RUTH & LAUREN

SCHOOL ASSISTANTS: Kylie, Eleanor (Term 3), Eva (Term 4)

AGES: 5-7 years CLASS SIZE: 17

PARENT REPS: Helen BIG BROTHER/SISTER: Aurelia

PETS: Fish - Danger & Sunshine

STAFF PROFILES

RUTH NISBET DipT (ECE), BEd (ECE)
Ruth has been at the school since 1998. She has worked in Cycles 1 and 2, but Cycle 1 Primary has been her home since 2000 and she loves this age group. Married with adult children and grandchildren, Ruth enjoys walking, gardening, doing puzzles, reading, chatting and spending time with her family.

LAUREN KERVERS B Hlth Sci, DipT (Mid, Sec)
Lauren has been teaching at HMS since 2016 integrating with the Montessori philosophy in a variety of different roles within the school. She has found a particular passion for the children's love and excitement of learning in Cycle 1. Lauren and her family love being a part of the hills community, enjoy just about any outdoor activity and are always on the lookout for South Australian spots to camp and explore together.

PHOTOS

FROM TOP: Water measurements with Ruth, Noah and Henry comparing cylinders, Monarto zoo excursion, preparing, cooking and serving at our Ixodia café, outdoor learning with Play States, working on our school's mural with David Booth, art in the bush and bulb identification



Highlights

LEARNING EXPERIENCES

TERM 1

- Cycle 1 (Primary and Preschool) get together
- Cycle 1 bush picnic
- Fun with tallying
- Appreciation flowers
- 'Outside' school
- Hunting for invertebrates in the bush

TERM 2

- Painting whilst sitting in the class 'bus' or 'car' like Georgia O'Keefe
- Working on the Premier's Reading Challenge
- Fun with graphing, insect searches, Autumn art
- Invited to a snippet of Cycle 4 Cabaret
- Refugee week donations and letters of friendship and support
- Nature storytelling with Preschool children

WE LOVED MONARTO. Everyone!

TERM 3

- Science Week 'Glass' installations
- Science Week activities
- Book Week installations
- Book Week dress up parade
- Student teachers: Charlotte (Ixodia)
- Suara dance Indonesian performance
- Buddy reading with Cycle 3
- Visiting the Life Education van
- Completing the Premier's Reading Challenge
- Monarto Zoo excursion
- Writing our class 'Acknowledgement to Country'
- Hunting for crystals in the bush

TERM 4

- Cycle 2 get together
- Watching the Cycle 3 play dress rehearsal
- Buddy reading with Cycle 3 and sharing our innovations on text stories
- Germinating seeds and growing tomatoes
- Class Café: students hosted each other for the Ixodia class café & Correa class café
- Christmas craft
- David Booth visits to teach us about aboriginal culture and traditions
- Maria from 'Play States' guided a nature based learning experience

CURRICULUM

TERM 1

- Going on morning runs/fitness
- Air and water experiments
- STEM challenge: building a dam
- Exploring two dimensional shapes
- Learning about invertebrates in our zoology focus
- Artist studies of Mondrian & Hundertwasser
- 'Big Fun write' or 'Speed writing' sessions
- Performing the 'The Power of Yet' song
- Graphing all of our pets

TERM 2

- STEM challenge: creating and making an arthropod
- Zoology study of invertebrates and vertebrates
- Artist study: Georgia O'Keefe
- Experiments with light, refraction of light, colour spectrum
- Study of geometric solids
- Performing the 'Friendship' song

TERM 3

- Experiments with magnetism and static electricity
- Making circuits
- Creating portraits and self portraits
- Learning about the animals of the continents
- Finding out how to read the time (o'clock and half past) and count coins
- Study of triangles
- Writing our own narrative stories and innovating familiar stories

TERM 4

- Learning about rocks and minerals
- A focus on botany, plant life observations
- Making crystals and identifying sandstone and quartzite from our bush
- Cooking especially making pancakes
- Study of polygons
- Art focused on Celebrations Around the World
- Cycle 1 Games Day
- Writing with purpose, letters, cards, invitations and menu's

Water can be made into steam, a gas. Tommy

I loved pretending to be a frozen water molecule. Noah

Not all metal is magnetic. Albie

Did you know that metal can get the hottest and the coldest. Corey

Water can be made into steam, a gas. Tommy

I really love our pet fish Danger and Sunshine, they help me feel calm. Piper

I love cooking vegan recipes by myself. Dallas

Mondrian is the best artist. Sunny

The classroom noun activity is so much fun. Alinta

CYCLE 2 AGES 6-9

Our multi-aged classrooms provide an environment for students to learn as individuals and also as members of a supportive class group.

Aged 6 to 9, Cycle 2 children are in the second plane of development which is characterised by the development of the child's imagination, socialisation and sense of moral justice. In Cycle 2 we aim to create a learning environment that encourages and inspires the child to be attracted to, and in awe of, the wonders of the world.

My graph shows who likes ice cream flavours the most.
Dolina

I collected data on favourite fruits.
Zohair

Data is information.
Xavier

Dianella CLASSROOM



TEACHERS: PENNY & BONNIE

SCHOOL ASSISTANT: Lyn

AGES: 6-9 years CLASS SIZE: 24

CYCLE 2 CHOIR: Katie Moore

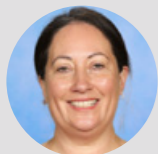
PARENT REP: Jaci

BIG BROTHER/SISTER: Pearl and Shiba

PETS: Gordon the Guppy

STAFF PROFILES

PENNY RAVEN BEd (JrPrim/Prim), BA



Penny completed her final year of study in 2008. After graduating, she began working at Yultiwirra, team teaching in Cycle 2. From 2017 she worked full-time in the Dianella room and now team teaches with Bonnie. Penny is married with two adult sons and in her spare time she enjoys cooking, dining, travelling and walking her dogs at Goolwa Beach.

BONNIE SCOTT BSc, MTeach EC



Bonnie began teaching at the school in 2019 first as a relief teacher in Preschool and primary classes and then in the specialist music role. In 2020, Bonnie began team-teaching with Penny in the Dianella class. Bonnie enjoys spending her free time walking with her two dogs, reading and eating out.

LYN GRKYA Cert III Educational Support



Since 2008, Lyn has been a school assistant at both campuses. She enjoys reading, art and craft and is an active member of the Blackwood Lions Club.

Maths is fun to do because it's challenging, but it's even more fun to do with friends.
Phoebe

I liked Games Day and I thought that Cycle 2 camp was awesome too.
Iris

Acacia CLASSROOM



TEACHERS: LISA & CHRISTINE

SCHOOL ASSISTANTS: Jenny, Olivia

AGES: 6-9 years CLASS SIZE: 23

CYCLE 2 CHOIR: Katie Moore

PARENT REP: Jane and Vanessa

BIG BROTHER/SISTER: Haddie and India

PETS: Stick Insects

STAFF PROFILES

LISA GOODWIN BEd (JrPrim/Prim), BEd (ECE)



Lisa has enjoyed teaching across Preschool, Cycle 1 and 2 since beginning at the school in 2012 and currently teaches in Cycle 2. Lisa spends any free time outdoors. She loves drinking tea, trail running, gardening, baking and hanging out with her family.

JENNY BURGOYNE BEd (ECE)



Jenny started at Yultiwirra in 2022 as a classroom assistant. She has worked as a teacher and assistant in many educational institutions around Australia, in London and Ireland. Jenny enjoys volunteering in her local community of Harrogate and spending time with her husband and two teenage daughters.

OLIVIA MOORE



Liv joined Cycle 2 as an individual support assistant in 2022. She loves spending time with friends and family, being creative, gardening, yoga, bushwalks, camping, music and festivals. Alongside this role she is studying Psychology. Liv's husband Tim has worked in Cycle 4 for many years and now her daughter is in Cycle 4 and loving it!

CHRISTINE PERRY B Teach & Learning, Dip Outdoor Rec

See Christine's bio in Digital Technology Specialist's Report

I learnt about being safe and saying "can I play" if I would like to join in a game with others.
Soraya

If something went wrong you can ring 000, they will ask if you need police, ambulance or fire help.
Seph



Highlights

We would like to keep on acknowledging this land and looking after it
Josie

CURRICULUM

TERM 1

- The Great Stories – The Beginning of the Universe, The Coming of Life
- Creating early life forms using clay
- Artist study Frida Kahlo
- Chance and data activities
- 2D shapes and 3D solids, parts of polygons, types of lines
- Recounts, persuasive and narrative writing
- Premier's Reading Challenge
- Phoneme and grapheme correspondence

TERM 2

- Great Stories - The Coming of Human Life, The Story of Communication and The Story of Maths.
- Telling of time including, timelines, am/pm rotation, time zones, units of time
- Procedure and research writing
- Writing - planning, drafting, editing, proofreading and publishing
- Botany: parts of a plant (names and basic function), parts of a flower and needs of plants
- Mother's Day craft
- Textiles - mosaic
- Symmetry, tessellations, the study of polygons
- Cooking

TERM 3

- Continent studies Africa
- Fundamental needs of humans
- Digital technology
- Fractions and decimals
- Research, innovation on text and creative writing tasks
- Editing and publishing
- Research - African countries and African animals
- Money - naming Australian currency, adding coins and calculating change
- Measurement – length and mass
- Geometry - area, angles, triangles and parts of a circle
- Artist Study - Enfante Precoce

TERM 4

- Science - simple machines including wheel and axle, inclined plane, wedges, levers, screws and pulleys.
- Measurement - length, weight, and capacity
- Writing - innovating familiar texts and creation of original narratives
- Editing and publishing narratives
- Parts of polygons, relationships between circles, revision of angles, congruency, similarity, equivalence
- Portrait creation and exhibition
- Regular writing; interview questions, letter writing, poetry writing focus.

LEARNING EXPERIENCES

TERM 1

- Gardening with Robert (all year)
- Choir (all year)
- Making persuasive posters
- Remote learning via zoom
- Sculpture with clay
- Traffic tallying, collecting data from other classes
- Year 3 recorder with David

TERM 2

- Mother's Day craft
- Class cooking and food preparation
- Serving up food to others in class
- Shared reading
- Making secret codes with writing symbols
- Wellbeing - Friendly Schools and the Keeping Safe: Child Protection Curriculum (continued in following two terms)

TERM 3

- Father's Day craft
- Camp - Nature play, Art Gallery, Monarto Zoo and school sleep over
- Book week dress up day
- Author visit Julie Le Cornu
- Science Week
- Maria Montessori's Birthday
- Indonesian Independence Day celebrations with Ellis
- Life Education
- RSPCA incursion

TERM 4

- Innovating on texts and sharing Buddy Reading with Cycle 3
- Cycle 1 and 2 'get togethers'
- Transition Day
- Choir performance at End of Year Assembly
- Morning meetings and mindfulness walks 'down bush'
- Continuation of connection and Acknowledgement of Country work
- David Booth workshops damper making, jewellery and mural
- Family picnic - Colour Run
- Games Day
- Christmas craft and cooking
- End of year concert

PHOTOS
FROM TOP: Art Gallery of SA visit, portrait painting, our Monarto Zoo camp day, cooking in the classroom, Iris learning about indigenous symbols with David Booth and classroom work.

