

# Special Edition: 2019 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 2019 newsletters, Skoolbag app and the 2019 Annual Report.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2019 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 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 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	29 students	62% boys, 38% girls
Transition & Preschool	45 students	42% boys, 58% girls
Reception to Year 6	135 students	49% boys, 51% girls
Years 7 to 10	35 students	54% boys, 46% girls
<b>TOTAL</b>	<b>244 students</b>	<b>50% boys, 50% 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 1 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 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 2019 was 49 students (28.8% of whole school – Primary & Middle School). We provided additional support for 1 student (0.6% 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 2019 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
Cycles 2 & 3 Diagnostic Testing, Terms 1 and 3	Book Week Celebrations
Transition visits	Specialist Gardening Program
Collaborative Interviews	Science Week activities
Middle School 'Round Table' discussions	Reconciliation Week/Sorry Day activities/NAIDOC week
Negotiated Education Plans for students with specific learning difficulties	Move to Learn Program – Cycle 2
Montessori materials supporting students in Maths, Language and the Cultural Curriculum	Recorder Group
Snap Shot books	National Day of Action against Bullying & Violence activities
Exhibitions of Learning – Cycle 4	Service Learning Program – Cycle 3
Virtues Program	Yoga lessons- Cycle 2
Feeding the Community & Tastes of the World – Cycle 4	Games Day – Cycles 2, 3 & 4
Year 10 work experience	Games Day Cycle 1 Preschool & Cycle 1 Primary
Cultural Studies Festival – Wairoa	Wellbeing Festival – Cycle 4
Cultural Studies Festival – Yultiwirra	Nude Food program
Cycle 3 Electives Program	PE Week
State-wide Wellbeing & Engagement survey – Cycles 3 & 4	Indonesian Independence Day festivities
Yoga & Mindfulness sessions – Preschool	'In-house' Indonesian speaking competition – Cycle 4
National Novel Writing month	SAPSASA Hockey
Tournament of the Minds – Cycle 3	Gamelan lessons
	SA Lego League competition
	Henny Penny Hatching program - Preschool

### **Extra Curricula**

Chess Club	Knitting Club
Adelaide Hills Interschool Chess Competition	Lunchtime Club at Yultiwirra
Sustainability Group	Body & Mind (BAM) Sessions for Yultiwirra students
Cycle 2 & Cycle 3 Choir	Running Club
After school robotics program for Cycle 3 students	

### **Additional Services**

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

### **Excursions**

*In 2019 students in various cycles and classes went on a range of excursions including:*

University Senior College chemistry laboratories	Christie's Walk
Central Markets	Visit to Stirling Library for Book Week (Cycles 1, 2 & 3)
Waite campus	'Cycle 4 Big Day Out' to Central Markets & city
Aldgate Vet	Cycle 3 end of year excursion to Marion Outdoor Pool
St Peter's Cathedral	Cleland Wildlife Park
Buddha House	SA Museum
Sophie's Patch	Geocaching in the city
Earthship Ironbank	Festival Theatre
Indoor Bouldering	Parliament House
Migration Museum	Capri Theatre
Centre for Democracy	Gurdwara Sahib
Marion Gymnastics Centre	Japanese gardens

### **Leadership Opportunities**

Big Brother/Big Sister program  
Leadership committee  
Leadership Day & the Great Billy Cart Challenge – 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 at school assemblies, Music Concerts,  
Volunteers Coffee morning, Stirling Library & End of Year  
Concert  
'Jasper Jones' performance – Cycle 4  
Suara Indonesian dance performance  
Adelindo Angklung  
Robot Puteri Dance – Indonesian dance performance

Cycle 3 musical – 'Kids at Sea'  
Cycles 1 & 2 Music Concert  
Cycles 3 & 4 Music Concert  
Cycle 4 Coffee House Cabaret  
'Out of Chaos' - Festival Performance– Cycle 4  
'Gulliver's Travels' – Fringe performance – Cycle 3  
'Dinosaur Time Machine'– Fringe performance – Cycle 2  
End of year concert – Yultiwirra students

### **School Camps**

*In 2019 Cycle 2, Cycle 3 & Cycle 4 classes attended class camps to the following areas:*

Cycle 2 (Penny's Class and Rosi's Class) –overnight camp at Mylor  
Cycle 3 - 3 day aquatics camp at Port Hughes  
Cycle 4 – 2 night orientation camp to Woodhouse in Term 1  
Cycle 4 - 3 day Learning Links camp to Mannum in Term 3  
Cycle 4 - 3 day aquatics camp at Victor Harbor and West Beach in Term 4  
Cycle 4 - 5 day kayak expedition at Ral Ral Creek 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  
Chef Grant Coates – knife skills workshop – Cycle 4  
Grandparents/Special Persons' Day - Yultiwirra  
Cultural Visits in the Preschool from parents – Serbian culture (Sanja), Bagpipe performance (Caitlin)  
Father's/Special Person's Day Breakfast - Preschool  
Horse Vet & ponies 'Thelma & Louise' - Preschool  
Basketball clinic – Cycle 3  
Hockey clinic – Cycle 3  
Police Officer – Preschool  
Spinners and Weavers guild

