



iMagine,

a place you can look different, learn different & be different...



Annual Reflection 2021

Message From the Principal & Board Chair

This Annual Reflection provides an overview of the aspirations and achievements of the Central Coast Montessori Community and an opportunity to bring into focus the evolution of our shared vision throughout the course of the year.

CCMPS is a young school, with a passionate, supportive and committed group of people learning and growing through daily communion. We continue to experience the evolution of a dream...to make a Montessori inspired, forward thinking, learning experience possible on the Central Coast and beyond.

We continue to embrace the position we find ourselves in and feel increasingly excited by the many possibilities that lie before us. It would be safe to say, that we envision a future of collaboration, innovation and contribution with all the members of our community and the greater collective.

About The Primary Years at CCM

General

CCMPS is a non-denominational and co-educational Montessori primary school currently registered for children from years K – 6. Our school is based on and inspired by the educational model (pedagogy) developed by Dr. Maria Montessori. The school is located in the beachside suburb of Bateau Bay in a residential area. We have transformed a community centre into a prepared learning space and are fortunate to back onto a reserve. In 2017 we opened our doors with 17 students, 2021 saw us reach 55, our aim is to have between 60 and 75 students enrolled.

Whilst we strongly believe in the principles Montessori puts forth as a philosophy for life, we are strong advocates for on-going exploration. We strive not to be limited by our interpretation and understanding of said pedagogy but approaching it always as a dynamic, creative process, a process that values and respects that other beautiful ideas exist and that we must collaborate, innovate and grow to truly thrive.

CCMPS is comprised of a diverse range of people which sees cultures from five continents represented through family heritage. We take the approach (in keeping with Montessori pedagogy) that each child is an individual and thus learns differently. We strive to prepare environments and develop a culture that is not only respectful and supportive of these differences but celebrates them.

Like all schools, 2020/21 saw us face and learn from new and unique set of challenges. Together, we adapted, we examined, pivoted and grew.

CCMPS is registered with NESAS (New South Wales Education Standards Authority) and is a member of the (AIS) the Association of Independent Schools.

Our History

CCMPS was founded in 2016 and opened its doors for the first time in February 2017. The demand for a Montessori Primary school on the Central Coast had been present for numerous years. Finally, a committed group of people came together to pioneer this initiative. Through the work and support of a relatively small community, their extended family/friends and Central Coast Council, a space was found, and enough money raised to set up the school.

Our Goal, Vision, Purpose OUR "WHY"

Our goal is to prepare an environment rich with stimulus that supports the developmental needs of each individual – children, parents and guides alike. A place where mindfulness, compassion and reverence are deeply valued and where the commitment to growth is ever-present. A place that helps children understand the interconnected nature of life and the responsibility we all have to ourselves, to one another and to our environment.

Our aim is to create a space within which children will grow in size, in mind and in heart, a place where they will understand the notion of service, be free to innovate, be supported to sing their own song and dance their own dance.

NAPLAN Assessment Program

The National Assessment Program (NAPLAN) is a test that provides a measure of students' performance against pre-established standards and against other students in Australia. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. For primary aged children, the ages are Year 3 and Year 5. Each year the results from these tests can be analysed by schools to inform teaching staff of student performance in literacy and numeracy.

Professional Learning

In 2021 staff participated in fortnightly professional learning sessions in conjunction with staff meetings. Discussions included but not limited to, Workplace Health & Safety, child protection, communication and curriculum. Each teacher is involved in classroom observations where feedback to improve is given.