CYCLE 3 AGES 9-12

Our integrated approach with its foundations in global values encourages a cohesive community and promotes a sense of belonging.

Aged 9 to 12, Cycle 3 children are in the age of stability and the intellectual period. Children seek experts, resources and experiences beyond the classroom: relating learning to real life experiences helps the child make sense of the world. There is greater responsibility, independence in learning and self-organisation, and opportunities for children to voice their opinions and ideas and begin to make decisions for themselves.

PHOTOS
Working on charity donations, Year 6 Major Project presentation, special research guest, and Big Brother/ Sister program

Callistemon



CLASSROOM

TEACHERS: SAM & NAT

SCHOOL ASSISTANTS: Nat, Deb & Isobel

AGES: 9-12 years CLASS SIZE: 25

PARENT REPS: Amanda

STAFF PROFILES

SAM CAMERON *BEd (ECE), BA*



Sam began her teaching career in 2019 in Cycle 2, after graduating from Flinders University in 2018. She completed her final year placement at The Hills Montessori School and began teaching in Cycle 3 in 2020. Sam enjoys spending her free time reading and travelling and is undertaking a Dip. of Montessori Education 6-12.

NATALIE COSTELLO *BEd (Jr Prim/Prim), Enr. Nurse*



Nat began teaching at the school in Cycle 3 in 2007. She enjoys music, gardening, camping, kayaking, cooking, travelling and spending time with family and friends.

DEB CLAPP *Cert IV Library Studies Cert III Edu Support, BA*



Deb has worked in education since 2017, upon completing her certificate IV in Library Studies. She came to Montessori as an Individual Support assistant in 2022 and attained her Certificate III in Education Support. She has a Bachelor of Arts degree from Flinders University, two grown sons and loves the arts, pilates, reading, singing, baking and sewing.

Grevillea



CLASSROOM

TEACHERS: ALEX & SUZIE

SCHOOL ASSISTANTS: Isobel, Liza & Deb

AGES: 9-12 years CLASS SIZE: 22

PARENT REPS: Janene

STAFF PROFILES

ALEX BLENKINSOP *BEd (ECE), Dip Mont (Prim)*



New to The Hills Montessori School in 2022 Alex began her teaching career in 2014 after studying a Bachelor of Education (ECE). She taught at a number of schools around Adelaide before moving to Boston, USA to teach in a Montessori school from 2017-2018. Here she became passionate about the Montessori methodology, and guiding the development of the upper primary aged child. She enjoys walking her dog Baxter, going to the beach, trying new restaurants and playing golf (a new hobby).

LIZA SAVCHUK *BVisArt, Cert III Edu Support*



Liza joined Montessori in 2021 as a school assistant in Cycle 3. She enjoys bringing her Visual Art skills to the classroom. Alongside work, she is studying a Masters of Teaching. Her free time is filled with video making, guitar playing, yoga and more!

ISOBEL SCOTT



Isobel joined the school in 2022 as a school assistant across the two Cycle 3 classes and working in OSHC. She is currently completing her Master of Teaching (primary) and enjoys spending time outdoors including hiking, snorkelling, hockey and spending time with family and friends.

SUZIE SAFFIN *BEd*

See Suzie's bio in Learning Support



PHOTOS
Different scenes from our play 'The Greatest Show'

It was great watching people try new things. Hazel

Everyone performed really well and it was one of the best musicals I've seen! Ayaan

I enjoyed acting with Avi in the play. Hester

I enjoyed using the tech equipment. Audrey

I thought that I would never be able to get up there and perform but I did! Maddie

Highlights

LEARNING EXPERIENCES

TERM 1

- Inducting the 2022 Yr 6 leaders
- Applying for leadership positions such as assembly presenters, event helpers, jumper committee and setting up Big Brother/Sister program
- Year 6 Leadership Day - Mad Scientist escape room
- Free choice projects

TERM 2

- Reconciliation Week
- Whole school Reconciliation recognition
- Group projects
- Auditions for 'The Greatest Show'

TERM 3

- Book Week - shared reading and school installations of books
- Science Week - whole school science experiment rotations and school installations
- Service Learning - School Service
- Major Projects (Year 6's)
- Excursion to Monarto/The Capri Theatre

TERM 4

- Graduate Weeks (photos, 'Me Bags', guest speakers and activities)
- 'The Greatest Show' performance - Cycle 3 play
- Games Day
- Sessions with David Booth
- 3 day/2 night camp to Normanville
- Transition Day
- End of Year excursion to Marion Bowland
- Kris Kringle and end of year lunch
- Year 6 Graduation and dinner

CURRICULUM

TERM 1

- Free choice projects
- Study of the continents
- STEM [Physics/Light & chemistry/ acids & bases]
- Scientific processes
- Sustainability group tasks, recycling, gardening
- Ancient civilisations study
- Numeracy - Numeration, four number processes, memorisation of number facts & daily practice (throughout year).
- Literacy - creating and presenting texts to inform, persuade and entertain, reading and novel study groups, editing of work and spelling and grammar presentations, handwriting practice, touch typing skills (throughout year)

TERM 2

- Drama
- Environmental science tasks
- Geography - country study
- History - Indigenous perspectives on the colonisation of Australia
- Numeracy - fractions, decimals and percentages
- Literacy

TERM 3

- Free choice projects
- Major Projects (Year 6's)
- Design/visual art - the eight principles of design
- Student well-being - Keeping Safe Child Protection Curriculum
- STEM challenges
- Chemistry
- Science week activities
- Numeracy - geometry
- Literacy

TERM 4

- Holiday celebrations around the world - Diwali, Kwanzaa, Hanukkah and Christmas.
- Design/visual art - study of line
- Differentiating our waste - recycling and the impact on the world
- Free choice projects
- Numeracy - geometry, chance and data
- Literacy

PHOTOS
BOTTOM ROW: Highlights from our Normanville aquatics camp in Term 4.

Rock pooling was ROCKsome. Aish

I really enjoyed fishing for the first time. Bella

I tried kayaking for the first time and I loved it! Jet



CYCLE 4

The Adolescent Program provides an enriching and challenging environment for young people.

Our Program focuses on the middle years of schooling (12 to 15 years of age). Early adolescence is a period of immense growth and change – physically, psychologically and socially. It is a time of adult identity formation, where young people make decisions about the place and relevance of formal education in their lives.

I think one of the many differences we have with other schools is that we have a strong sense of community, and that everyone works together to help out in all aspects of the school, from in the kitchen to the productive garden. Another good difference about our school is that all of the guides have an amazing sense of humour. Even in regular sessions, both guides and students make them fun and enjoyable by cracking jokes as well.

Joash Y7

Being part of this school community feels like I have a place where I belong. It's a small school so you know everyone, which helps to make friends and build connections. It also helps to form strong relationships with the guides, so they know you and how you learn, so they can help when we need it.

Sierra Y8

The program fosters the sense of being a valued part of a community, with responsibilities towards others and purposeful work that arises from the concerns of the community and the needs of the place.

Wairoa Campus

GUIDES: PIPPA, TIM, DAVE, RILEY, ROM & BEN

AGES: 12-15 years | SIZE: 46 students

SCHOOL ASSISTANTS: Wendy, Rom, Gabes, Robert, Monica & Josh

PARENT REPS: Anthea, Kate B

ANIMALS: Chickens & bees (sometimes), dogs (Griffin, Archie & Chilli)



PHOTOS
FROM TOP: Big Day Out action, Mannum Falls hike and Geology camp, Pt Vincent camp including surfing, sailing and the Masterchef Trangia cook-off, our 2022 Coffeehouse Cabaret highlights

STAFF PROFILES

PIPPA MILROY *GradDipEd, BA, Monte Orientation to Adol Stud*
Founding co-ordinator of the Adolescent Program, Pippa has worked in education for many years in both secondary and tertiary settings. Her diverse background spans medical science, English literature and teacher education and, along with her love of camping, travel, theatre, gardening and food, provides a great foundation for working with the middle years. Her three daughters are all Montessori graduates.



BEN NOBLE *BA, BEdu (Mid School/Sec)*
Since beginning a career in education, Ben has been working and learning in Montessori middle schools. Passionate about eliciting wonder and curiosity in adolescents, Ben has taught across a range of curriculum areas and brings creativity and enthusiasm to the Adolescent Program's extra-curricular work. Ben enjoys time with his growing family close by in Aldgate.



ROMLEA EVANGELISTA *BBEng(mech) MTeach*
Rom joined the Wairoa community in 2022 having completed her Master of Teaching. She previously worked as a mechanical engineer in the maritime industry, switching to teaching for a new challenge. In her spare time, she enjoys spending time with her three children, sewing, growing vegetables and listening to music.



WENDY BIRCH *GradDipT, BAppSc (Physics)*
Wendy joined the Wairoa Community in 2013 as a school assistant. Having worked in the education system for many years, she enjoys helping students to achieve and have fun learning. Wendy is interested in sewing, travelling and spending time with her family.



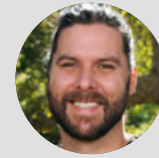
GABES MAHER
Gabes has been a part of the Wairoa community since 2017 as the art specialist, providing students with enriching experiences to explore and create. In recent years she increased her role to support student learning across the curriculum. Working in the garden, admiring nature, building, creating, art, colour and spending time with her husband and two young children brings her joy.



JOSH DAVIS
Josh joined the Wairoa team mid way through 2022 as the garden specialist. With a background in landscaping and orchard work, Josh is passionate about sharing his knowledge with the adolescents and working along side them to redevelop the productive garden. He enjoys camping and spending time with his family in the outdoors.



TIM MOORE *BEEd (Upper Prim/Lower Sec), MEd (Soc Just)*
Drawing on experience in the secondary and tertiary sectors, Tim Moore has forged a passion for transformative learning. As one of the founding teachers of the Adolescent Program, he works across the curriculum and life of the community. Outside of school he is an accomplished singer-songwriter, father of three, kitchen table philosopher and lover of good books and great adventures.



DAVID COULTER *BA, BEd (Prim/Mid)*
Dave has been at the HMS since 2016. He teaches maths, art and occupations, and helps students cook for the Wairoa community; but mostly he likes getting his hands dirty and helping students to make things, find solutions to problems and enjoy the natural world. In his spare time, he likes to coach and watch soccer, tend to his veggie patch, play with his dog, cook, listen to music and be outside with his two children.



RILEY SABEY *BA, BEdu (Sec) Dip Mgt*
Having attended The Hills Montessori School in her primary years, Riley was thrilled to join the Wairoa teaching staff in 2021. She is experienced in both traditional and progressive education settings and loves the connections and joyful learning that come from giving something new a go! Riley loves spending time with her family, cooking, sewing, reading and visiting new restaurants and cafés.



