

Special Edition: 2022 School Performance Information Report

As part of our funding agreement with the Australian Government, we are required to ensure that specific "School Performance Information" is made publicly available to the school community. This information has been provided to the school community in other forms such as 2022 newsletters, Skoolbag app and the 2022 Annual Report.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2022 school year and expands on the information provided on the Commonwealth Government's My School website.



PROFESSIONAL ENGAGEMENT MEASURES

1. Contextual Information about the School, including Characteristics of the Student Body

The Hills Montessori School provides 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 environment. The Hills Montessori School philosophy is based on Dr Maria Montessori's philosophy and the universal values of self respect, respect for others and respect for the environment, fostering a love of learning and a sense of community responsibility.

Concepts are taught that are appropriate to the level of the child, with the emphasis being on providing individual and small group-tuition. Children learn through practising tasks rather than simply listening and having to remember. The Montessori methodology emphasises practical applied learning incorporating the use of thoroughly researched and carefully designed materials. Multi-aged class structures ensure that strong relationships develop between staff, students and their families as children remain with the same teacher for a 2-3 year period. This structure fosters the development of a sense of community and responsibility.

Students are encouraged to value difference, uniqueness and respect for the environment. Our application of the Montessori philosophy encourages active rather than passive learning. We empower our students to initiate their own activities helping them develop self-reliance, independence, and a sense of ownership of their work. We also place great importance on co-operative learning. The classroom culture is caring and non-competitive. All school members are committed to treating others positively and with dignity.

At The Hills Montessori School, Dr Maria Montessori's philosophy of educating the "whole child" is at the heart of everything we do. The Montessori philosophy and methodology guide the implementation of current curriculum initiatives, ensuring that students acquire necessary contemporary knowledge and skills in a relevant, child-centred manner. The result is a curriculum with all areas of learning interrelated and supported by up-to-date information technology resources.

The Hills Montessori School's curriculum is an in-depth and integrated one, designed to develop the "whole child". The areas of learning covered are: English, Mathematics, The Arts, Health & P.E., LOTE, Technology and the Montessori Cultural Curriculum, which incorporates a broad range of the sciences, history and geography. Students experience interrelated learning opportunities and immersion in various topics that provide extensive learning opportunities including the development of cultural awareness and creative expression.

The language and culture of Indonesia is taught from Preschool to Year 9. Our school encourages a love and appreciation of music through classroom lessons with a specialist teacher in the Preschool and Primary school programs. Private tuition is available during school hours in a range of instruments. Singing tuition is also available individually or through involvement in the two school choirs.

The school offers a 0-3 Infant Program, a Preschool transition program for 2½ - 3 year olds, a Preschool program for 3-5 year olds, primary education from Reception to Year 6 and in 2011 we opened the first Montessori Middle School in South Australia offering tuition from Year 7 to Year 9.

The student numbers and cohort changes throughout the year as new students start in the programs offered to children from 0-5 years of age. Primary school numbers usually remain constant except those in Cycle 1 Primary where there is intake into Reception each term. The following snap shot was taken in August:

Infant program	27 students	63% boys, 37% girls
Transition & Preschool	30 students	63% boys, 37% girls
Reception to Year 6	124 students	40% boys, 60% girls
Years 7 to 9	46 students	61% boys, 39% girls
TOTAL	227 students	50% boys, 50% girls

This number varies to that on the My School website as it includes the Preschool and Infant Program students. At this time, we had 0 indigenous student.

The Learning Support Program has three levels at The Hills Montessori School. Students with special needs are equitably placed into the program using procedures that ensure resources are distributed according to need and are used effectively and meet accountability standards.

Level 1: Students are supported by school assistants using necessary adjustments of the teacher's classroom program.

Level 2: Students are supported by school assistants providing one to one support targeting specific skills' instruction and necessary adjustments are made to the teacher's classroom program.

Level 3: The Learning Support team provides explicit programs for students with identified learning needs. The Learning Support team provides one to one support and small group support with necessary adjustments made.

The total number of students with special needs recognised for additional Commonwealth Government funding in 2022 was 37 students (22% of whole school – Primary & Middle School). We provided additional support for 22 students (12.9% of whole school – Primary & Middle School).

