

# Special Edition: 2016 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 2016 newsletters, School Directory and the 2016 Annual Report. What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2016 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 10. 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 2¾ - 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 10.

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	32 students	44% boys, 56% girls
Transition & Preschool	48 students	54% boys, 46% girls
Reception to Year 6	110 students	54% boys, 46% girls
Years 7 to 10	41 students	59% boys, 41% girls
<b>TOTAL</b>	<b>231 students</b>	<b>53% boys, 47% girls</b>

This number varies to that on the *My School* website as it includes the preschool and infant program students. At this time we had 2 indigenous students.

The Learning Support Program has three levels of the program 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 Teacher provides explicit programs for students with identified learning needs. The Learning Support Teacher 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 2016 was 5 students (3.3% of whole school – primary & middle school). We provided additional support for 46 students (30% 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 2016 that added value to the educational experience at The Hills Montessori School.

### **Curriculum Related Activities**

Specialist Music, PE and Indonesian lessons	Premier's Reading Challenge
Individualised Learning Programs	Sustainability group & environmental projects
Cycle 2 & 3 Diagnostic Testing, Terms 1 and 3	Book Week Celebrations
Transition visits	Specialist Gardening Program
Collaborative Interviews	Cycle 3 Electives Program
Middle School 'Round Table' discussions	Science Week activities
Negotiated Education Plans for students with specific learning difficulties	Preschool Yoga lessons
Montessori materials supporting students in Maths, Language and the Cultural curriculum	Reconciliation Week/Sorry Day activities
Snap Shot books	Move to Learn Program – Cycle 2
Exhibitions of Learning – Cycle 4	Recorder Group
Virtues Program	National Day of Action against Bullying & Violence activities
The Rite Journey – Cycle 4	Service Learning Program – Cycle 3
Way to Go Bike Education – Cycle 3	Gamelan Orchestra lessons (Term 4)
Cycle 3 production 'Kids in Space'	Festival of Arts evening
Feeding the Community & Tastes of the World – Cycle 4	Life Education Van - Preschool – Year 10
Self Defence for Women – Cycle 4	Wheelienet - Wheelchair Sports – Cycle 3
Table Tennis	Claymation – Cycle 3
	The Real Game – Cycle 4

### **Extra Curricula**

Chess Club	Morning running club & Boot Camp – Cycle 4
Adelaide Hills Interschool Chess Competition	Knitting Club
Chess State finals	Duke of Edinburgh program
Sustainability Group	SAPSASA Courier Cup Swimming Carnival
Cycle 2 Choir	SAPSASA Cross Country Championship
Lego League - Cycle 3 & 4	Orienteering Schools Championships
Summer Netball – Cycle 4	Tournament of the Minds – Cycle 3
Premier's Be Active Challenge	

### **Excursions**

*In 2016 students in various cycles and classes went on a range of excursions including:*

Cross Road Bowls	Visit to Stirling Library for Book Week (Cycles 1)
University Senior College chemistry laboratories	Ice Arena
Migration Museum	'Cycle 4 Big Day Out' to Central Markets & city
Tandanya	Mt Barker summit with Peramangk elders
SA Art Gallery	Monarto Zoo
Hallet Cove walk with Southern Montessori Adolescent students (Cycle 4)	Mt Lofty walk
The Advertiser	SA Museum
ABC studios	'Because I am a Girl' Breakfast – Cycle 4
Central Markets	'Cycle 4 End of Year Big Day Out' to city & cycling to Henley Beach
Fringe Installations in the city	Career's Expo – Year 10
Heathfield Resource Recovery Centre	Wingfield Waste and Recycling Centre

### **Leadership Opportunities**

Big Brother/Big Sister program	Year 6 Graduation
Leadership committee	Year 6 Graduate program
Leadership Day & the Great Billy Cart Challenge	Cycle 3 students acting as Open Day guides
Senior students led Sharing Assemblies	Year 9 Graduation
Managerial position in the Adolescent program	

## **The Arts**

Choir, recorder, guitar, voice and piano lessons offered	Cycle 1 & 2 Music Concert
Indonesian shadow puppet performance; 'Wayang Kulit'	Cycle 3 & 4 Music Concert
Choir performances at school assemblies, Music Concerts,	Cycle 4 Coffee House Cabaret
Volunteers Coffee morning, Stirling Library & End of Year Concert	End of year concert
Indonesian performance – Australian Indonesian Youth Exchange Program	'HART' Fringe show about Indigenous stories – Cycle 4
Earth's Prehistoric Aquarium performance – Cycle 2	Sumardi Wayang Indonesian Performance - Preschool -Cycle 3
	African Beat performance – Cycle 1-3

## **School Camps**

*In 2016 cycle 2, cycle 3 & cycle 4 classes attended class camps to the following areas:*