Highlights

I really like how at this school we get the opportunity to make friends with such a wide variety of people and spending time with friends of all ages feels natural. Sophie Y9

LEARNING EXPERIENCES

TERM 1

- Festival performances especially Dorian Gray
- Woodhouse camp
- Big Day Out
- Platypus Garden tour
- Prosthetic hands
- COVID
- Knife skills
- Physio movement workshop

TERM 2

- Market Day
- Tastes of the World stalls
- Kauria Centre visit
- "Wash your hands"
- Baked spuds
- Magic and mime
- You-tube dance
- Designing and constructing The Dread Pirate Sadie set
- Coffeehouse Cabaret
- Cabaret catering
- Stop All the Clocks
- Fatal beatings
- Wairoa election

TERM 3

- Pizza Friday
- 8 frame stories
- Music concert
- Learning Links Geology camp
- 'Mid-year examination'
- Mannum Falls hike
- Watching all the RiCH projects
- Pop-up food stall
- Cultural Studies Ted-X talks

TERM 4

- Pt Vincent camp - sailing with seals, surfing with dolphins and the rest, gorgeous weather, Masterchef Trangia cook-off
- Graduation and end-of-year events
- Wairoa café
- Family picnic and Colour Run
- Building the wall
- Maths charades
- Games day
- Exhibition of Work and Learning
- Kris Kringle
- Beachouse Big Day Out
- Amazing 3 course Mexican dinner at graduation

CURRICULUM

TERM 1

- Paper portraits
- Volleyball, cricket, ultimate frisbee
- Cell biology
- Digestive system
- Production & exchange
- Feeding the community
- Book group discussions
- Musculo-skeletal system
- Contour drawing, lino printing
- Coding
- Meeting of Great Minds
- Index laws

TERM 2

- Preserving food
- Making theatre
- Quilting
- Trigonometry & pythagoras in action
- Poetry of place
- Bush Poetry
- Chemistry
- Humanities - Australian politics
- Production design & event management
- What is love poetry
- Upcycling; basket weaving

TERM 3

- Making PJs occupation
- Art as activism
- Budget Bites
- Redesigning the productive gardens
- Geology
- Humanities - water in the world
- Fly Away Home & Hugo film groups
- RiCH projects
- NAILA speech competition
- Silent film
- Screen printing, working with ink, lantern making
- Basketball, touch footy, badminton

TERM 4

- Creative writing
- Fables and legends
- Podcasting
- Tuck Everlasting book group
- Managing waste
- Rebuilding the productive garden
- Transitions and celebrations
- Catering events
- Culinary arts, baking bread
- Media - family zines
- Whittling
- Tee-ball, indigenous games

YEAR 6 GRADUATES

2022 marked leadership years for fourteen Year 6 students in Cycle 3. The Hills Montessori School runs a unique Graduate Program for Year 6 students. It is a special year in the child's journey at the school with many responsibilities and privileges bestowed upon them.

To launch their leadership year, the Graduates attended their leadership day where they first undertook some team building and communication skills games. They then ventured to the Adelaide Escape Rooms and had to brainstorm their way out of the 'Mad Scientist' room. They were each allocated a Big Brother/Sister class to assist in. This saw them visit their buddy class once a week and offer guidance for their younger peers and an extra pair of hands for the class teachers. At the commencement of their leadership year, they applied for various committees such as the Year 6 jumper committee, school event helpers, Leadership committee (formerly SRC), ICT managers, Sports committee and assembly hosts.

Another distinctive component of the leadership year is their Graduate week. Each student is allocated a week during Terms 3 and 4 whereby the focus of the class is wholly on them. They construct a photo board sharing their life journey so far, a 'me bag' – which has treasured artefacts they may have kept over their life, a guest speaker and also, they devise a graduate activity for the whole class to participate in. This is traditionally a passion or interest of theirs and provides the class community with an extra opportunity to understand the graduate of the week. The program is a tradition in the school and one that each student looks forward to immensely.

GRADUATION CEREMONY

This special event was held on Wednesday 7th December in the Yultiwirra Hall. The hall looked beautiful once again, with an array of flowers, lights and decorations to set the scene. Each graduate prepared individual, unique and meaningful speeches which publicly outlined their journey through Primary school. All graduates of 2022 should be praised for this; the standard for their age was remarkable. They all acknowledged their past teachers and shared the significance The Hills Montessori School has had in shaping their characters. Following the formal part of the Graduation, the graduates and Cycle 3 staff ventured to The Haus in Hahndorf and enjoyed a wonderful dinner together. This concluded a memorable evening!

GRADUATES OF 2022

This cohort demonstrated resilience and flexibility from the beginning with their initial two weeks of Year 6 being held online via Zoom. The students' high level of communication skill supported liaising with their Big Brother/Big Sister classes, and contributing to their community. The graduates highlighted their support for each other during their leadership day outing to the Escape Room, and making their way out by using problem solving and cooperation skills. The graduates not only made a memorable contribution to our class and cycle communities but also to the school. We thank them for their understanding, maturity, flexibility and positive attitudes in a very busy and exciting year! We wish our Year 6 graduates all the best as they embark on the next stage of their journey.



PHOTOS
LEFT: Our Year 6 Graduates and
RIGHT: Graduation ceremony evening



FRONT ROW: Amelia Winslow, Matilda Clark, Shiba Zhu, Zora Huang, India Taverna, Hester Huang, Pearl Rooney, Jet Monaghan.
SECOND ROW: Sam Cameron, Suzie Saffin, Ayaan Mazhar, Maddie Ross, Haddie Howard, Natalie Costello, Alex Blenkinsop.
ABSENT: Sophia Cavuoto, Aurelia Jeffries, Marley Coulter

2022 GRADUATES

Matilda Clark	Zora Huang	Maddie Ross
Sophia Cavuoto	Aurelia Jeffries	India Taverna
Marley Coulter	Ayaan Mazhar	Amelia Winslow
Haddie Howard	Jet Monaghan	Shiba Zhu
Hester Huang	Pearl Rooney	



YEAR 9 GRADUATES

A small group of six Year 9 students graduated from the Adolescent Program in 2022. The year culminated for these graduates with a Graduation ceremony held outdoors under the beautiful elm tree at Wairoa followed by a dinner and party for all Adolescent Program students and staff organised by the students.

This year's small cohort of graduating students is a very special group. These are the young people who have spent all three years in the Adolescent Program under the ever-changing conditions of the pandemic. At the Exhibition of Work and Learning they made a joint speech celebrating their time with us. Each student spoke very personally of their rich experiences, their appreciation of so many aspects of school life, and some of their hopes and intentions for the future.

These young people have dug in to the work and taken up every opportunity that they possibly could – from market days, to camps, to field trips, to ambitious occupations and projects. They have also faced up to some big challenges, both individually and collectively. They are able to reflect impressively and frankly about these, and about the qualities that they have developed during their time with us, most particularly persistence, resilience and generosity.

There is a powerful sense of launch and of positive trajectory with this group of graduates. "All of you have come so far and changed so much, that if you keep on as you have been: braving new things, making connections, trusting and trying, and working hard, you will soon be sailing so high and so far that we will have to strain our eyes to see you!"

Pippa Milroy
Adolescent Program coordinator



FRONT ROW: Sophie Griffiths, Teigue Alexander, Thomas Rayner, James Bedson, Jack Schuddebeurs. **ABSENT:** Jesse Ellbourne

2022 GRADUATES

Sophie Griffiths	University Senior College
Thomas Rayner	University Senior College
Jack Schuddebeurs	Australian Science & Maths School
Teigue Alexander	Australian Science & Maths School
James Bedson	Pulteney Grammar School
Jesse Ellbourn	Hills Christian Community School



PHOTOS
FROM LEFT: Our Graduation ceremony under our elm tree and students at their Exhibition of Work and Learning.



STRATEGIC PLAN

PLANNING AHEAD 2022-2027

In August, the 2022-2027 Strategic Plan was unveiled, with Meg Barker chairing the committee. The year-long planning process was a true collaboration, encompassing input from the parent community, staff, and students, as well as SWOT analyses for each school committee, and dialogue at Board level. The resulting document reflects where the school is currently at and establishes a series of key initiatives for the future, divided into five strategic priorities: values and culture, learning and engagement, space and place, business and governance, and connection and communication. These priorities, along with their corresponding goals and actions, will shape the school's focus over the next five years, reinforcing our operations, culture, and overall strength. We express our gratitude to all those who contributed to this Strategic Plan, including parents, staff, and students.

You can view the Strategic Plan on our website montessori.sa.edu.au/



VALUES AND CULTURE

The Montessori philosophy values based and our school values guide all decisions, self respect, respect for others and respect for the environment for all the care of all that we do. The values include, responsibility and diversity. Strong relationships and a caring, non-competitive environment are the cornerstone of our school community. We focus a culture where all students, teachers, parents and staff are supported and encouraged to become curious, capable, self-motivated learners who contribute to the future workforce, actively and respectfully.

STRATEGY 1
Uphold Montessori philosophy, principles and pedagogy

ACTIONS

- Encourage Montessori training and attainment of Montessori qualifications for the staff of our school.
- Invest in school facilities, resources and play spaces to ensure that align with Montessori principles.
- Share the school's vision and approach to the wider community.
- Engage in professional development and learning to ensure the flexibility curriculum.
- Share the school's vision, ethics and objectives to our decision making and future planning.

STRATEGY 2
Continuously meet energy in exploring this vibrant, inclusive, joyful and unique community

ACTIONS

- Recruit and foster parents, carers, knowledge, professional and personal development to our school.
- Proactively support the wellbeing of all members of the school community.
- Celebrate the school community as a permanent welcome to all who contribute to the school's education and wellbeing of young people to their families.

STRATEGY 3
Build and extend First Nations cultural learning opportunities for the school community

ACTIONS

- Investigate and Reconnect Action Plan and commit to understanding and developing an action plan.
- Regularly hold open opportunities to increase understanding, respect and appreciation of First Nations Culture, history, knowledge and rights.

ENGAGEMENT, WORK AND LEARNING

Montessori education is an art and to life. We support and guide the development of social, intellectual and ethical independence in each child, through an environment that is respectful, respectful, respectful and challenging. We create an environment where all children, teachers, parents and staff are supported and encouraged to become curious, capable, self-motivated learners who contribute to the future workforce, actively and respectfully.

STRATEGY 1
Deliver a rigorous, authentic Montessori curriculum

ACTIONS

- Support all staff continuing to engage with the Montessori National Curriculum and the updated Australian Curriculum 4.0.
- Ensure the development and use of diagnostic, formative and summative assessment practices to ensure the effectiveness of learning and development.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.
- Place people, justice and sustainability at the heart of learning.

STRATEGY 2
Implement a rich, holistic program

ACTIONS

- Ensure the school's wellbeing framework is clear and consistent across all levels of the school.
- Strengthen age appropriate information and communication technology (ICT) capabilities.
- Ensure the school's wellbeing framework is clear and consistent across all levels of the school.
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- Ensure the school's wellbeing framework is clear and consistent across all levels of the school.
- Strengthen age appropriate information and communication technology (ICT) capabilities.

STRATEGY 3
Cultivate individual, professional, highly skilled staff

ACTIONS

- Investigate and support staff, internally and flexibly to ensure that Montessori qualifications and to continue ongoing Montessori professional development and learning.
- Develop staff capability to support students with diverse abilities, including students, teachers, staff and staff education.

STRATEGY 4
Strengthen parent engagement in Montessori education and student learning

ACTIONS

- Use a range of innovative methods to facilitate understanding within the school community of Montessori principles, and school practices and curriculum.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.

