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Southern Montessori Education Centre is a non-government, not-for-profit organisation currently offering programs from Toddlers and Preschool through to Year 9. It was founded in 1982 by a group of parents seeking a Montessori educational program for their preschool children.

In 1987, through the sustained efforts of parents and staff, a primary school program was established at Christies Beach.

The School moved to its present location in August 1995 adjacent to the O'Sullivan Beach Primary School. At the site Southern Montessori Education Centre has shared car parking with the primary school and shared access to the adjacent O'Sullivan Beach Primary School Oval.

In 2014, an Adolescent Program (Years 7 & 8) was offered for the first time as school community built towards a comprehensive Montessori Middle School in the southern suburbs. In 2015, our Adolescent Community (Years 7 – 9) relocated to the Karawatha Campus, approximately 1 km from the main campus.

In 2016, the Baby Steps program was introduced, catering for children aged 12 months – 2 years.

In 2019 the Adolescent Community (Years 7 – 9) relocated to the new Kalyra Campus at Woodcroft Drive Morphett Vale.

This master plan is for the Primary School site at Galloway Road. With the opening of the Kalyra Campus at Morphett Vale the school is looking to upgrade and expand the primary school.

The master plan focusses on continuing improvement to the teaching and learning environment for students within the classroom and within the external landscaped environment.

The master plan also provides for the longer term vision of allowing for additional students by creating four class groups in each Program: Cycle 1, Cycle 2 and Cycle 3.



MONTESSORI EDUCATION

(Montessori Australia website - <https://montessori.org.au>)

Montessori is an approach to supporting the full development of the human being. The Montessori approach offers a broad vision of education as an 'aid to life'. As an educational system, it is used in over 22,000 schools worldwide, and has a longer track record of success than any other educational approach in the world.

The Montessori approach to education, inspires children towards a lifelong love of learning, by following their natural developmental trajectory. Children become confident, responsible, independent learners, who trust in their own abilities. The inclusivity and positive social development facilitated by the Montessori programme forms the basis for a persistent attachment to learning and knowledge.

Montessori classrooms provide a specially crafted learning environment where children are able to respond to their natural tendency to work. Children have an innate passion for learning, and the Montessori classroom encourages this by giving them opportunities to engage in spontaneous, purposeful activities with the guidance of a trained adult. Through their work, the children develop concentration and joyful self-discipline. Within a framework of order, the children progress at their own pace and rhythm, according to their individual capabilities.

Dr Maria Montessori, a physician, anthropologist and pedagogue, developed her unique method of educating children over a professional career that spanned over fifty years. The Montessori approach was developed through intense scientific

observation of children from many ethnic, cultural and socio-economic backgrounds from birth to maturity. It is based upon a deep understanding of child development.

In Australia, Montessori education is available for children of all ages with programmes offered for children as young as 8 weeks old to age 18, through early childhood education and care services, preschools and kindergartens, and primary and secondary schools.

MONTESSORI CURRICULUM

The Montessori educational philosophy and curriculum is based on understanding what Dr Montessori describes as "The Four Planes of Development", 0-6 years, 6-12 years, 12-18 years and 18-24 years.

At Southern Montessori Primary School site the student program Cycles are;

- Cycle 1 - Preschool / Reception
- Cycle 2 - Years 1,2, and 3
- Cycle 3 - Years 4,5 and 6

Southern Montessori Middle School campus at Morphett Vale caters for students in Cycle 4 - years 7,8 and 9.

Educators at Southern Montessori Education Centre implement the Montessori National Curriculum and the Australian National Curriculum. The Montessori National Curriculum has been recognised by the Australian Curriculum, Assessment and Reporting Authority (ACARA) as an alternative curriculum framework.



MONTESSORI CLASSROOM

(Montessori Australia website - <https://montessori.org.au/montessori-classrooms> 3/4)

Montessori classrooms, or Prepared Environments, are designed to meet the physical and psychological needs of the child at each stage of development. In Montessori, the curriculum is embedded within a learning environment or classroom, in the form of a carefully designed and sequenced range of hands-on learning materials and activities. Montessori materials are designed to stimulate the child into logical thought and discovery.

The beauty, order and accessibility in the classroom serve to entice the child into activity. Guided by the Montessori teacher, the child explores the materials independently, and this is when the learning occurs. Children are able to engage with the activities according to their individual interests and at

their own pace. In this way learning becomes highly personalized.

The Montessori classroom is not merely a place for individual learning. It is a vibrant community of children, where the child learns to interact socially in a variety of ways.

The three-year age range enables older children to teach the younger and learn much themselves from the experience while the younger children are inspired to more advanced work through observing the older ones. With such a variety of levels in the classroom, each child can work at his or her own pace, unhindered by competition and encouraged by co-operation.