Cycle 2 (Penny/Julie's Class and Rosi's Class) –overnight camp at school with visits to the Adelaide Zoo, SA Museum and the Marine Discovery Centre over two days
Cycle 3 - 3 day aquatics camp at Port Hughes
Cycle 4 overnight orientation camp to Woodhouse in Term 1
Cycle 4 – Girls Sleep Over
Cycle 4 - 3 day learning links Geology camp to Mannum in Term 3
Cycle 4 - 3 day aquatics camp Clayton Bay in Term 4
Duke of Edinburgh 3 day canoeing expedition along the Coorong in Term 4
International two week trip to Bali – some Year 8,9 & 10 students

## **Visitors to School**

Apiarist visited the Preschool	4-5yr old health checks
Animals Anonymous visited the Preschool	Responsible Pet Owners visit
CFS visited the Preschool	AFL Growing with Gratitude program
SA Police visit to the Preschool 'Keeping Safe'	Basketball clinics – Basketball SA
A variety of 'experts' visited the Middle School throughout the year to work with and assist the Middle School students with their work.	Tennis clinics
Henny Penny chicken incubation	Athletics Australia clinics
Physiotherapist Caitlin Cormack from Pilates Proactive	Cybersafety & cyberbullying, Detective Trevor Rhea – Cycle 3
Author Martin Chatterton	Sci World – Robotics – Cycle 3
SAPOL – Cyber bullying – Cycle 2	Sci World – Drones – Preschool - Cycle 3
Chef Grant Coates – knife skills workshop – Cycle 4	Sci-World – Chemistry & robotics – Cycle 4
Indonesian native-speaker visitors from Flinders Uni	SAPOL – Cyber, safety and the law – Cycle 4
	Bowling clinics - Bowling SA
	Bec Francis – Leadership Day – 'Volunteering/Giving Service'

## **Community Service**

The student leadership group organized a 'dress up day' as a fundraiser for the Montessori Children's Foundation.
Preschool students grew seedlings to donate to the SA Bushfire Garden Revival program.
Two Cycle 3 students and one Cycle 4 student participated in the World's Greatest Shave fundraiser for the Leukaemia Foundation.
The school raised money for the Tropical Cyclone Winston Appeal.
Yultiwirra students held a Crazy Hair Day to raise funds for World Vision.
All Yultiwirra students were involved in Clean Up Australia Day activities
Two Cycle 3 students held a cup cake lunchtime fundraiser to raise money for 'Save the Sharks'.
One Cycle 3 student organised a fundraiser for the Hahndorf Animal Shelter.
Cycle 3 students worked on Community Service Learning Projects. As part of this work students went out into the wider community spending time at places such as 'The Hut', Aldgate Vet, Hillside Lodge, Xlent Disability Services, & Monarto Zoo.

## **Parent Involvement & Connection**

New Family Welcome	Fundraising events & activities
Parent Information Night	Parents volunteering in classrooms, on excursions & camps
Parent Education Sessions – 'Introduction to Montessori Philosophy' & 'Montessori Maths Materials'	Parent/Teacher interviews
Class Parent Representatives	School Directory
Father's Day Breakfast	Fundraising committee
Volunteer Training	Board and Standing committees
Community Breakfast	Class Social events
Sharing Assemblies	Parent Discussion Groups – 'Big Feelings'
Parent Get Togethers (coffee mornings) twice per term	Father's Day Breakfast for Extended Day students
Working Bees	"Most Likely to Succeed" film evening & discussion
Strategic Plan focus groups	Festival of Arts – showcasing artist/musical skills
Community Support program	Community Produce Swap
Class parent rep sausage sizzle	Nature Play initiatives in the bush play area

### **Wider Community Events**

Students from the Adolescent Program ran very successful Cafés each term at Wairoa for the parent community. A cake stall was held at the Stirling markets– funds raised at these events were part of the school fundraising efforts. Over 100 students and 60 parents & staff participated in the Stirling Christmas Pageant. The school supported four pre-service teachers as they completed their teaching practicums in various classes across the school. A TAFE student was also supported to complete her vocational placement in the preschool working one day a week for the year. The school supported three high school students for work experience placements. Four staff members attended the 3 day Montessori Australia Foundation Adolescent Forum in Melbourne. Cycle 3 students entered films in in the INDOfest Short Film competition. Cycle 4 students entered the National Australia Indonesia Language Association speech awards with one student being placed as runner up in the Year 9-10 division. Cycle 4 students hosted a Mothers’ Group as part of their Child Development studies. The school hosted the South Australian Montessori Australia Foundation Network meeting. The Middle School hosted approximately twenty middle school educators from other South Australian Independent Schools who are members of the AISSA adolescent educators’ hub group and Wairoa staff presented a two hour session on “Providing meaningful work for adolescents through interdisciplinary projects’. The school hosted a Montessori Institute five day Maths workshop. The school hosted a Montessori Australia Foundation Mentoring one day workshop for forty South Australian Montessori educators. All teaching & assistant staff attended the biennial SA Montessori Combined Professional Day held at Southern Montessori School. The school hosted an Indonesian Exchange student through the Australia-Indonesia Youth Exchange Program.