PLACE AND SPACE

Environment plays a significant role in the development of the child. Our indoor and outdoor environments are designed to nurture children's love of learning and natural tendency to work. Creating the challenge and supporting the place is fundamental to our sustainable practice and every child should have access to our natural bush areas and outdoor spaces across both campuses to ensure wellbeing, fun and capacity. This provides a primary resource for learning and our ongoing ethical and respectful practices.

STRATEGY 1
Optimise the natural bush areas

ACTIONS

- Assess, regenerate, enhance and secure optimum use of the bush areas at both campuses.
- Develop a plan to ensure outdoor learning spaces are accessible to all students.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.

STRATEGY 2
Contemporary school facilities in alignment with Montessori principles

ACTIONS

- Finalise the capital development initiatives of the 2022-2027 Strategic Plan.
- Investigate the provision of the 2022-2027 Strategic Plan to ensure that the school's facilities are in alignment with Montessori principles and the school's vision and approach to the wider community.
- Investigate the provision of the 2022-2027 Strategic Plan to ensure that the school's facilities are in alignment with Montessori principles and the school's vision and approach to the wider community.

BUSINESS AND GOVERNANCE

We uphold Montessori values, ethics and integrity to our decision making in an ever-changing and complex world. Our school governance is representative, transparent and ensures the protection of our mission and vision. We ensure the school's operations, business and financial health, and encourage parents to participate in all aspects of the school's governance to ensure the school's vision and approach to the wider community.

STRATEGY 1
Ensure the financial sustainability of the school

ACTIONS

- Monitor and report on the school's financial health and ensure the school's operations are in line with the school's vision and approach to the wider community.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.

STRATEGY 2
Position the school strongly for future decisions and direction

ACTIONS

- Investigate, model and implement a strategic plan to ensure the school's operations are in line with the school's vision and approach to the wider community.
- Investigate the provision of the 2022-2027 Strategic Plan to ensure that the school's facilities are in alignment with Montessori principles and the school's vision and approach to the wider community.

CONNECTION AND COMMUNICATION

We cherish our community and pay attention to developing these connections locally and beyond. Accessibility and clear messages are key to learning and teaching effectiveness and our communication is an integral part of our school's operations, business and financial health, and encourage parents to participate in all aspects of the school's governance to ensure the school's vision and approach to the wider community.

STRATEGY 1
Strengthen connections within and beyond the current school community

ACTIONS

- Investigate the school's vision and approach to the wider community.
- Provide a range of learning and development opportunities to ensure the effectiveness of learning and development.

STRATEGY 2
Further develop open and effective lines of communication

ACTIONS

- Investigate, model and implement a strategic plan to ensure the school's operations are in line with the school's vision and approach to the wider community.
- Investigate the provision of the 2022-2027 Strategic Plan to ensure that the school's facilities are in alignment with Montessori principles and the school's vision and approach to the wider community.

HOW WE'LL DO IT

The Hills Montessori School Board with school leaders, education and general practitioners, is responsible for implementing the Strategic Plan. The ongoing engagement and involvement of all staff, school leadership and education, and all levels will be encouraged to ensure the school's vision and approach to the wider community.

The School Board (Chairperson, school leaders, education and general practitioners) will share the vision, responsibilities in the implementation and delivery of operational actions that underpin the delivery of the Strategic Plan.

Delivering on our strategic actions will advance our vision and the whole school community for a work to do.

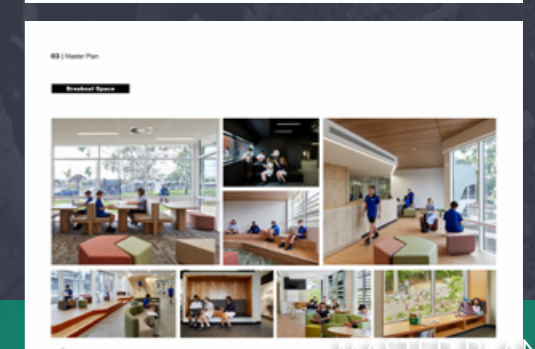
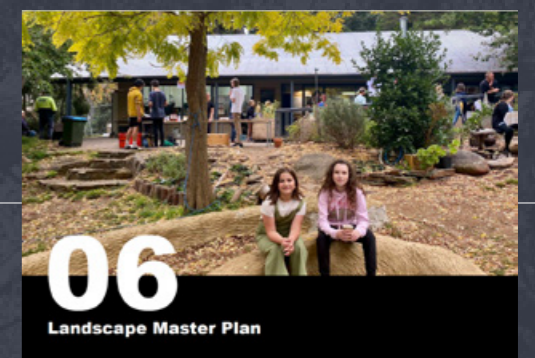
THANK YOU

To all the parents, staff, students, and the community who took the time to contribute to the development of the Strategic Plan, we say thank you.

MASTER PLAN

IMAGINING OUR SCHOOL'S FUTURE

JPE Design Studio who were engaged in 2021 to develop a Master Plan for Yultiwirra, undertook the majority of the work in 2022. Staff, students and parents were surveyed as part of the consultation process. A consultation session was held with the Board executive, Infrastructure and Planning committee chair and school leadership team. An additional consultation session was held with class parent reps and any other interested parents. Preliminary concept plans were presented to the School Board with further feedback being provided. The final Master Plan was completed in November 2022. A huge thank you to Ivano Cavuto (Board member) who led and provided guidance and expertise throughout the process. We now have an ambitious Master Plan for Yultiwirra that will enable facilities to be modernised and refurbished to meet our changing needs. Prioritising the many aspects of the Master Plan and future capital works is now to be undertaken with this important document helping to guide the School Board's decisions.



At The Hills Montessori School we pride ourselves on providing students with a secure, happy and rich environment where they learn at their own rate, undertaking tasks appropriate to their level of development, in a caring and non-competitive atmosphere. We enrol and educate students with a diverse range of academic abilities, skills and talents, and we provide a broad based, hands on curriculum supporting individual needs. The Montessori approach focuses on holistic education and supports students at each stage of their development to achieve their best by attending to their weaknesses and encouraging their strengths. The My School Website publishes data and information about every school in Australia. The website is one mechanism of reporting and it continues to have a strong focus on National Assessment Program—Literacy and Numeracy (NAPLAN) results as a measure of school performance. NAPLAN test results are only one indicator of student and school performance. There are many other indicators that inform current and prospective parents of school performance, such as quality staff, pastoral care, child security and safety, the school environment, philosophy and methodology, values and beliefs, facilities, and resources.

NAPLAN tests are one of many assessment instruments used in classrooms and results help us reflect upon current practice, plan professional development for staff, inform decision making and provide support to students in need.

The chart below shows the percentage of students who achieved the national benchmark in the NAPLAN tests. The chart clearly shows results vary from year to year, depending on the size and nature of the student cohort. When looking at the NAPLAN data results, parents should be mindful of the following considerations:

NAPLAN RESULTS 2022

	Yr 3	Yr 5	Yr 7	Yr 9
SPELLING	83%	100%	94%	100%
GRAMMAR/PUNCTUATION	92%	100%	89%	83%
WRITING	100%	100%	89%	100%
READING	100%	100%	100%	83%
NUMERACY	100%	100%	100%	100%

NAPLAN RESULTS 5 YEAR AVERAGE



PLEASE NOTE: NAPLAN tests were not administered in 2020 due to COVID.

- NAPLAN tests provide only one snapshot of selected aspects of what students know and can do.
- NAPLAN test results must be considered in conjunction with other school assessment practices.
- NAPLAN tests only assess two aspects of the curriculum—literacy and numeracy.
- NAPLAN tests sample only a small part of what students learn during the course of a year.
- No test is able to perfectly measure a student's level of achievement and all tests are subject to a certain amount of measurement error. This means that there will always be a margin of error surrounding a school's average score.
- The smaller the number of students tested, the larger the margin of error.
- The Hills Montessori School has an extremely small cohort of students who sit the test.
- Due to the small cohort at The Hills Montessori School, if one student does not achieve the minimum national standard it greatly affects the percentages and gives a skewed representation.
- Students who are absent are not included in the results; however students who are 'exempt' due to disabilities or learning difficulties are scored as having not achieved the benchmark and are counted in the school's average score.
- Parents have the choice of withdrawing their child from the tests.
- All students at The Hills Montessori School are encouraged to sit all of the tests.
- NAPLAN results are based on one test of 40 questions administered once a year for literacy and numeracy.



PHOTOS
FROM TOP: A selection of PE highlights, including netball and the annual Games Day held at Yultiwirra.



PHYSICAL EDUCATION

Attila Nandori

PE has continued to focus on working together, mastering individual abilities and learning about how the body and mind reacts to physical activity.

Both campuses enjoyed our annual Games Day held at Yultiwirra. Students were split into eight different groups and tackled several challenges that encouraged students to solve problems and work together.

This was the first year for our school's Fencing team who competed against other local schools.

We had several students trialling for SAPSASA, being selected to represent the Hills district, and some progressing to compete at the State championships. Hadassah participated in netball. Sid and Harvey in the state championships for swimming. Oliver played hockey. Zora, Lucas, and Oscar participated in SAPSASA soccer.

Thanks to the Sporting Schools funding we had several coaching sessions throughout the year. This funding was also used to purchase a range of equipment to support the learning in each new sport we played. Lacrosse SA ran four sessions for Cycle 4 students. Netball SA ran four clinics for Cycles 2 and 3 students. Hockey was run with Cycles 1, 2, and 3.

We also ran our first Club Connect program with the Piranhas basketball club.

STAFF PROFILE

ATTILA NANDORI *BEd (Prim/Mid)*



Attila commenced teaching at the school in 2013. He appreciates working across a diverse age range teaching physical education at both campuses. Attila enjoys outdoor climbing, indoor bouldering and the occasional camping and surfing trip.



PERFORMING ARTS

David Simpfordorfer

"Music produces a kind of pleasure which human nature cannot do without." – Confucius

The Music program offers students opportunities to express themselves through the use of their voice, or externally through the use of other instrument types, including untuned percussion instruments. These extensions of the self are vital, while student's knowledge of the elements of music, grow through these experiences.

The use of music games are another way in which students grow their hands-on knowledge, especially the elements of rhythm and melody.

Musical playing activities around solo, duo, trio and larger ensembles, have also been explored by students as a means of extended listening and cooperation experiences.

Year 3 worked well on recorder - learning and playing in ensemble throughout the year, culminating in the end of year concert.

I look forward to deepening the classroom experiences around rhythm, melody and structure and giving more developmental time to exploring harmony and texture in the coming year.

STAFF PROFILE

DAVID SIMPFENDORFER *MEd studies, Dip ed Music, BA Cont. Mus*



David began his teaching career in 1994 and is thrilled to be a part of the Montessori community at Aldgate, the 6th education system that David has taught in. He specialises in unwrapping the musical elements through the language of song and drawing meaning from the manipulation of these essential elements. He has a deep passion for composing, Jungian psychology and wine.

INSTRUMENT LESSONS

Instrumental lessons continued, and we thank our specialist music teachers for the expertise they offer our students. Individual tuition was offered by:

KATIE MOORE (Voice, Cycle 2 and 3 choirs)

LISA TAVERNA (Piano, Uklitwirra)

ALEX BRAY (Piano, Wairoa)

SANJAY TAVERNA (Guitar, ukelele and drums)

PHOTOS

FROM TOP: Class lessons through the year and end of year concert performances.