Value Added

The Hills Montessori School exists to add value to the education experience of our students and the experience of the wider school community. Value is added by extending upon the statutory curriculum requirements imposed on schools, by our ethos, culture and environment, and by the experiences provided by the school. What follows is a range of examples of activities undertaken during 2022 that added value to the educational experience at The Hills Montessori School.

Curriculum Related Activities

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| <ul style="list-style-type: none"> • Specialist Music, PE and Indonesian lessons • Individualised Learning Programs • Cycles 2 & 3 Diagnostic Testing, Terms 1 and 3 • Transition visits • Collaborative Interviews • Middle School 'Round Table' discussions • Negotiated Education Plans for students with specific learning difficulties • Montessori materials supporting students in Maths, Language and the Cultural Curriculum • Snap Shot books • Exhibitions of Learning – Cycle 4 • Virtues Program • Feeding the Community & Tastes of the World – Cycle 4 • Statewide Wellbeing and Engagement Survey – Cycles 3 & 4 • National Australia Indonesia Language Awards competition – Cycles 2, 3 & 4 • Remote Learning program • Wellbeing lessons and support from Student Wellbeing worker • SA Refugee Week - Youth Poster Awards | <ul style="list-style-type: none"> • Premier's Reading Challenge • Buddy Reading – Preschool and Cycle 3 • Book Week Celebrations • Science Week activities • Reconciliation Week/Sorry Day activities/NAIDOC week • Recorder Group – Cycle 2 • Service Learning Program – Cycle 3 • Games Day – Cycles 2, 3 & 4 • Games Day Cycle 1 Preschool & Cycle 1 Primary • Market Day – Cycle 4 • Wairoa twilight Cultural Festival • Nude Food program • Indonesian Independence Day festivities • Wheels Day – Preschool • International Youth Silent Film Festival – Cycle 4 • Gardening program with Robert – Yultiwirra students • Indonesian Sister school • As a part of the school's RAP actions, each class took turns to create their own Acknowledgement of Country and presented them at sharing assemblies • Clean Up Australia Day activities |
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Extra Curricula

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| <ul style="list-style-type: none"> • Sustainability Group • Cycle 2 & Cycle 3 Choir • Fencing team | <ul style="list-style-type: none"> • Lunchtime Club at Yultiwirra • Body & Mind (BAM) Sessions for Yultiwirra students |
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Additional Services

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| <ul style="list-style-type: none"> • Before and After School Care • Breakfast program • 3-5 yr old Child Care | <ul style="list-style-type: none"> • Preschool Transition Program • Infant Program • Vacation Care |
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Excursions

In 2022 students in various cycles and classes went on a range of excursions including:

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| <ul style="list-style-type: none"> • Living Kurna Cultural Centre • SA Art Gallery • Mad Scientist Escape Room • Adelaide Central Markets • Gluttony and Garden of Unearthly Delights • The Capri Cinema • University Senior College • Monarto Zoo | <ul style="list-style-type: none"> • 'Cycle 4 Big Day Out' walking around Stirling and Aldgate • Landscape gardener Amanda Reynolds working garden; Green Platypus Gully • Various local businesses in Stirling • Cycle 3 end of year excursion to Marion Bowland and Marion Park • Cycle 4 end of year excursion to the Beach House |
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Leadership Opportunities

- Big Brother/Big Sister program
- Leadership committee
- Leadership Day & the Mad Scientist Escape Room – Year 6
- Senior students led Sharing Assemblies
- Managerial positions in the Adolescent Program
- Sustainability Group
- Cycle 3 students acting as Open Day guides
- Year 6 Graduation
- Year 6 Graduate program
- Year 9 Graduation
- Exhibition of Work & Learning

The Arts

- Choir, recorder, guitar, drums, voice and piano lessons offered
- Choir performances
- Cycles 1 & 2 Music Concert – cancelled due to COVID
- Cycles 3 & 4 Music Concert – cancelled due to COVID
- Cycle 4 Coffee House Cabaret
- The Picture of Dorian Gray and Wudjang: Not the past – Festival performances – Cycle 4
- Cycle 3 performance – ‘The Greatest Show’
- End of year concert – Yultiwirra students

School Camps

In 2022 Cycle 2, Cycle 3 & Cycle 4 classes attended class camps to the following areas:

- Cycle 2 (Penny/Bonnie’s Class and Lisa’s Class) –overnight sleepover at school
- Cycle 3 – 3 day/2 night aquatics camp at Normanville
- Cycle 4 – 2 night orientation camp to Woodhouse in Term 1
- Cycle 4 - 3 day Geology camp at Mannum in Term 3
- Cycle 4 - 3 day aquatics camp at Port Vincent in Term 4

Visitors to School

- A variety of ‘experts’ visited the Middle School throughout the year to work with and assist the Middle School students with their work
- Suara Indonesian Dance performance
- Life Education Van – Preschool to Cycle 4
- David Booth, indigenous artist – Yultiwirra students
- Maria Taylor from ‘Play States’ – nature play – Cycle 1
- JPE architects – student Master Plan consultation
- RSPCA - ‘AWARE – Animal Sentience’ program – Cycles 1 & 2
- Nature Play SA
- Professional Chef – knife skills – Cycle 4
- Lacrosse clinic – Cycle 4
- Hockey clinic – Cycles 1,2,3
- Netball SA – Cycles 2 & 3
- Physiotherapist Matt Heavyside – Cycle 4

Community Service

- Yultiwirra students celebrated Maria Montessori’s 152nd Birthday with Year 6 student leaders visiting each class and reading a book about Maria Montessori’s life story. They also arranged for a ‘guess the pasta pieces in the vase’ activity.
- All Yultiwirra students were involved in Clean Up Australia Day activities.
- Cycle 3 students worked on Service Learning Projects within the school.
- The school community donated food stuffs for St Vinnies Christmas Hampers.
- Cycle 3 students ran a collection drive of old mobile phones. All phones donated would be refurbished and resold by PhoneCycle, or dismantled and recycled by Mobile Muster, the only not for profit Government accredited mobile phone recycling program. These organisations then donate the money raised to Jane Goodall Institute Australia, which supports the work of Jane Goodall’s conservation programs for chimpanzees and gorillas in Africa.

Parent Involvement & Connection

- Parent Information Night
- Parent Education Session – ‘Introduction to Montessori Philosophy’ on Zoom
- Parent Education Session – ‘Transition to Cycle 1 Primary’
- Class Parent Representatives – meetings were held online via Zoom due to COVID
- Volunteer Training
- Community Breakfast at Yultiwirra – cancelled due to COVID
- Sharing Assemblies
- Community Support program
- Class parent rep sausage sizzle at the start of each term
- Snippets sessions for parents – – cancelled due to COVID
- Parent Discussion Groups with Katy (Student Wellbeing worker)
- Quiz Night
- Online evening parent webinar; ‘Emotional Intelligence and Positive Discipline’ presented by Sylvia Arotin.
- Online parent evening webinar; ‘From the Sandpit to Adulthood: Helping Today’s Children Thrive’ presented by Maggie Dent
- Parents ran a Sausage Sizzle at Bunnings as a fundraiser
- Fundraising events & activities
- Parents volunteering in classrooms, on excursions & camps
- Parent/Teacher interviews
- Skoolbag App
- A swap, share and sell produce stall was organised by parents
- Parents organised ‘Appreciation Boxes’ as a fundraiser
- Fortnightly digital Newsletter
- Fundraising committee - meetings held via Zoom due to COVID
- School Board and Standing committees
- Interested parents were invited to join the Reconciliation Action Plan (RAP) committee
- Class Social events organised by class parent reps each term
- School Facebook site
- Book Week – parents helped to create five different installations
- The Foundation Board consisting of seven members made up of current parents, Life Members, an Old Scholar, School management and a representative from the School Board met on a monthly basis
- The Strategic Planning committee made up of school leadership, staff, parents and Board Members drafted the new Strategic Plan following an extensive consultation process with parents, staff and students. This committee was chaired by a parent
- Parents were invited to be a part of the School’s Master Plan consultation with the School’s architects. The School’s Master plan process and core group was chaired by a parent
- A Family Picnic and Colour Run was held at the end of the year at Bridgewater Oval, organised by parents