### **Additional Services**

After and Before School Care	Preschool Transition Program
Breakfast program	Infant Program
3-5 yr old Child Care	Vacation Care
CAFHS 5-year-old health checks	

### **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 2016 consisted of:

Teaching staff	21 (no. of employees)	14.6 Full Time Equivalent (FTE)
Non-teaching staff	12 (no. of employees)	5.4 FTE
Admin Staff	3 (no. of employees)	2.6 FTE
Child care	5 (no. of employees)	
Groundspeople	1 (no. of employees)	0.45 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 2016 was 91%. The rates of attendance at each year level were:

Year 1:	91%	Year 4:	94%	Year 7:	92%
Year 2:	89%	Year 5:	89%	Year 8:	93%
Year 3:	89%	Year 6:	91%	Year 9:	87%
				Year 10:	81%

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 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 DECD 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 2016 are shown in the table below.

	SPELLING	GRAMMAR & PUNCTUATION	WRITING	READING	NUMERACY – NO CALCULATOR	NUMERACY – CALCULATOR
	2016	2016	2016	2016	2016	2016
YR 3	100%	100%	100%	100%	100%	N/A
YR 5	100%	100%	100%	100%	100%	N/A
YR 7	100%	100%	92%	100%	100%	100%
YR 9	100%	100%	100%	100%	100%	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. In 2016 we also held parent focus groups and an additional survey to collect information to help produce our Strategic Plan. 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 2016 positive parent feedback was received about:

- ❖ The Festival of Arts evening that was held showcasing student visual art work and performance opportunities and the wonderful sense of community that the event promoted.
- ❖ The expertise and support provided to students and families by the Student Wellbeing worker, Laura Rae.
- ❖ How thought provoking the twilight session was where staff and parents viewed the documentary film "Most Likely to Succeed" followed by robust conversation.
- ❖ Developing entrepreneurial skills and qualities in students (*eg confidence, risk taking, creativity, empathy*) and the work that staff were involved in with Professor Yong Zhao.
- ❖ The work done during weekend working bees focusing on regenerating and revitalizing the bush play area utilizing principles of Nature Play.
- ❖ The new flooring in Cycle 2 & 3 classrooms and painting in in Cycle 2 classrooms.
- ❖ 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. These included suggestions of increasing online communication tools for parents, collecting and communicating information on graduates' post school pathways & endeavours, providing an increased focus on 'Kid Safe' education (*eg bike ed, cybersafety, sexual education & health, mindfulness etc*). Parents requested some guidelines on homework which resulted in staff devising a Homework booklet for parents outlining the school's belief regarding the Montessori philosophy and "home work".

## 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. In 2016 we also captured staff feedback through a survey to collect information to help produce our Strategic Plan.

During 2016 positive staff feedback was received about:

- ❖ The professional development sessions presented by Tim Moore on ICT. Many ideas presented have been implemented by staff and new programs that were introduced are being utilised.
- ❖ The support received by the Student Wellbeing worker, Laura Rae.
- ❖ The strong relationships, collaborative nature and team spirit amongst a very supportive and caring staff.
- ❖ Using 'Transparent Classroom' (an online Montessori planning and record keeping program) in the Preschool
- ❖ The rating received from the Education and Early Childhood Services Registration and Standards Board of SA when the Preschool was assessed and rated. The "Exceeding" rating validated the hard work and quality program that staff provide in the Preschool.

Staff voiced frustration with internet connection and difficulties experienced in regard to ICT infrastructure. Staff indicated that they would like to see outdoor learning environments redeveloped. Staff voiced concern over the increasing workload and demands placed on teaching staff. Staff want to ensure there is a smooth transition from retiring staff to new staff and are prepared to work with the school leadership to achieve this. Staff would like to see increased school assistant time to support teachers and students within the classroom and increased administrative time at Wairoa.

## 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. In 2016 we also captured student feedback through a survey to collect information to help produce our Strategic Plan.

During 2016 positive student feedback was received about:

- ❖ The Way to Go Bike Education sessions that Cycle 3 students participated in.
- ❖ The involvement in Lego League competition for Cycle 3 & 4 students incorporating learning about robotics and computer programming.
- ❖ The overseas Indonesian trip to Bali for Year 8, 9 & 10 students.
- ❖ The nature play improvements made to the bush play area at Yultiwirra.
- ❖ Sci World visits at both Wairoa and Yultiwirra incorporating a variety of activities during Science Week.
- ❖ The collaborative work between the Wairoa students and the Yultiwirra students in preparation for the Stirling pageant.
- ❖ Various camps, excursions and class activities.

Yultiwirra students have indicated that they would like more access to PE equipment at lunchtime and to explore new opportunities at lunchtime. Students have also expressed interest in expand ICT opportunities. Wairoa students indicated that they would like the basketball court to be repaired and reconditioned and more physical activity opportunities. Wairoa students would also like transport options to be investigated.

## School Income

Commonwealth Government Funding	\$894,971
State Government Funding	\$209,715
Fees paid by Parents	\$1,056,760
Miscellaneous receipts	\$90,662
Fundraising	\$17,861