INDONESIAN CYCLE 1 & 2

Ibu Ellis Robb

The end of year concert saw some fantastic performances including a popular traditional dance 'Hei Yamko Rambe Yamko' from Papua region performed by both Preschool classes and Cycle 1 (Huda/Kylie's class); group renditions of popular children's songs 'Topi Saya Bundar', 'Dua Mata Saya', and 'Lihat Kebunku' by Cycle 1 (Lauren/Ruth's class); traditional bamboo orchestra 'Angklung' by Cycle 2 (Penny/Christine's) class and a fashion parade of traditional Indonesian, regional costumes by Cycle 2 (Lisa's class).

An increasing number of Cycle 2 students were keen to take part in the Premier's Reading 'Indonesian' Challenge (PRC) and The National Australia Indonesia Language Awards (NAILA), an annual speech competition with this year's theme being 'Hubungan' (relationships). Every entry in the PRC received a certificate of participation, with the best fifty also receiving a medal; special mention to medal recipients Aurora, Kai P and Chloe - and Mila M for winning third place in her division of NAILA Early Primary (Year 2).

Both Cycle 2 levels again conversed in Indonesian and English through Zoom with Year 2 and 3 students from our Indonesian sister school, SD Alfa Centauri, in Bandung (West Java). This is a fantastic, mutually beneficial exercise and the technology is a bonus to language learning.

Students also had an opportunity to chat in simple Indonesian with native speakers when noted professional dance group, 'Suara Indonesia', presented a whole-of-school performance, showcasing the diversity of ethnic cultures across the Indonesian archipelago.

STAFF PROFILE

ELLIS ROBB *BEd*



Ellis is one of a handful of native-born Indonesian language teachers registered to teach in SA. She uses her background in traditional Indonesian dance, music, craft and cookery to engage students. Ellis began teaching at the school in 2006.



PHOTOS

Premier's Reading 'Indonesian' Challenge awards, Indonesian Day celebrations and Suara Indonesian dance group performance.

INDONESIAN CYCLE 3 & 4

Ibu Lyndal Chittleborough

This year our successful language learning of course involved some "Eureka!" moments but can also be celebrated for that very rewarding slow and steady consolidation of skills.

By year's end, Cycle 3 students could mix and match about 20 'civilities' off-by-heart or spontaneously, asking and answering questions about siblings, vehicles and pets owned, and liked and disliked foods and pastimes. Comparing Term 1's nervous offerings with Term 4's confident utterances underscores the value in the slow, hard slog of repeating similar exercises with variation.

Cycle 4 showed the slow and steady joy of bi-weekly progress. Highlights included a student suggestion to slowly unpick and match the Indonesian subtitling of the film Shrek with the English version. This in turn led to intercultural reflections on a teenaged Indonesian film Mariposa where the universality of love and respect for family were explored.

We prepared a record amount of entries in the national speech competition (NAILA) (27). In preparing their entires, as always, students learned a lot about their own ability to memorise by rote which ultimately begot high-order fluency. It was a great joy to see children enjoy their success and further craft their speech.

For all of the ways in which second language learning enriches our society, I thank the Montessori school community for being so supportive of this valuable program.

STAFF PROFILE

LYNDAL CHITTLEBOROUGH *GradDipEd, BA, GradDip (Applied Linguistics)*



Lyndal joined the school in 2010. She has taught in the NT (including seven years on Aboriginal Lands), Germany and Indonesia. She teaches languages using oral games, play scripts, songs and chants.



It was very fun, and I enjoyed reading Indonesian books because they are different from the books I usually read. Freya - describing her experience in taking part in the PRC Indonesian Challenge 2022.

GARDENING

Robert Doolan

The students always enjoy getting outside and working on the task offered in each session. Whenever I walk into the class for gardening, there is never a shortage of hands that go up wanting to be involved. Their enthusiasm doesn't end when they leave the classroom, always fully engaged in the task and if anything, it's harder to get them to finish - sometimes the students request to continue the task during lunch which is something I love to see.

This year we have worked on the class garden beds, gardening jobs around the school (including the popular task of pruning), working in the native bush land restoring path edges and removing weeds, clearing drains, growing seedlings, watering plants, mulching, recycling and much more.

I have also had the Cycle 3 students working on their leadership skills with the Cycles 1 and 2 students, helping them to complete tasks while having fun and learning at the same time.

I would like to thank all the students for their assistance and hard work in the gardening sessions and at other times when their help is requested around the school.

STAFF PROFILE

ROBERT DOOLAN *Cert III ECEC, Cert III Cabinet Making*



A qualified cabinet maker, Robert began at the school in 2015, undertaking maintenance and grounds work and working with the Adolescent Program students. He enjoys working with Yultiwirra students in the garden. Married with two children, Robert enjoys camping and spending time with his family.

DIGITAL TECHNOLOGY

Christine Perry

This year we implemented a Digital Technologies program for Cycle 2 and 3 students which ran in small group lessons. Students have had the opportunity to sample a range of technologies and explore related topics.

We started the year with a focus on Chromebook basic skills, including how to log in and access Goggle drive, basic word processing skills and creating slideshows, with some more advanced tasks being presented to Cycle 3 students.

This was followed by brushing up on online research skills, with a strong focus on key search terms, avoiding plagiarism and questioning the reliability of what is found online. Amongst these lessons, cyber safety was explored with formal lessons on keeping safe online.

Students explored artificial intelligence by teaching a computer how to distinguish between a happy and a sad face. Lisa and Christine's class explored this further by teaching a computer how to categorise quadrilaterals based on their features and to tell the difference between basic shapes.

Students used programs including scratch and code.org to practice block coding. They animated their names and some went on to create their own games. They developed their coding skills by solving challenges and puzzles.

Cycle 2 experimented with programming a Bee bot with the task of navigating its way through a maze to pop a balloon. Cycle 3 used Merge Cubes to discover the possibilities of augmented reality. Both cycles have also experienced virtual reality when they were transported to Machu Picchu in South America using VR goggles and Google Expeditions.

We are pleased to announce that our Digital Technologies program will be continuing in 2023 and I look forward to developing this program further.

STAFF PROFILE

CHRISTINE PERRY *B Teach & Learning, Dip Outdoor Rec*



Christine Perry joined the school in 2014 as a Cycle 3 teacher. In more recent years she has worked as an assistant, taught in Cycle 2 and run ICT group lessons for Cycle 2 and 3. She spent 10 years working as an outdoor education manager and helped organise and run the Cycle 3 aquatics camps for seven years. Christine loves spending time with her family and enjoys the outdoor, adventure activities and art and craft.

STUDENT WELLBEING

Katy Walker

2022 has been yet another year of traversing a whole host of uncertainties and challenges as a local and global human collective. It has been a privilege for me to navigate these as part of The Hills Montessori School community, and to witness the resilience, creativity and collaboration of the staff, students and families.

Highlights for me this year have been staff professional development, small groupwork and 1:1 time with students who have shared generously and entrusted their thoughts and feelings to me. I have also thoroughly enjoyed hosting Parent Discussion Groups to spend time thinking together about how to better foster the wellbeing of our young people.

Within my position as Student Wellbeing Worker, I was given the opportunity to implement a number of 'behind-the-scenes' processes in the wellbeing space. These have included emergent changes to how wellbeing related information is collected, stored and shared here at HMS, the creation of an external wellbeing service provider directory and the drafting of policy and procedure for the safe inclusion of gender and sexually diverse young people in our school community. It has also been a privilege to be able to collaborate with the Student Wellbeing committee to complete projects, create resources and care for our staff and students in tangible ways.

It is with a measure of disappointment that I move on from the school in order to commit fulltime hours in my private practice in 2023. I leave grateful for the opportunities and genuine connections with staff, students and parents that have been afforded me in twelve short months, and wish the community all the very best for the future.

STAFF PROFILE

KATY WALKER *BSoSci(Couns), Dip Youth Work*



Katy is an adolescent psychotherapist and wellbeing educator who joined The Hills Montessori School this year. She has been a passionate advocate for the welfare and wellbeing of children over her 20 years in the helping profession. In her spare time, Katy trains as a volunteer fire fighter and enjoys being part of the busy lives of her two teenage daughters.

OSHC

Maddy Ryan & Annie Welden

2022 was a year of change and growth with Maddy starting the year in the role of OSHC Coordinator. A goal for us at the beginning of the year was to strengthen children's voice within the space by actively involving them in the day-to-day decision making. This was facilitated by encouraging children to run activities, co-design our weekly program, reimagine and organise the physical space, and offer feedback and ideas to improve the service. Some examples of the children's suggestions included having dance parties and doing more arts and crafts. We responded to these ideas by programming weekly dance and art classes for a time, which were facilitated by our skilled staff members.

Vacation Care saw the children taking part in old favourites like Wheels Day, Cubby Building Day, and excursions to the Hahndorf Farm Barn and Woodhouse Activity Centre. We also introduced new experiences such as the popular Pirate Day and walking the Deanery Reserve trail to visit the fairy homes.

I stepped into the role of coordinator during the October school holidays and have continued to strive to create a fun and welcoming atmosphere by nurturing children's natural skills and allowing them to harness their creativity. It has been a fantastic learning experience so far, and I'll always be grateful for working with such a great community. A massive thank you to Lyn, Charlie, Eleanor, Eva, Stacy, and Chrissie for all their love, dedication and support they have given to create and facilitate the program. Their passion and dedication have not gone unnoticed, and they have ensured a fantastic experience for both students and families. I have thoroughly enjoyed working with the OSHC team and am grateful for all the experiences it affords me as the coordinator. I'm excited to see what 2023 has in store for us!

STAFF PROFILE

ANNIE WELDEN: Bachelor of Visual Arts & completing a Masters of Secondary Education



Annie joined the school as a teaching assistant during Term 3, 2022 and later took over as the OSHC Coordinator from Maddy during the October school break. She holds a Bachelor of Visual Arts and is completing her Master in Secondary Education. Outside of work, Annie enjoys honing her artistic skills, spending time with her two cats and taking weekend camping trips with friends.



ADMIN TEAM

STAFF PROFILES

ANTHEA HAGAR Community Engagement Officer BA
 Anthea joined the school in 2017 as Community Engagement Officer. She has a strong background in public relations, marketing and social media management. Anthea has three children who attend the school and she and her family love living in the Adelaide Hills.

PAUL NOON Business Manager BA (Acc)
 Paul joined the school in 2016. Married with four children, Paul enjoys nothing more than spending time with his family. He also enjoys football, cricket, golf, eating, watching a good movie with snacks, good music, sleeping in and tranquility.

TARA MCHENRY Receptionist BMus
 Tara joined The Hills Montessori School community in 2022 as a receptionist and stepped into a Cycle 3 school assistant role in 2023. Tara is currently completing her Master of Teaching (Primary) and in her spare time she enjoys playing music, gardening and spending time with her three young children.