Tennis clinic – Cycle 2  
Yoga clinic  
Sci World – Chemistry, Energy and Robotics – Cycle 4  
Sci World – Sustainable Living– Cycle 3  
Sci World –Planetary Chemistry Show – Cycles 1 & 2  
Sci World – 'Star Dome'/portable planetarium – Cycles 1-3  
Southern Montessori Cycle 4 students -Wellbeing Festival  
Kurna elder Allen Edwards – Cycle 1  
Australian Lions Hearing Dogs  
KESAB -conducting a waster audit with the Sustainability group  
Cycle 3 electives program  
Andreas Rommel – German Montessori teacher – volunteered all of Term 3

### **Community Service**

The student leadership group organised a 'dress up day' as a fundraiser for the Montessori Children's Foundation which supports Indigenous Montessori programs.

All Yultiwirra students were involved in Clean Up Australia Day activities.

Cycle 3 students worked on Service Learning Projects within the school.

Two Cycle 2 students self-initiated a fundraiser to support International Day of the Girl. The students produced a flyer to promote their fundraiser, made a Powerpoint presentation to help explain their cause and baked several cakes and slices that students were able to purchase. They raised a total of \$177.

Three Cycle 3 students designed and produced t-shirts to sell at the Stirling Market to support Project Orca raising \$345.50.

Ruby Sierp (Wairoa Year 9 student) organised a Cancer Council breakfast fundraiser at Wairoa and raised \$782.

Cycle 2 students Marni and Mackenzie with the help of their mum Janene Thompson held a Cancer Council morning tea in Rosi's class and raised \$221.60.

## ***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’, ‘Transition to Cycle 1 Primary’	Parent/Teacher interviews
Class Parent Representatives	Skoolbag App
Volunteer Training	Fundraising committee
Community Breakfast	Board and Standing committees
Sharing Assemblies	Class Social events
Parent Get Togethers (coffee mornings) twice per term	Kate Dilger – The STEM approach in a Montessori School - parent and staff workshop
Working Bees	Andrew Lines – Supporting children to be respectful, responsible & resilient - parent and staff workshop
Community Support program	Shine SA – ‘Talk it like it is’ - parent information session
Class parent rep sausage sizzle	Community Produce Swap
Indonesian Independence Day celebrations	Stirling Pageant
Annual Quiz Night	School Facebook site
Class parent rep sausage sizzles at Ultiwirra – Terms 2, 3 & 4	Book Week – parents helped to create five different installations
Snippets sessions for parents – fortnightly 20 minute ‘bite sized snippets’ of information and informal discussions for parents exploring a range of topics relating to learning at school and ways to support children at home.	Cooking Groups – Preschool, Cycle 2, Cycle 3
Ultiwirra Cultural Festival – Mexican Burrito bowls and cultural desserts	A dedicated, creative parent ‘team’ painted and refreshed the Ultiwirra student toilets with beautiful designs and positive affirmations painted onto the doors.
Parent Discussion Groups with Libby (Student Wellbeing worker) – supporting anxious children, Play & Friendships	

## ***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. Students, parents & staff participated in the Stirling Christmas Pageant.

The school supported one pre-service teacher as they completed their teaching practicums in various classes across the school. Andreas Rommel, a Year 9 & 10 Montessori teacher from Germany, worked as a volunteer at Wairoa for all of Term 3.

The 2½-day 2019 national Montessori Adolescent Forum (Meeting in the Middle) was held and hosted at Wairoa. Thirty five Montessori adolescent educators attended from around Australia in addition to three attendees from New Zealand and two attendees from Indonesia. Five Wairoa staff attended the Forum. Pippa Milroy, Tim Moore and Dave Coulter all presented sessions at the Forum with Cathy France facilitating a group discussion for attendees who were looking to start up a program. Pippa Milroy was invited to speak at an International Montessori Forum in Taipei, Taiwan on the development of our Montessori Adolescent Program. Pippa was one of five international speakers and gave a two-hour presentation on one of the two days of the Forum. She also sat on a panel discussion during the Forum.

Cathy France organised and held the second 'Head to Head Forum' for Montessori principals from around Australia at the Wairoa campus. Twenty Montessori leaders from around Australia, New Zealand and Indonesia attended the two-day forum. Susan Harris Evans was invited as the “professional expert” to be part of a panel discussion on ABC Radio 891.

Christine Perry gave a presentation on the entrepreneurial work she has been doing with her Cycle 3 students over the past three years at the ‘Paradigm Shifters Learning Symposium’ held at the SA Wine Centre. The Symposium was an opportunity to showcase the work of international expert Professor Yong Zhao and the progress of South Australian Schools who have been closely working with him for three years as they embed his approaches into their work.