PRINCIPLES OF THE MONTESSORI METHOD

(Southern Montessori Education Centre Website - www.southernmontessori.sa.edu.au)

Montessori philosophy embraces the whole child, their natural curiosity and love of learning.

Based on mutual respect and cooperation, Montessori education encourages independence by providing environments that meet the developmental needs of children. This builds selfconfidence, inner discipline, a sense of self-worth and promotes positive social behaviour.

The Integrated Curriculum – The Montessori curriculum is organised into a spiral of integrated studies with the aim of making education a coherent whole. In the early years, lessons are simply and concretely presented and are reintroduced several times over succeeding years at increasing degrees of abstraction and complexity.

Independence – Great care is taken to create a learning environment that reinforces children's independence and natural urge toward self-development.

Order – For the small child the physical order of the prepared environment is obvious but order also underlies all of the less tangible aspects of the environment e.g. the consistency of the adults and their approach, the order of presentation etc. For the older child the social order becomes more important.

Choice – the environment affords children the opportunity to choose from a range of activities that are suitable for their individual developmental needs.

Freedom – Although there is freedom and movement within the classroom, it is freedom within limits. The children are limited by the requirement to be constructive and responsible with materials and behaviour. Learning to make good choices and becoming self-disciplined is a major goal of Montessori education and education for life.

Multi-age classroom – Children learn easily from their peers and flourish in an environment similar to a family. The multi-age classroom, grouped according to specific planes of development, allows children a chance to learn from their older peers and later a chance to be a model and teach their newly mastered academic and social skills. A stable and strong community develops as the children continue with the same group for three years. The educators make a deep connection with each student and the students with each other.

Movement – Movement greatly enhances learning. The Montessori materials all involve active use and participation by the children.



PRINCIPLES OF THE MONTESSORI METHOD

(Southern Montessori Education Centre Website - www.southernmontessori.sa.edu.au)

Control of Error – in the early years, the environment and in particular the materials are prepared in a way that allows the child to become aware of his mistakes and to correct them for himself so that he understands that it is all right to be wrong and that we can learn from our mistakes.

Materials – the materials that we choose for the environment act as keys to the child's development and the choice is directed by the child's essential developmental needs at each age range. The carefully sequenced teaching materials and learning program encourage children to take an active role in their learning, giving them opportunities to develop qualities of independence and self-discipline. The approach fosters social awareness and responsibility and encourages children to value differences.

Role of the Adult – Montessori educators have high expectations of the children's academic and social achievement. Our aim is to assist the children in moving toward independence, while providing consistent guidance to ensure that the children make good decisions and engage in productive behaviours.

Self-discipline and positive guidance – Montessori educators use kind and firm guidance with the aim of helping children learn self-discipline and self-control. Montessori children respect each other and their environment.

Intrinsic Motivation – children are intrinsically motivated and are driven by their desire to become independent and competent beings in the world. Our goal is for the child to develop a sense of satisfaction from the work itself, not to be dependent on the approval of the teacher or others.



SOUTHERN MONTESSORI PRIMARY SCHOOL MASTER PLAN

THE EXISTING FACILITY

The Southern Montessori Primary School operates from a Department of Education Open Plan Unit which was built in 1973/1974.

The main building & grounds purchased in 1995 has provided flexible and open learning opportunities which have been adapted to meet the Montessori pedagogy.

The School has added three additional learning spaces using transportable classrooms modules. The School BER project provided an Early Learning Centre, Reception Classroom & 2 x cycle 3 classrooms.

With the opening of the Montessori Middle School at Morphett Vale the school is looking to upgrade and expand the primary school.

The following Key Principles outline the scope of proposed new work to improve teaching and learning and to allow school to expand to four class groups in Cycle 2 and Cycle 3.

The drawings in section 4.0 show the proposed changes and the drawings in section 5.0 show the proposed stages for construction.



1. Movement/Access/Egress

- 1.1. Steep site. Access from the road car parking to the main the student level difficult - stairs and long non-compliant ramp
- 1.2. No equality of access for anybody with a disability
- 1.3. Changes in level within internal space and between buildings non-compliant.

2. Learning Spaces & Capacity

- 2.1. Mid-year reception intake not sufficiently catered for
- 2.2. Cycle 2 years 1,2,3. need one additional class group
- 2.3. Cycle 3 years 4,5,6 need one additional class group
- 2.4. Montessori open & flexible learning & teaching suits existing building.
- 2.5. Learning spaces require flexible furniture options to cater for group work & individual work
- 2.6. Learning spaces require student accessible storage for equipment and activities

Additional point: Preschool program expansion to be enabled by reception relocation

3. Indoor Outdoor Opportunities

- 3.1. Small site with significant trees and potential for significant improvement in outdoor learning opportunities.
- 3.2. Provide variety of spaces and activities for different age groups
- 3.3. Ideal opportunity for Nature Play, Kitchen Gardens etc
- 3.4. Oval adjacent (Dept of Education) used by the school
- 3.5. Potential future land purchase from Council (Christie Creek)

4. Staged Construction Program

- 4.1. School has limited funds and all development work needs to be staged to suit the school budget
- 4.2. Current budget allocation for recurrent maintenance to be reviewed for low cost student led works/ activities. For example outdoor shelter, productive gardens, nature play.
- 4.3. Furniture opportunities to be investigated to support and improve existing learning and pedagogy.