JODIE SEARLE Wairoa Admin Assistant / Enrolment Officer / Admin Assistant Dip Nurs
 Jodie has been involved in the school for 14 years as a parent and volunteer. Since 2012 she has worked as a school assistant, receptionist, enrolment officer and administrative assistant. Jodie enjoys running, being outdoors and spending time with her family.

GABRIELLE TOOTH Receptionist / Finance Officer BComm
 Gab joined our team as a finance assistant and receptionist in 2015. She has two children and enjoys long summer days at the beach with her family.



COMMITTEES

Committees are chaired by Board members and are an essential part of the school's operation. Thanks to the parents, students, staff and their families who worked to improve the school and support its operations in 2022. We are grateful to all members who have shared their energy and expertise.

INFRASTRUCTURE & PLANNING

CHAIR: Ivano Cavuoto
MEMBERS: David Coulter, Robert Doolan, Paul Noon, Bonnie Scott & Marissa Woods

The ongoing challenges of the COVID-19 pandemic continued into 2022, with disrupted supply chain and depleted workforce resources to deal with. However, the I&PC still achieved some great outcomes for the Yulitwirra and Wairoa campuses.

A welcomed State Government grant from 2021 was used for furniture upgrades at both campuses, a new commercial cooktop and oven in the Wairoa food tech area and landscaping works. A comprehensive landscaping Master Plan for Wairoa's front garden and entrance, has been completed by Stringybark Landscaping and Stage 1 construction should commence in the New Year.

The Yulitwirra Cycle 1 building bushfire fighting sprinkler system was upgraded.

A new State Government grant was received in August and will be used to procure PV solar panels, to be installed on the Yulitwirra hall building.

A new direct fibre NBN cable connection was installed at Wairoa campus, enabling super-fast internet and intranet connectivity between the campuses.

The year culminated with the completion of the Master Plan for the Yulitwirra campus. The Master Plan (prepared by JPE Design Studio) involved extensive consultation with the entire school community, to set the priorities for capital development for the next 10 to 15 years. The Master Plan establishes seven stages of work, from new and refurbished buildings to landscaping works. Some key points of the Master Plan include a new Cycle 3 precinct development, a connected Infant Program and Cycle 1 area and the activation of the southern native bushland area.

Many thanks go to the I&PC members for their great input to the committee.

FINANCE

CHAIR: Joshua Ross (retired May 2022), **Chris Howland** (commenced June 2022)

MEMBERS: Jade Crathern, Iain Whitson (retired May 2022), **Andrew Park** (retired May 2022), **Anwar Daou** (commenced July 2022), **Cathy France, Susan Harris Evans, Pippa Milroy, Paul Noon**

The Finance Committee commenced 2022 with the preparation of the School's Financial Statements for the Year Ended 31st December 2021. Nexia Edwards Marshall audited and signed-off the financial statements, without qualification, which were subsequently tabled at the 24th May 2022 Annual General Meeting. The School satisfied all statutory and regulatory financial reporting obligations throughout the year.

Management of the School's 2022 budget was of primary importance to the Finance Committee throughout the year, particularly in the context of continuing COVID-19 constraints. The School's approved 2022 budget expected a \$32k operating surplus, including Building Fund donations, fundraising income and Out of School Hours Care and Day Care operations; however, the School realised a \$263,897 operating surplus for the

year. This favourable result was largely attributable to increased State Government recurrent funding, the final allocation of Block Grant Authority capital funding for the redevelopment of Wairoa, State Government capital grants for various initiatives, and offsetting variances between school fee revenue and salary related costs in response to changed enrolment numbers. It is important to note that the better-than-expected operating surplus is mostly due to favourable outcomes and not a shift in the profitability of the School operations. The School community generously donated \$16k to the Building Fund and generated over \$16k in fundraising monies, with both sets of funds to be reinvested into the School.

Debtor management continued to be a key focus of the Finance Committee throughout the year to ensure sound cash management. The School's outstanding debts at the end of 2022 remained relatively constant compared to the same time in 2021.

In addition to financial and management reporting commitments, the Finance Committee identified the following strategies as part of its 2022 Operational Plan:

1. Successful migration to PCSchool's web-based school finance and administrative system for Payroll, Creditors and Asset Register.
2. Provided input to the new Master Plan for the Yulitwirra Campus.
3. Successful negotiation of a new loan facility.
4. Pursued approval from the Australian Taxation Office for Deductible Gift Recipient status for the School Foundation's Building Fund.

The Finance Committee also reviewed and updated the following policies and procedures in 2022:

- Montessori Education Assistance Program Policy and Procedures
- Fee Policy and Procedures
- Consumable Budgets Procedures

MARKETING

CHAIR: Anthea Hagar
MEMBERS: Meg Barker, Cathy France, Paul Noon, Jodie Searle, Nicki Stewart

Despite the challenges presented by the pandemic, in particular the restrictions on gatherings, the Marketing Committee was proactive and creative in 2022 in finding ways to promote the principles and practices that support community engagement at The Hills Montessori School.

2022 was our Year of Appreciation and as restrictions slowly lifted and we became accustomed to the new way in which we were able to engage, we certainly appreciated the ability to return to school events, concerts, Open Days and excursions in the latter half of the year

The use of digital newsletters, Facebook and Skoolbag App was successful in connecting with families and promoting school activities, as well as highlighting the students' experience in the classroom.

The committee provided support in developing the new Strategic Plan for 2022-2027; had a key focus on increasing enrolments; worked to enhance the user experience of the website; and continued to work with the Foundation committee to establish the HMS Foundation.

The school's Public Relations efforts were effective in strengthening ties with the wider community by building the school's profile, reputation and communicating with its target audience.

POLICY

CHAIR: **Cathy France**

MEMBERS: **Meg Barker, Attila Nandori, Ruth Nisbet**

Policies reviewed:

- HR6 Performance and Development Program policy
- HR13 Work Health and Safety policy
- HR16 COVID 19 Staff policy
- AD5 Grievance policy
- AD6 Exclusion of Sick Children &

- Staff policy
- AD15 Social Media policy
- ST3 Class Allocation & Transition policy
- ST10 Sun Protection policy
- ST14 Student Grievance policy
- C1 Camps and Excursions policy

Procedures reviewed:

- HR6P Performance and Development Program procedures
- HR16P COVID 19 - staff procedures
- AD5P Grievance - staff procedures
- AD5P Grievance - parent procedures
- AD6P Exclusion of Sick Children & Staff procedures
- ST3P Class Allocation & Transition procedures
- ST10P Sun Protection procedures

The following were drafted as new policies and procedures

- ST2 Visiting Professionals Supporting Student Learning policy
- ST2P Visiting Professionals Supporting Student Learning procedures
- ST2P Visiting Professionals Request form
- ST2P Visiting Professionals Code of Conduct
- ST2P Induction Checklist for Visiting Professionals

STAFFING

CHAIR: **Cathy France**

MEMBERS: **Susan Harris Evans, Pippa Milroy co-opted Board & staff members**

The Staffing Committee convenes as required to recruit and appoint new staff. Members are co-opted from the staff and Board to work with the Principal and Assistant Principals. Staffing panels prepare advertisements, compile job and person specifications, shortlist applicants, conduct interviews, check referees and select and appoint new staff.

The following staff were appointed for the 2022 school year:

- Cycle 1 Preschool assistant – Erin Lewis was appointed
- Cycle 1 assistant – Kylie Kennewell was appointed
- Cycle 2 assistant – Jenny Burgoyne was appointed
- Cycle 3 assistant – Isobel Scott was appointed
- Individual Learning Support assistant - Olivia Moore was appointed
- Individual Learning Support assistant - Deb Clapp was appointed
- Student Wellbeing Worker - Katy Walker was appointed
- Cycle 1 teacher – Huda Alshamari was appointed
- Cycle 1 teacher – Bonnie Scott was appointed
- Cycle 2 teacher – Christine Perry was appointed
- Cycle 3 teacher – Alexandra Blenkinsop was appointed
- Specialist ICT teacher - Christine Perry was appointed
- OSHC coordinator - Maddy Ryan was appointed
- Casual OSHC worker - Eva Giannakis was appointed

The following staffing panels convened during 2022 to appoint staff:

- OSHC supervisor – Eleanor Kain was appointed

- Performing Arts teacher – David Simpfendorfer was appointed
- Cycle 1 Preschool assistant – Emma Sutherland was appointed
- Receptionist - Tara McHenry was appointed
- Kitchen Specialist (Wairoa) – Monica Bello was appointed
- Garden Specialist (Wairoa) – Josh Davis was appointed
- OSHC Coordinator – Annie Welden was appointed

The following staffing panels convened in Term 4 2022 to appoint staff for the 2023 school year.

- Cycle 4 teacher – Doris Stangl Round was appointed
- Cycle 4 teacher – Romlea Evangelista was appointed
- Cycle 2 teacher – Maddy Ryan was appointed
- Student Wellbeing Worker – Alice Bradley was appointed
- Cycle 3 School Assistant - Stacy Dong was appointed
- Cycle 3 School Assistant - Lauren Hinton was appointed
- Cycle 3 School Assistant - Nikki Bishop was appointed
- Cycle 1 School Assistant - Christina Hondros was appointed
- Cycle 1 School Assistant - Tiffany Schroeder was appointed

WHS

CHAIR: **Susan Harris Evans**

MEMBERS: **Penny Raven, Ellis Robb, Tris Turner**

The Work Health & Safety (WHS) committee met each term and WHS continued to be a fixture of the staff meeting agenda. The committee liaised with the Infrastructure and Planning committee to ensure a safe environment was provided for staff, students and volunteers.

2022 saw no change to the composition of the WHS committee. The committee however, sought regular input from the wider staff.

Highlights for the year included:

2022 saw the role of the WHS committee continue their significant role in managing and supporting COVID19 pandemic related safety concerns. The WHS committee members spent much time discussing prevention measures, reviewing, and increasing precautionary steps, communicating with staff and ordering and acquiring supplies, especially when in short supply. We were pleased to be able to install a number of air purifiers across the school. It was a very challenging time and I thank the committee members for their level headedness and support.

Bush fire safety and prevention continued to be of a significant focus. Staff revisited procedures and practised emergency drills. The fire pump and system for asset protection on the Cycle 1 building was reinstated.

Safety audits and playground audits were conducted throughout the year and resulting recommendations were acted upon.

Evacuation drills were carried out for internal and external fires and lock-in procedures.

All areas of the WHS Management Plan were implemented.

In 2022 a number of policies were reviewed. (#7, #4, #5, #8, #9, #10, HR17 & HR17P)

Electrical checks of equipment were completed.

Thank you to the dedicated staff who gave their time to ensure a safe environment for all. In particular we would like to acknowledge Paul Noon and Robert Doolan for their support – they willingly ‘jump into action’ whenever any safety issues arise.

FUNDRAISING

CHAIR: **Georgia Richmond**

MEMBERS: **Sascha Ferguson, Cathy France, Anthea Hagar, Nicole Killey, Amanda Prance, Ellie Ross, Jodie Searle, Alexis Winslow, Rebecca Zahra**

This year we were once again lucky enough to be a part of the People's Choice Community Lottery. All proceeds from selling these raffle tickets went directly to the school's fundraising efforts. The ease of purchasing tickets online assisted sales.