Pippa Milroy attended the three-day Montessori Adolescent Colloquium held in Amsterdam.

Two staff members attended the Montessori Australia Early Childhood Conference held in the Gold Coast, Queensland.

Three staff members attended a Saturday full day MWEI Introduction to Montessori Philosophy workshop.

Cathy France was involved in the establishment of a new national Montessori representative body; Montessori Schools and Centres Australia and is currently chairperson of this national Montessori body.

The school has entered into a hire agreement with Rhee Taekwondo whereby they are hiring the hall one night a week and offering Taekwondo lessons to the public.

## 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 2019 consisted of:

Teaching staff	22 (no. of employees)	15.2 Full Time Equivalents (FTEs)
Non-teaching staff	15 (no. of employees)	5.6 FTEs
Admin Staff	4 (no. of employees)	3.2 FTEs
Child care	6 (no. of employees)	
Groundspeople	1 (no. of employees)	0.69 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 2019 was 94%. The rates of attendance at each year level were:

Year 1:	98%	Year 4:	96%	Year 7:	89%
Year 2:	98%	Year 5:	97%	Year 8:	87%
Year 3:	97%	Year 6:	95%	Year 9:	95%
				Year 10:	96%

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 2019 are shown in the table below.

	SPELLING	GRAMMAR & PUNCTUATION	WRITING	READING	NUMERACY – NO CALCULATOR	NUMERACY – CALCULATOR
YR 3	100%	100%	100%	93%	100%	N/A
YR 5	94%	100%	100%	100%	100%	N/A
YR 7	100%	100%	100%	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. 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 2019 positive parent feedback was received about:

- ❖ The inaugural Yultiwirra Cultural Festival exhibiting students' work and learning in the cultural curriculum.
- ❖ The redevelopment of the preschool yard enabled by a \$40,000 SA Government capital work grant.
- ❖ The Andrew Lines' twilight parent/staff session on how to support our children to be respectful, responsible and resilient which was well attended, and positive feedback was provided from both staff and parents.
- ❖ The new Snippets sessions that were offered fortnightly as 20 minute 'bite sized snippets' of information and informal discussions for parents exploring a range of topics relating to learning at school and ways to support children at home.
- ❖ Communication between parents and the school, and particularly the functionality of the Skoolbag app.
- ❖ The use of the school's Facebook page to communicate and celebrate student learning within the school.
- ❖ 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 providing extra yard duty supervision in the bush play area at lunchtime. Concern has been expressed regarding dogs in the school yard and the lack of a clear policy on this. Parents would like to see the bush play areas upgraded. Parents were keen to see some sort of play equipment erected at Wairoa that is appropriate for adolescent students.

## 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 2019 positive staff feedback was received about:

- ❖ The STEM professional development sessions provided and in particular the sessions supported by Kate Dilger from the SA Science Teachers Association.
- ❖ The redevelopment of the Preschool front yard.
- ❖ The fact that the internet connection was addressed in time to enable students and staff to successfully complete the online NAPLAN readiness tests.
- ❖ The successful 2020 BGA grant application for the construction of an extension to, and refurbishment of, the Wairoa main building.
- ❖ The end of year presentations each teaching staff member provided for their peers regarding their achievements of their professional goals and professional learning and the fact that in 2019 the presentations were provided to small groups rather than the whole group.
- ❖ The comprehensive documentation produced for the curriculum audit and the subsequent staff development opportunities that arose reviewing curriculum planning, recording and reporting.
- ❖ The strong relationships, collaborative nature and team spirit amongst a very supportive and caring staff.

Preschool staff are extremely keen for the second stage of the Preschool front yard redevelopment to enhance outdoor play and learning opportunities for 3-5 year olds. Staff continue to voice frustration with intermittent internet connection and difficulties experienced regarding ICT infrastructure. Admin staff identified the lack of workspace in the office area as an issue that needs addressing.

## 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 2019 positive student feedback was received about:

- ❖ The Preschool yard redevelopment in particular the beautiful stone edged sandpit and popular water pump.
- ❖ The painted and refreshed Yultiwirra student toilets.
- ❖ Many of the artistic endeavours offered; Cycle 4 Coffeehouse Cabaret, Cycle 3 musical, choir and instrument lessons.
- ❖ The Wairoa students working with primary and preschool students in a variety of ways and the connections being made between the two campuses.
- ❖ Various camps, excursions and class activities.

Students voice frustrations regarding the unstable and intermittent internet connection and the inability to work online which can be disruptive to their learning.

## 9. School Income

Commonwealth Government Funding	\$1,312,761
State Government Funding	\$382,622
Fees paid by Parents	\$1,218,863
Miscellaneous receipts	\$91,770
Fundraising	\$14,715