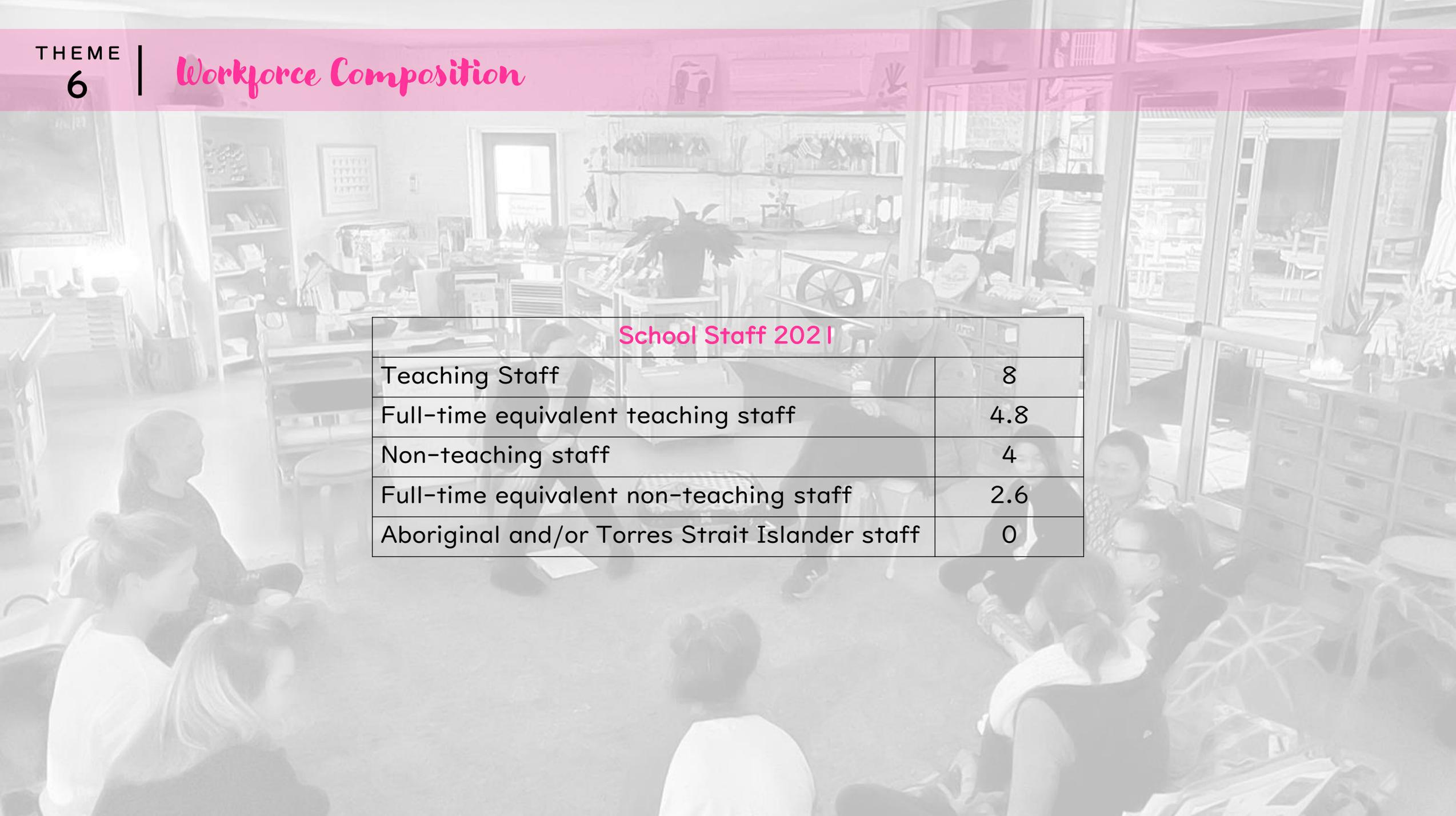
Teacher Accreditation

| Level of Accreditation | Number of Teachers |
|------------------------|--------------------|
| Provisional | 2 |
| Proficient Teacher | 3 |

Accreditation status of all teaching staff who are responsible for delivering the curriculum. (as defined by the Teacher Accreditation Act 2004)

| Description of the Professional Learning Activity | Number of Staff |
|--|-----------------|
| CPR Training | 12 |
| Child Protection Online Module | 12 |
| NCCD (Case Study & AIS Course) | 3 |
| Montessori 6-12 Assistant Training (60hrs) | 1 |
| Brain Game Teacher Accred. (40hrs) | 4 |
| Montessori Positive Discipline | 1 |
| Positive Behaviour Management Strategies | 1 |
| Bringing Aboriginal Perspectives into the Australian Classroom | 1 |
| Silk Road Chinese Education | 1 |

| Teacher Qualifications | Number of Teachers |
|---|--------------------|
| <i>i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines or;</i> | 5 |
| <i>i. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.</i> | 0 |
| <i>*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.</i> | |