We held a very successful Bunnings Barbecue at the Mount Barker store. Families pitched in to cook and serve on the day.

We offered the school community the option of purchasing Spring bulbs as a fundraiser. This was successful, again, with the ease of the online purchasing.

Maria's Market was launched. After Covid closed the community produce swap stall, the fundraising committee sourced a cupboard and renovated it to relaunch a produce stall located in the Yultiwirra campus car park. Here we hope families will swap, share and sell produce with the school community for many years to come.

The annual Quiz Night was a joyful night with a theme of 'Music Legends'. The school hall was filled with the glitterati of music legends. We thank Pete Monaghan who was emcee and successfully encouraged people to dig deep into their pockets while playing games and challenges. We thank Paul Evangelista and Amanda Prance for providing the quizzers with a delicious meal. We also thank Bec Zahra for providing a new addition to the quiz night - a gin bar!

A Montessori stemless wine glass was designed and manufactured for purchase. These were sold at several events throughout the year.

In the Year of Appreciation, 'Appreciation Boxes' were offered for purchase as ready-made gift boxes.

At the end of the year the committee was thrilled to be able to organise a whole school family picnic. After years of not being able to come together in large groups the whole school, including Preschool, Primary and Middle school, gathered on the Bridgewater Oval. We thank Che Zahra for providing delicious paella and Bec Zahra for organising the bar. A group of Cycle 4 students provided fun activities for the younger children as families sat on picnic rugs and caught up. The event culminated in a Colour Fun Run where children raised funds for the school by running around a short course where they were covered in coloured chalk powders. It really highlighted how special and important these events are and so important to our school community.

We thank all the Fundraising committee members and appreciate their time and dedication. We also thank the school community for all the donations of time, funds, and goods throughout the year. Every bit, together, makes a large impact.

NEW FUNDRAISING IN 2022

Quiz Night	\$8,349
Family Picnic	2,953
Community Lottery	2,704
Sales of Food and Drinks	1,191
Sales of Hats, T-shirts, Tea Towels etc	939
Miscellaneous	285
	\$16,421

FUNDRAISING EXPENDITURE IN 2022

Public Address System	\$3,464
Common Room Storage	3,568
Defibrillator	3,009
Common Room Rug	1,054
Infant Program Growth Mat and Climb & Slide	684
Mugs & Glasses	543
Cycle 2 Raised Garden Beds	438
Portable Gazebos	380
Outdoor Yarning Circle Mat	303
Preschool Buckets and Scoops	282
Library Books	128
	\$13,853

Please note that accumulated, unspent Fundraising money from prior years was expended in 2022, and any unspent monies will be carried forward into 2023 for specific projects and purchases.



STAFFING

The Hills Montessori School staff comprises a committed and dedicated team of professionals who work hard and are passionate about children and young people and their learning, Montessori education and developing their own professional learning. We are proud of the stability and loyalty of our staff which provides continuity and a settled, secure environment for students.

Three University student teachers completed their practicums at our school across the year. We appreciate the opportunity to involve university students in our school and believe it will shape their future teaching and work with students. Thank you to the teaching staff for the time and effort given in mentoring and supporting student teachers.

STAFFING CHANGES

Nat Costello appointed on a 12-month contract working as a school assistant in Cycle 3 along with continuing to work as a Cycle 3 classroom teacher two days per week.

Suzie Saffin appointed permanently as the Learning Support teacher and in 2022 continued to work in the Cycle 3 classroom one day per week tandem teaching with Alex Blenkinsop.

Ben Noble and Romlea Evangelista covered Tim Moore's teaching commitments in Cycle 4 in Terms 3 and 4.

Christine Perry moved classes and covered the Cycle 2 classroom teaching position following Maggie Dodd's departure in Term 4 with Lisa Goodwin working full time in her Cycle 2 classroom.

APPOINTMENTS

Romlea Evangelista appointed on a 12-month contract working as a Learning Support school assistant across Cycles 1-3.

Erin Lewis appointed on a 12-month contract working as a Preschool assistant/child care supervisor in the Preschool.

Kylie Kennewell appointed on a 12-month contract working as a Cycle 1 Primary assistant.

Jenny Burgoyne appointed on a 12-month contract working as a Cycle 2 assistant.

Isobel Scott appointed on a 12-month contract working as a Cycle 3 assistant.

Olivia Moore appointed on a 12-month contract working as an Individual Learning Support assistant.

Deb Clapp appointed on a 12-month contract working as an Individual Learning Support assistant.

Katy Walker permanently appointed working as the Student Wellbeing Worker.

Alexandra Blenkinsop appointed on a 12-month contract working as a Cycle 3 teacher, tandem teaching with Suzie Saffin.

Huda Alshamari re-appointed on a 12-month contract working as a Cycle 1 Primary teacher tandem teaching with Bonnie Scott.

Bonnie Scott re-appointed on a 12-month contract working as a Cycle 1 teacher sharing the classroom with Huda Alshamari.

Emma Sutherland appointed as a Preschool assistant.

David Simpfendorfer appointed as the Performing Arts teacher at Yultiwirra.

Tara McHenry appointed as a receptionist.

Josh Davis appointed to the garden specialist position at Wairoa.

Eva Giannakis and **Eleanor Kain** employed as casual OSHC workers.

Monica Bello appointed to the position of Kitchen Specialist at Wairoa.

Maggie Dodd appointed in Term 3 as a Cycle 2 teacher to cover Bonnie Scott's maternity leave.

Annie Welden appointed as the OSHC Coordinator in Term 4.

INTERNAL APPOINTMENTS

Maddy Ryan appointed on a 3 term contract working as the OSHC coordinator in addition to a 6 month contract working as a Cycle 1 school assistant.

Christine Perry appointed on a 12-month contract working as a Specialist ICT teacher working with small groups of students from Cycle 2 and Cycle 3 classes teaching ICT skills in addition to overseeing the IT Yultiwirra network and NAPLAN online.

Lauren Kervers appointed as the Curriculum Coordinator for 2022 focusing on Literacy with a particular focus on Writing. Lauren also joined the Leadership team.

Eva Giannakis and **Eleanor Kain** covered short term contracts as assistants in Cycle 1 primary.

FAREWELLS

Maddy Ryan tendered her resignation and ceased working as the OSHC coordinator at the end of Term 3.

Alice Nisbet, Bonnie Scott, Sammi Rolt and **Riley Sabey** all took maternity leave and parenting leave throughout 2022.

Tim Moore took twelve months leave at the end of Term 2. **Wendy Birch** took 12 months leave at the end of Term 4.

Alexis Winslow (receptionist) tendered her resignation at the end of Term 2.

Maggie Dodd tendered her resignation early in Term 4.

We farewelled **Natalie Costello** (Cycle 3 teacher) who finished working at the school at the end of Term 4 after 15 years of service.

We also farewelled **Katy Walker** (Student Wellbeing worker), **Isobel Scott** (Cycle 3 assistant) and **Liza Savchuk** (Cycle 3 assistant) at the end of the year.

All other staff from 2022 were retained.



PROFESSIONAL DEVELOPMENT

Average expenditure on professional learning per staff member was \$2,282. Staff members were involved in a variety of professional development activities with several staff members pursuing professional development at their own expense and in their own time. Key activities are outlined below.

It is imperative that our staff can access quality professional development each year. In particular it's important to access Montessori professional development opportunities so staff can refine their skills and knowledge which benefits student learning outcomes. In South Australia we access the Montessori World Educational Institute (MWEI) courses and various staff attended a variety of MWEI workshops covering different curriculum areas. Each year we also access Montessori Schools and Centres Australia (MSCA) workshops which in 2022 were mostly offered as online workshops, webinars and hub groups. The MSCA Grassroots conference and Meeting in the Middle Forum were offered in person.

In addition to Montessori training, we need to keep abreast of national educational initiatives and innovations and government requirements. Consequently, our staff attend a variety of professional development opportunities and where appropriate, and within time constraints, staff disseminate information and knowledge amongst their colleagues.

There is other professional development that is accessed throughout the year which addresses specific needs of our school &/or student body eg epipen training, dealing with diabetes, manual handling.

We thank the staff for their commitment to their professional learning and the passion they all continue to show for life long learning.

CLASSROOM

Writing - All teaching staff

Climate Crisis and the Arts workshop - Pippa Milroy

Dyslexia presented by SPELD - All teaching and school assistant staff

Two day SHINE course 'Teaching it like it is' on relationships and sexual health for primary students - Sam Cameron

'Talk to Write' workshop presented by WA Dyslexic Foundation - Suzie Saffin

AISSA workshop on 'Supporting Language development in the early and junior years' - Lauren Kervers

Working with students on the Autism spectrum presented by Sarah Stubbs from Autism SA - All Yultiwirra school assistants

Creative Writing Workshop presented by play write Emily Steel through the SA Theatre Company - All teaching staff

Reconciliation Action Plan - Yultiwirra teaching staff

AISSA Artificial Intelligence - Creating Curious Classrooms Action Research project - Christine Perry

MONTESSORI

Completion of **AMI Montessori Administrators Certificate** - Cathy France, Susan Harris Evans, Pippa Milroy

MWEI 6-12 yrs four day Maths workshops held in Melbourne - Bonnie Scott

MWEI 6-12 yrs four day Geometry workshops - Bonnie Scott, Christine Perry

MSCA Down to Business forum - Paul Noon

MSCA Head to Head forum - Cathy France, Susan Harris Evans

MSCA Meeting in the Middle forum held in Perth WA - Dave Coulter, Pippa Milroy, Ben Noble

MSCA online webinar "From the Sandpit to Adulthood: Helping Today's Children

Thrive" presented by Maggie Dent - Twenty five teaching and school assistant staff attended

MWEI Foundation Theory of the Montessori philosophy - Erin Lewis, Deb Clapp, Olivia Moore, Jenny Burgoyne, Isobel Scott, Katy Walker, Maggie Dodd, David Simpfendorfer

MSCA Business Managers online hub group meetings - Paul Noon

MSCA Deputies online hub group meetings - Susan Harris Evans

MSCA online workshop; 'Embedding Aboriginal and Torres Strait Islander Perspectives in the Montessori 3-6 Classroom' - Kylie Kennewell, Tristen Turner, Maddy Ryan, Susan Harris Evans, Cathy France, Ruth Nisbet, Emily Nandori, Lauren Kervers

MSCA online workshop; 'Embedding Aboriginal and Torres Strait Islander Perspectives in the Montessori 6-12 Classroom' - Natalie Costello, Bonnie Scott, Alex Blenkinsop and Sam Cameron

MSCA online workshop; The Nature of 'Work' for Adolescents presented by Laurie Ewert Krockner - Cathy France, Pippa Milroy, Riley Sabey, Alice Nisbet, David Coulter, Tim Moore, Ben Noble, Gabes Maher and Wendy Birch

MSCA online evening parent webinar; 'Emotional Intelligence and Positive Discipline' presented by Sylvia Arotin - attended by ten HMS parents and Susan Harris Evans

Sydney Montessori Training Centre (SMTC) presented all day online workshop 'Supporting Children with Dyslexia' presented by Montessori trainer Alison Awes - Suzie Saffin

MSCA two twilight online workshops for 6-12 Montessori educators on Writing presented by Hali Halphen - Sam Cameron, Riley Sabey, Lauren Kervers

MSCA Grassroots national conference weekend at Adelaide Hills conference Centre at Hahndorf, SA - all teaching staff and some school assistants.