Wider Community Events

- All teaching staff and some school assistants attended the Montessori Schools and Centres Australia (MSCA) Grassroots national conference held over two days of a weekend in September at the Adelaide Hills Conference Centre in Hahndorf, SA.
- Cycle 4 students held a Market Day at Wairoa where students offered a variety of goods and services. Parents, friends and staff attended the Market.
- A Cycle 3 student competed in the National Youth Championships in Bouldering in Sydney where she placed ninth in Australia.
- As part of SA Refugee Week the Australian Migrant Resource Centre and Children’s Artspace at 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. 70 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.
- In honour of Refugee Week and World Refugee Day, the Cultural Understanding Committee organised a rice and spice donation drive to support refugee families who were forced to flee their home countries and used their human right under the Refugee Convention to come to Australia and seek asylum.
- Each Yultiwirra class was involved in making cards for refugee families expressing the feeling of ‘I’m happy you are here, I’m happy you are safe’. These cards were given to refugee families with the rice and spice that have been donated by school families.
- All teaching staff and some school assistant staff attended an online webinar offered by MSCA. Maggie Dent presented the session, ‘From the Sandpit to Adulthood: Helping Today’s Children Thrive’.
- Students from the Adolescent Program ran a successful Café at Wairoa in Term 4 for the parent community. Terms 1,2 and 3 cafes were cancelled due to COVID.
- Two Cycle 4 students competed in the State Cross Country Championship at Oakbank.
- Students represented the school in the Adelaide Hills team, as part of the SAPSASA Swimming State Championships.
- Cycles 1 & 2 students participated in a Zoom meeting with students from our Indonesian sister school, SD Alfa Centauri, in

Bandung (West Java). Students took turns practising greetings, introducing themselves and chatting about their hobbies in both Indonesian and English, depending on their language ability and confidence.

- Eight staff members attended a Saturday full day MWEI Introduction to Montessori Philosophy workshop.
- The school supported three pre-service teachers as they completed their teaching practicums in various classes across the school.
- Three Wairoa staff attended the three day 2022 national MSCA Montessori Adolescent Forum (Meeting in the Middle) which was held in Perth WA.
- Cathy France helped organise the one day online national MSCA 'Head to Head Forum' for Montessori principals from around Australia. Cathy France and Susan Harris Evans attended the Forum.
- Susan Harris Evans chaired the MSCA Deputies online hub group for Montessori deputies from around Australia.
- Cathy France is the chairperson of the national Montessori representative body; Montessori Schools and Centres Australia.

2. Teacher Standards and Qualifications

In addition to the formal qualifications, all staff undergo training in Responding to Abuse and Neglect and First Aid and hold the necessary qualifications for teacher registration in South Australia. Staff also undertake study and professional development in Montessori philosophy and practice. We greatly value the expertise, talent, skills and commitment of our staff at The Hills Montessori School and believe that the stability of our staff is a true asset of our school.

3. Workforce Composition, including Indigenous Composition

The workforce at The Hills Montessori School in 2022 consisted of:

Teaching staff	24 (no. of employees)	15.8 Full Time Equivalents (FTEs)
Non-teaching staff	19 (no. of employees)	9.1 FTEs
Admin Staff	5 (no. of employees)	3.5 FTEs
Child care	4 (no. of employees)	
Groundspeople	1 (no. of employees)	0.96 FTE

There are currently 0 indigenous employees.

4. Student Attendance

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year. The average student attendance rate for our school in 2022 was 87%. The rates of attendance at each year level were:

Year 1:	87%	Year 4:	84%	Year 7:	88%
Year 2:	89%	Year 5:	86%	Year 8:	88%
Year 3:	82%	Year 6:	85%	Year 9:	92%

Parents are required to phone the school to notify when students will be absent, providing a reason for the absence and length of the absence. If a phone call is not received by 9.30am the school will call or send a text message to confirm the student's whereabouts. Persistent, habitual and unjustified failure to attend school by a child of compulsory age will be reported to the Department for Education District Attendance Counsellor.

5. Student Outcomes in Standardised National Literacy and Numeracy Testing

Each year, all students in Years 3, 5, 7 and 9 are required to sit Australia wide tests in reading, writing, spelling, grammar and numeracy to establish the proportion of students achieving national benchmarks. Data for 2022 are shown in the table below.

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

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

NAPLAN results vary from year to year, depending on the size and nature of the student cohort. When looking at the NAPLAN data results, parents need to be mindful of the following key issues:

- 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 & 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 that 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.
- 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 & numeracy.