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| Teaching Staff | 8 |
| Full-time equivalent teaching staff | 4.8 |
| Non-teaching staff | 4 |
| Full-time equivalent non-teaching staff | 2.6 |
| Aboriginal and/or Torres Strait Islander staff | 0 |

Whole School

93.5%

| Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|------|------|------|------|------|
| 96% | 93% | 92% | 95% | 87% | 94% |

For whole school student attendance rates please refer to the school's data on the My School website:

<https://www.myschool.edu.au/school/52434/attendance>

Management Of Non-Attendance

Regular attendance at the Central Coast Montessori Primary School is important and essential to assist students to maximise their potential. Parents must ensure their children attend school every day.

Unexplained Absences

The Principal in conjunction with CCM staff are responsible for ensuring that all unexplained absences are promptly followed up. At the end of each day 'notification requests' are sent to parents/guardians via Transparent Classroom asking them to 'submit an explanation of their child's absence within seven (7) days.

These absence 'notification requests' remain open and accessible on Transparent Classroom to parents/guardians for seven (7) days from the date of the unexplained absence. Staff are able to see a list of any outstanding 'notification requests' at any stage by logging into Transparent Classroom. Parents/guardians will receive an automated reminder after six (6) days if the form hasn't been submitted. After seven (7) if the form hasn't been returned by the parent, they will be contacted directly either by email/phone/in person to receive an explanation for the absence. It is the policy at CCMPS that all unexplained absences will be followed up.

Unsatisfactory Attendance

CCMPS classifies *unsatisfactory attendance* or *non-attendance* as consistently late attendances, unjustified absences, unexplained absences or absences without a valid explanation approved by the Principal. Students absent for more than 10 days in one term are considered to have unsatisfactory attendance.

Staff will promptly bring to the attention of the Principal any unsatisfactory attendance in the form of a written record of the non-attendance which will be transferred to the student's file. All communication between CCMPS staff regarding a student and their unsatisfactory attendance will be recorded, as appropriate, and placed in the student's file.

Notifying Parents/Guardians of Unsatisfactory Attendance

After consultation between staff and the Principal regarding the student's unsatisfactory attendance, the Principal will contact the parent/guardian to have a verbal conversation regarding any concerns and offer support to allow the student to return to school as often as possible.

CCMPS acknowledges that resolution of attendance difficulties may require a range of additional school-based strategies and support. The parent/guardian will also be asked at this stage to sign a statement acknowledging their legal obligations to ensure the student attends school as often as possible.

If the absenteeism or late arrival does not improve, an email will be sent to the parent/guardian outlining the legal obligations of both CCMPS and the parent/guardian to ensure that the student can attend school as often as possible. The email will also notify the parent/guardian of CCMPS' mandatory reporting procedure.

Enrolment Policy

The full Enrolment Policy for The Central Coast Montessori Primary School can be found on our website under Policies & Procedures -

<https://www.ccm.nsw.edu.au/theprimaryyears6-12>

At the Central Coast Montessori Primary School (CCMPS), the primary goal is to nurture in children their natural love of learning and their desire to develop intellectually, emotionally, socially and spiritually. CCMPS seeks to provide a safe and supportive environment which:

- **Minimises the risk of harm and ensures students feel secure**
- **Supports the physical, social, academic, spiritual and emotional development of students**
- **Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.**

When developing policies and procedures for CCMPS the main objective is to promote a learning environment where staff and students are mutually supportive. Where staff and students respect each other and do not engage in conduct which undermines this mutual trust and support. Staff and students are expected to respect the philosophy and ethics of the School and work cooperatively together. The School also encourages consultation between parents and members of the school community in matters which affect them.