MSCA webinar: 'From Good Intentions to Positive Behaviours' presented by Dr Helen Street - Cathy France, Susan Harris Evans, Pippa Milroy, Lyndal Chittleborough, Kylie Kennewell, Olivia Moore, Jenny Burgoyne

WELLBEING

Recording wellbeing notes through PCSchool presented by Katy Walker - attended by all teaching staff

AISSA two day seminar on Developing Whole School Approaches to Wellbeing by Donna Cross - Cathy France

Responding to Self-Harm and Suicide Attempts - Katy Walker

Resilience and Wellbeing for teachers - Susan Harris Evans

ADMINISTRATION

AISSA online workshop; Nationally Consistent Collection of Data - Suzie Saffin

AISSA OSHC coordinator network meeting - Maddy Ryan

The Essential NQS Assessment and Rating - Maddy Ryan

AISSA online workshop; 'The Board Fundamentals Program - Issues Impacting Independent Schools' - Cathy France

AISSA online session on Responding to the Cessation of the Vaccine Mandate - Cathy France, Susan Harris Evans

PCSchool creditors and payroll - Gab Tooth, Paul Noon

Evidence Requirements for the NCCD on Students with Disability - Suzie Saffin

NCCD multi tiered system of support - Suzie Saffin

AISSA online workshop; Structures and Practices supporting the behaviour of students with a disability - Suzie Saffin

ADMINISTRATION

COMMITTEE MEMBERSHIPS

- Association of School Business Administrators | **Paul Noon**
- MWEI | **Susan Harris Evans**

AISSA

- Heads of School | **Cathy France**
- Schools Group Representative Committee | **Cathy France**
- Early Childhood Reference Group | **Susan Harris Evans**
- Business Administrators | **Paul Noon**
- Responding to Early Adolescent Learners' (REAL) Reference Group | **Pippa Milroy**
- Primary Curriculum Reference Group | **Susan Harris Evans**

MSCA | MONTESSORI SCHOOLS & CENTRES AUSTRALIA

- MSCA Board | **Cathy France** (Chair)
- MSCA Business Managers Hub Group | **Paul Noon**
- MSCA Deputies Hub Group | **Susan Harris Evans** (Chair)

ADMINISTRATION REVIEWS

- The school was informed by the Commonwealth Government that the Direct Measure of Income score was reviewed and reduced from 103 to 102. This positively impacts the Commonwealth funding for the school.
- Following a formal consultation plan with staff the Vaccination policy and procedures were drafted early in 2022. Input was gathered via a staff survey. The Independent Education Union was notified and informed of the consultation plan and given the opportunity to meet or provide feedback. Advice was also sought from the industrial relations advisor from AISSA. Board members were also surveyed to gather their input on the topic. The leadership team considered the feedback from staff and Board regarding vaccinations and drafted a Vaccination policy and procedures for consideration by staff and Board. The Vaccination policy was ratified by the school Board in May and disseminated to staff.
- The Vaccination policy came up for review later in the year as COVID case numbers fell and government restrictions eased. Input and views were gathered from staff regarding the vaccination policy. A survey was sent out to staff and the results were presented to the School Board to assist with decision making. The Vaccination policy and procedures were discontinued in November.
- The Enterprise Agreement (EA) was reviewed in 2022. Staff representatives, the union, the AISSA Industrial Relations Advisor, School Board representatives and school management attended a number of meetings to agree on salary increases and staff working conditions. The staff voted, agreed on the proposed salary increases and the reviewed document prior to it being lodged with the Fair Commission for approval. The EA was approved by the Fair Work Commission in December.
- Following an internal review, it was determined that the school Newsletter would be published three times per term rather than fortnightly.
- Mask wearing was reviewed throughout the year following SA Health advice. The wearing of masks at school was eased for staff in September following falling COVID case numbers and the easing of restrictions by the government.
- The Covid policy and procedures were reviewed following SA Health and AISSA recommendations.

ADMINISTRATIVE INITIATIVES

- New storage cupboards were installed in the Yultiwirra common room.
- A Strategic Planning committee was formed made up of leadership, staff, parents and Board members and chaired by Meg Barker (Board member). Students, staff and parents were widely consulted and provided with opportunities to give input. The new 2022-2027 Strategic Plan was ratified by the School Board and disseminated to the school community at the beginning of Term 3.
- The Foundation Board continued to meet throughout 2022 working through the operational plan and undertaking actions and activities to set up and establish the entity. The Foundation membership policy and procedures, membership form and donation form were drafted. A Foundation membership badge and marketing collateral was designed. A Privacy Policy and Procedures along with the Collection Notice were drafted. The Foundation donation policy and giving form were created and ratified. A Special General Meeting was held to make some slight alterations to the Foundation Constitution in order to be able to comply with the ATO requirements around managing a DGR fund.
- JPE Design Studio were engaged to develop a Master Plan for Yultiwirra. Staff, students and parents were surveyed as part of the consultation process. A consultation session was held with the Board executive, I&PC chair and school leadership team. An additional consultation session was held with class parent reps and any other interested parents. Preliminary concept plans were presented to the School Board with more feedback being provided. The final Master Plan was completed in November 2022.
- The parent reps in 2021 helped develop a new parent brochure regarding healthy food to support the school's healthy food policy. The brochure includes healthy food guidelines for our school as well as outlining school routines and explanations for our commitment to following 'nude food' practices. There were also tips for parents who are looking for ideas regarding packed lunches. The new Healthy Food Guidelines brochure was launched and is now included in the family welcome packs.
- Anne Winter, Janine Moses and Maree Clarke were bestowed with Life Memberships to the school at the 2022 AGM.
- The ownership of Wairoa was transferred from the unit trust HMS Mercantile to the school following the final purchase of units.
- Stringybark Landscaping designed a landscaping concept for Wairoa. This project is being funded by the 2021 July round of state government capital funding.
- The school was successful in receiving a \$2000 grant from Reconciliation SA to go towards engaging an indigenous person to work in the school one day a week in Term 4 on a variety of educational activities with students and staff. David Booth was engaged.
- A new policy and procedures for visiting professionals was drafted.
- A new recording system was implemented for the learning support program at Yultiwirra.
- The OSHC and Childcare services moved to a cloud based program to better assist with recording and reporting in addition to providing more functionalities for parents/caregivers.
- An ICT committee was established to create an ICT Master Plan. The committee comprises of staff stakeholders from all relevant areas of the school. The committee has reflected upon why we need a ICT Master Plan, what the expectations are of current stakeholders, what the current snapshot of ICT looks like in the school and what platforms and programs are currently used. The committee undertook a SWOT analysis and talked about the vision for ICT in the future and what the next steps would be in creating an ICT Master Plan and operational plan.

GOVERNANCE & STAFF

PRINCIPAL

Cathy France *DipT, BEd*

TEACHING STAFF

Huda Alshamari *BA, Grad Cert Arts, Grad Dip Montessori*

Alex Blenkinsop *BEd ECE*

Samantha Cameron *BEd (ECE), BA*

Lyndal Chittleborough *Grad Dip Ed, BA, Grad Dip App. Linguistics*

Natalie Costello *BEd (JrPrim/Prim), Enrolled Nurse*

David Coulter *BA, BEd (Prim/Mid)*

Lisa Goodwin *BEd (JrPrim/Prim), BEd (ECE)*

Susan Harris Evans *MEd, BEd, DipEd (Montessori), DipT, Cert IV Workplace Assess, Grad Cert Ed (Change Leadership)*

Lauren Kervers *BHlth Sc, Grad DipT (Mid/Sec)*

Pippa Milroy *GradDipEd, BA, Mont. Orientation to Adolescent studies*

Tim Moore *BEd (Upper Prim/Lower Sec), MEd (Soc Just)*

Attila Nandori *BEd (Prim/Mid)*

Emily Nandori *BEd (ECE)*

Alice Nisbet *BA, BEd (Mid/Sec)*

Ruth Nisbet *DipT (ECE), BEd (ECE)*

Ben Noble *BA, BEd (Mid/Sec)*

Christine Perry *B Teaching & Learning, Dip Outdoor Rec*

Penny Raven *BEd (JrPrim/Prim), BA*

Ellis Robb *BEd*

Riley Sabey *BEd (Sec), BA, Dip Management*

Suzie Saffin *BEd*

Bonnie Scott *BSc, MTeach EC*

David Simpfendorfer *MEd studies, Dip Ed Music, BA (Contemp Music)*

Tristen Turner *BEd (Prim), BEd (ECE), Dip Montessori (3-6)*

SUPPORT STAFF

Monica Bello

Wendy Birch *GradDipT, BAppSci (Physics)*

Jenny Burgoyne *Bachelor of Teaching ECE*

Deborah Clapp *Cert IV Library Studies*

Josh Davis

Romlea Evangelista *BEng (Mech), MTeach (Prim)*

Eva Giannakis *BA*

Nikki Green *BSC Hons, Cert III Ed Support, AMI Montessori 6-12 Ass Cert*

Lyn Gryka *Cert III Ed Support*

Heidi Kaethner *BA Hons English, DipT (ECE)*

Eleanor Kain

Erin Lewis *Dip Children's Services*

Gabrielle Maher

Olivia Moore

Sammi Rolt *Dip Early Ed&Care*

Maddy Ryan *BDes (Archi), Dip Lang (Indo)*

Liza Savchuk *BVisArt, Cert III EduSupport*

Isobel Scott

Emma Sutherland *Adv. Cert.in Child Care*

Marissa Woods

ADMINISTRATION STAFF

Anthea Hagar *Community Engagement Officer BA*

Tara McHenry *Receptionist BMus*

Paul Noon *Business Manager BA (Accountancy)*

Jodie Searle *Enrolment Officer/Yultiwirra & Wairoa Admin Assistant Dip Nursing*

Gabrielle Tooth *Receptionist/Finance Officer BComm*

Katy Walker *Student Wellbeing Worker BSoSci(Couns), Dip Youth Work*

Alexis Winslow *Receptionist Cert II Arts*

GROUNDS & MAINTENANCE

Robert Doolan *Cert III ECEC, Cert III Cab Making*

SCHOOL MANAGEMENT BOARD

Jade Crathern *President*

Anwar Daou *Vice President & Public Officer*

Chris Howland *Treasurer*

Cathy France *Principal*

Susan Harris Evans *Assistant Principal*

Paul Noon *Business Manager*

Meg Barker

Ivano Cavuoto

Anwar Daou

Andrew Park

Nicki Stewart

Suzie Saffin *Staff Representative*

Paul Daly *Immediate Past President*

The School Board is assisted by:

Jodie Searle *Administration*

SCHOOL OFFICE

12 Anderson Road, Aldgate, South Australia, 5154

BANKERS

Commonwealth Bank of Australia , 96 King William St Adelaide

AUDITOR

Nexia Edwards Marshall, Flinders Street, Adelaide

SOLICITORS

Great Southern Credit

BACK COVER *Some of our wonderful staff through 2022*



The Hills Montessori School

ESTABLISHED 1978

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