6. Parent Satisfaction

Feedback from parents occurs through a number of sources, some formal and some informal. Feedback is obtained through the Newsletter, feedback surveys, by comments through class parent representatives and school committees and specific feedback to teachers and the Principal. Such feedback is always welcome. The overwhelming message in this feedback is affirmative, encouraging and helpful. Of course, concerns and suggestions are also expressed, and this provides the school with the opportunity to enquire further and to address concerns and investigate suggestions.

During 2022 positive parent feedback was received about:

- ❖ some of the online parent education sessions that were offered throughout the year.
- ❖ the Term 4 program whereby David Booth, an indigenous leader and local artist worked with Yultiwirra students on a weekly basis guiding students through storytelling, identifying indigenous artefacts, jewellery making, dance and creating a mural.
- ❖ being able to come together in person for the annual Quiz Night.
- ❖ the end of year school gathering, picnic and Colour Run held at the Bridgewater oval.
- ❖ the opportunity to provide input into the Master Planning process.
- ❖ the Cycle 3 performance of ‘The Greatest Show’.
- ❖ the vast, varied and interesting learning opportunities that students experience across the school.

Some issues, concerns and ideas were raised and gathered from parents through a variety of sources throughout the year.

The restrictions placed on schools due to COVID continued to greatly impact the level of parent involvement and connection in 2022. Although parents understood the reasons behind the restrictions and complied, they expressed frustrations about not entering the school grounds or being able to help in classrooms, which in turn demonstrates that these activities are greatly valued by parents and help build and maintain a sense of community within the school. Typically, the school enjoys a high level of support and involvement by parents, and these COVID times have highlighted the importance of the partnership between school and families in supporting children and young people with their learning. Parents have indicated that they would like the school to optimise the use of the school’s bush areas.

7. Staff Satisfaction

Feedback from staff occurs through a number of sources, both formal and informal. Staff provide feedback at staff meetings, committee meetings, through feedback sheets, questionnaires and annual personal development plans and directly to the Principal.

During 2022 positive staff feedback was received about:

- ❖ the MSCA Grassroots conference attended by teaching staff and the opportunity to network and spend time with other Montessori educators from around Australia.
- ❖ the return of the in person MSCA Adolescent educators forum that was held in Perth WA and the possibility to attend, share, support and learn from fellow Montessori educators.
- ❖ the formation of a staff ICT committee to draft an ICT Master Plan.
- ❖ the Wairoa landscaping Master Plan.
- ❖ the greatly improved internet connection at both campuses.
- ❖ the ICT position created to offer ICT small group lessons to Cycles 2 & 3 students.
- ❖ the Term 4 program offered by David Booth, an indigenous leader and local artist who worked with Yultiwirra students on a weekly basis.
- ❖ the collaborative and consultative approach undertaken by the School for the drafting of the COVID and Vaccination policies and procedures, and the EBA process.
- ❖ the strong relationships, collaborative nature and team spirit amongst a very supportive and caring staff.

Yultiwirra staff expressed the need to re-design the Cycle 3 learning space and to provide more breakout learning spaces and to use the Master Planning exercise to address this need. Staff would like to see improved play opportunities for Yultiwirra students in the bush.

8. Student Satisfaction

Feedback from students occurs through a number of sources. Students provide feedback via class meetings, Leadership committee, class feedback forms, teacher conferences, student reports and directly to the staff.

During 2022 positive student feedback was received about:

- ❖ the Service Learning program offered by Cycle 3 students at lunchtime for the Cycles 1 & 2 students.
- ❖ the David Booth workshops offered to Yultiwirra students in Term 4.
- ❖ ICT small group lessons offered to Cycles 2 & 3 students.
- ❖ the Cycles 2, 3 and 4 Games Day and for the opportunity for students to come together from both campuses.
- ❖ the wide variety of Occupations offered to Cycle 4 students throughout the year.
- ❖ the end of year school gathering, picnic and Colour Run held at the Bridgewater oval.

Wairoa students would like to see play equipment installed at the Wairoa campus. Yultiwirra students would like additional play equipment in the bush play area.

9. School Income

Commonwealth Government Funding	\$1,851,966
State Government Funding	\$497,496
Fees paid by Parents	\$1,293,268
Miscellaneous receipts	\$72,962
Fundraising	\$16,421

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