| Policy | Changes in 2021 | Access to full text |
|--|--|--|
| <p>Student Welfare</p> <p>CCMPS seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> o meet the personal, social and learning needs of students o provide early prevention for students at risk o provide a nurturing and supportive environment where children are able to continue the natural process of their growth and development <p>The school provides a safe and supportive environment by having in place policies and procedures that provide for student welfare.</p> <p>CCMPS school policies that provide for a safe and supportive environment include, but not limited to, child protection, attendance, lockdown and evacuation procedures, going out/excursion procedure and risk management plans, code of conduct for students and staff, positive peer relations policy and pastoral care statement.</p> | <p>As an integral part of student welfare, in 2021 the school implemented a community wellbeing action plan to help address health and safety concerns. This was implemented at home with the family's taking responsibility for their health and ensuring that they minimise the impact on others if they are unwell.</p> <p>The Attendance Policy was revised to allow for easier follow up of an absence and the ability to track those partaking in flexible learning.</p> <p>The school also implemented a Financial Hardship Policy to help ease the pressure on families that were impacted by Government mandates.</p> | <p>The full text of all the school's Child Protection Policy and Attendance Policy can be accessed by request from the principal and from the school website. A full set of policies are held in the administration office for staff to refer to and via the staff intranet on Google drive.</p> |
| <p>Anti-bullying</p> <p>At CCMPS we have an expectation of respect for others. All students and staff at CCMPS have the right to learn and to teach in a supportive and caring environment. This right also carries with it the responsibility that nothing done, felt or said interferes with the learning and teaching of others.</p> <p>The school policy provides strategies to maintain systems of appropriate behaviour that enable students and staff to feel safe and valued. It also provides processes for responding to and managing allegations of bullying.</p> | <p>This policy has not been updated or changed in 2021 with the next review set for 2022</p> | <p>The full text of all the school's Appropriate Behaviour and Behaviour Management Policies can be accessed by request from the principal and from the school website. A full set of policies are held in the administration office for staff to refer to and via the staff intranet on Google drive.</p> |

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| <p>Discipline</p> <p>CCMPS actively seeks to provide students with a stimulating environment that is safe. It is a fundamental right of everyone in our school community to feel safe.</p> <p>The school's policy outlines definitions of appropriate and inappropriate behaviour, the responsibilities of all staff, students and parents, managing incidents of inappropriate behaviour and procedural fairness, to assist in ensuring that our school is a safe learning environment for everyone.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> | <p>No amendments were made during the 2021 year to this policy.</p> | <p>The full text of all the school's Appropriate Behaviour and Behaviour Management Policies can be accessed by request from the principal and from the school website. A full set of policies are held in the administration office for staff to refer to and via the staff intranet on Google drive.</p> |
| <p>Complaint & Grievance Resolution</p> <p>At CCMPS complaints and grievances are handled in an unbiased manner and taking into account the principles of procedural fairness. The school's policy outlines the specifications of ensuring procedural fairness.</p> <p>The policy also provides set procedures for all community members, including students, parents and staff members, to follow in case of a grievance or complaint. The policy illustrates processes for raising and responding to matters of concern and the line of communication to follow in the event a student, parent or staff member has a question or grievance.</p> | <p>This policy was reviewed in the 2021 year with no major updates to it or the procedures within it.</p> | <p>The full text of all the school's Complaints and Grievances Policy can be accessed by request from the principal and from the school website. A full set of policies are held in the administration office for staff to refer to and via the staff intranet on Google drive.</p> |

Areas of Conscious Attention

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| <p>Policy & Procedure Development To continue reviewing, reflecting, refining and contextualising CCMPS policies and procedures.</p> | <p>As time passes, not only has our practical understanding of our site become clearer but our vision has naturally evolved. 2021 has continued to see us develop a culture of deeper policy review. This work is on-going and remains a priority.</p> |
| <p>Compliance & Regulatory Requirements Carrying on from our inception, we strive to deepen our understanding of all compliance and regulatory requirements. We continue to review our approach to meeting the above.</p> | <p>Greater fluidity has been established. Management continue to develop systems and broaden scope that enable the 'team' to maximise their capacity to be active participants in daily communal life. Participating in cooking, sports, outings and projects over and above being office bound.</p> |
| <p>Refining Curriculum, Programming, Tracking, Reporting An on-going school goal is, and will continue to be, to review and refine our programs and tracking documents/methods.</p> | <p>Educators continue to work collaboratively to refine our curriculum documents for all KLA's. We have made considerable progress in recent years. The unique challenges this year presented had us exploring new platforms, delivery methods, inclusivity and more over the deeper integration of learning into daily life.</p> |
| <p>"Going-Out" Program This forms a crucial part of the Montessori Primary program. It provides an intentional and personal extension for the students. This was somewhat stifled throughout parts of 2021</p> | <p>Whilst in many ways stifled, in many others this possibility was also further liberated as renewed constructs saw learning happen formally and informally, families explored, shared and examined local beaches, parks and walks as restrictions eased...as many parents were working from home, more 'going-outs' took place.</p> |

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| <p>Facility Development & Beautification To continue to beautify and improve the school site.</p> | <p>Plans for physical improvements were realised throughout 2021. All efforts to create an environment conducive to learning for all involved has been met very positively by the community and created designated spaces for specific key areas such as art, music, woodwork & handwork.</p> |
| <p>Future Development Planning Looking into the future, the long-term stability and growth of the school along with the future place and purpose of our school.</p> | <p>Periods of 2021 saw some hiccups and challenges as other initiatives and projects required a significant investment of energy and time.</p> |
| <p>Communication & Community Engagement We are committed to exploring ways to not only bring the community closer together but also to delve into the individual and collective needs of all community member as we strive to serve life.</p> | <p>Building on 2020, 2021 also saw the need for a new kind of understanding and community engagement on many levels. Our resolve throughout was to remain a strong foundation for the community, holding space for life to unfold in the many and diverse ways it did. 2020 saw the beginnings of the evolution of what education establishments can and must become... Central Community Support Hubs. 2021 saw this continue to unfold.</p> |
| <p>Collaborative Staff Development, Reflection & Growth Identifying the need for personal nourishment, support and growth for all staff.</p> | <p>Through conferencing and small gatherings, we continued to strengthen the foundation of a culture of sharing, vulnerability and growth.</p> |

The Pedagogy/Cosmic Education

Maria Montessori's goal was Education for World Peace. She saw the child as the 'hope and promise' for the future. This was her life's work and fundamental purpose. The curriculum she developed revolved around the holistic development of the human being through a process that saw each and every person not only as part of an interconnected whole but as a valuable individual with a cosmic contribution to make. The Pedagogy of Dr. Maria Montessori in modern day parlance is, in essence, a practice in daily mindfulness. At the core of the philosophy is a sense of reverence and responsibility, of value and connection.

A Cooperative Culture

CCMPS supports this period/developmental time of sensitivity to morals and justice by helping students to work harmoniously with peers and guides through cooperative, contextual and integrated experiences. The opportunity exists daily for all students to take responsibility for themselves, one another and the environment. Children continuously have the ability to demonstrate their skills when working with one another in sporting activities, school performances and cooking demonstrations. They are also able to share their chosen area of interest in the classrooms, offering and being offered demonstrations and presentations.

Collaboration is woven into the very fabric of the learning experience and the student's embrace it as part of their everyday life (along with its challenges)

The Adult/Guide and The Prepared Environment

The adult/guide not only prepares themselves to act as a role model, aware of their attitudes to life, use of thoughtful language, they also prepare the environment ready to cater to the development needs of the growing human being, an environment rich with stimulus (materials) that represent keys to the greater world.

The adult in this prepared environment is in effect 'in service of' the child/student who in turn learns that each of us, is in fact in the service of humanity and on a lifelong journey striving to realise our potential and ultimately make a cosmic contribution.

The Method and Material

The method is about supporting the growth of each individual and the development of their understanding of self and community.

Children at CCMPS are presented exercises in Grace and Courtesy from a young age to bring their awareness to positive social interaction and this thread is then picked up in later years during a time of sensitivity to morals, to justice and to community.

Montessori looks to the study of Fundamental Human Needs, the telling of Great Stories and the use impressionistic charts to highlight the interconnected nature (interdependence) of life. The stories set the scene for students to begin to develop a sense of existence over time and the importance of all things. This process offers not only the opportunity for students to gain perspective, but more importantly to develop a deeper sense of gratitude and reverence...

A Respectful Culture

Our school is multi-cultural and inclusive, we encourage students to explore learning opportunities that encompass diverse cultural backgrounds and beliefs. As for 2020, in 2021 our school would have normally participated in activities such as our annual Cultural Day which encompasses Harmony Day celebrations, Grandparents Day and various national cultural celebrations including Chinese New Year. These occasions are intended to acknowledge and celebrate, family, community, culture and develop understanding, acceptance and peace. This year saw respect, empathy, compassion, possibility and passion of a different kind, very diverse and very close to home.

Education of the Individual is the basis for Montessori in practice. The very way that each day is approached sees students within a mixed age classroom actively supporting and guiding one another. Each member is involved in decision making and planning. The environment is a dynamic microcosm of the world that sees some exploring, others reinforcing, groups experiencing new ideas and socialising. Together, in the classroom, we form a family a family that supports and challenges one another.

Parent Satisfaction

Families were integral to the conception of the school. The creation of CCMPS is a response to community need and an interest in what Montessori can offer humanity.

Throughout 2021, parent participation and contribution was welcomed and encouraged where possible. At times this proved somewhat uncertain even a little challenging.

As a small community school, we actively seek to involve parents, the level of involvement and engagement is generally high and discussions throughout the year indicated that overall parent satisfaction positive, however community life a dynamic ecosystem within which challenges and the way we navigate them serve to define a group of people.

The Principal has an open-door policy with our parent community and consistently meets with parents on an individual basis as requested.

Student Satisfaction

Students at CCMPS have the opportunity not only to be involved in decision making daily, but scope to direct their learning and the extensions that come from that. They manoeuvre in the environment with great comfort and sense of belonging.

It is important at CCMPS that students feel they are treated fairly and can talk to guides about their concerns. Students meet daily as a group to discuss issues and seek solutions to problems that may arise from time to time.

All student expectations are also set in correspondence with them. Student involvement in these activities would suggest that student satisfaction is high throughout the school.

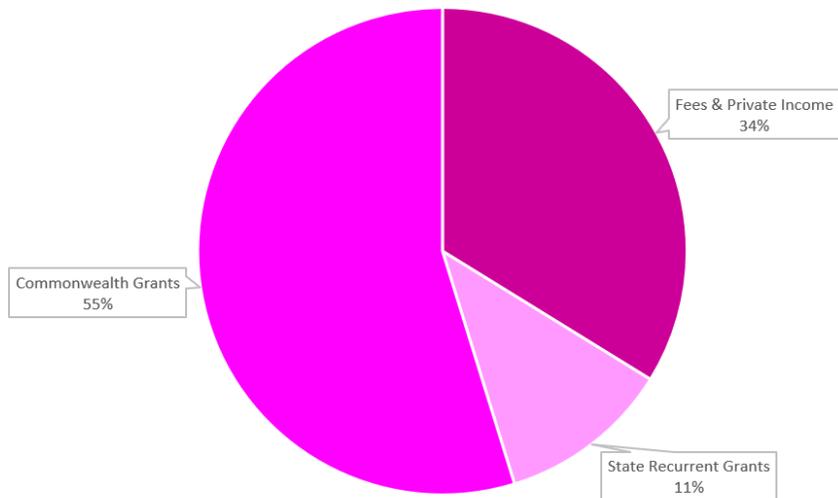
The events of 2021 saw many children hold an even deeper appreciation for the school and the extended family to which they belong.

Guides Satisfaction

Guides at CCMPS have the opportunity to air any concerns as well as express their level of satisfaction with their employment at their bi-annual reflection meetings with the Principal. Throughout 2021, regular meetings became an essential part of successfully navigating many schooling firsts. The size of the school and culture of close collegiality provide staff with the opportunity to raise concerns as required.

Once again, the Principal's open-door policy ensures that all staff have the opportunity to discuss educational or personal issues as the need arises. Informal feedback from teachers, discussions with the Principal and school manager and excellent staff retention indicates during 2021 staff were generally very satisfied in all areas of the school, particularly in terms of job satisfaction and organisational commitment.

Recurrent Income 2021



Recurrent Expenditure 2021