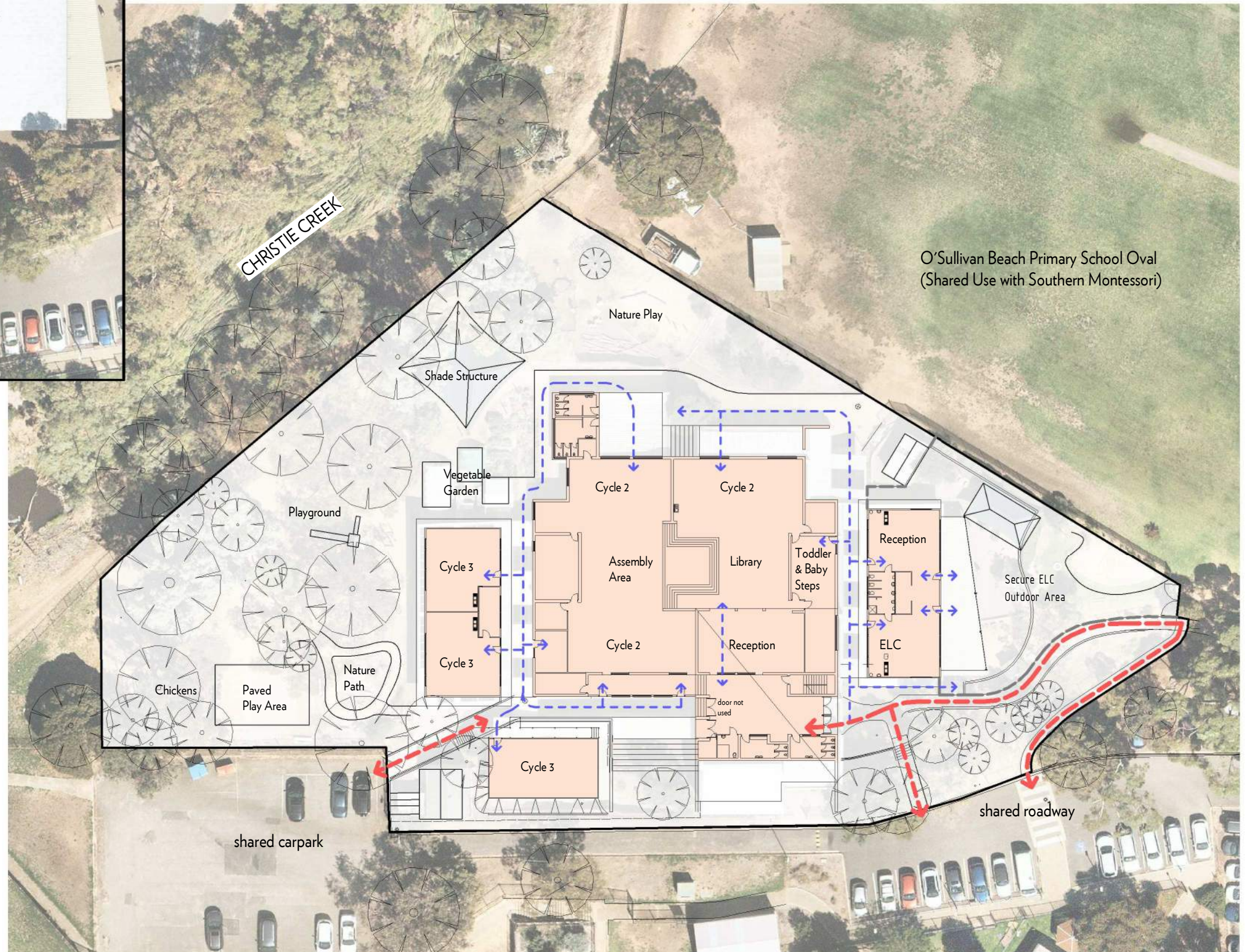
MASTER PLAN DRAWINGS



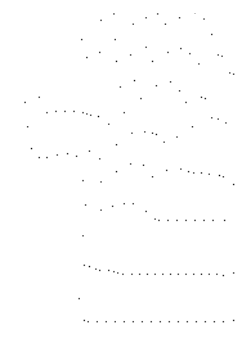
FIRST FLOOR - ENTRY LEVEL

LEGEND

- Primary Access & Connections
- General Access



GROUND FLOOR



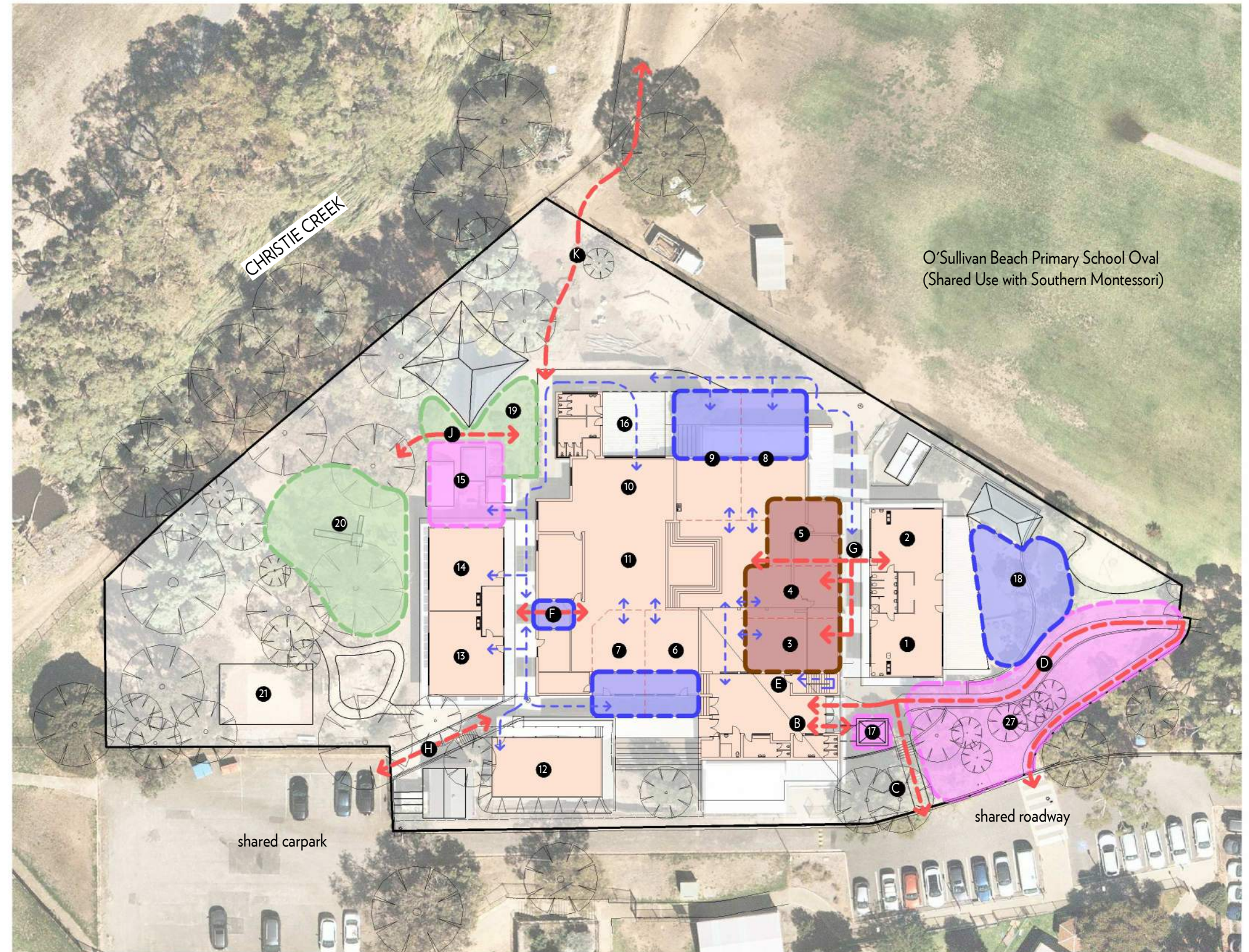
IDENTIFICATION

- 1 Early Learning Centre
- 2 Reception Classroom
- 3 Reception Classroom
- 4 Reception Classroom
- 5 Toddler and Baby Steps
- 6 Cycle 2 Classroom
- 7 Cycle 2 Classroom
- 8 Cycle 2 Classroom
- 9 Cycle 2 Classroom
- 10 Library & Specialist Learning
- 11 Assembly Space
- 12 Cycle 3 Classroom
- 13 Cycle 3 Classroom
- 14 Cycle 3 Classroom
- 15 Cycle 3 Classroom
- 16 Covered Outdoor
- 17 Lift
- 18 Play Area Redevelopment
- 19 Vegetable Patch Redevelopment
- 20 Nature Play Redevelopment
- 21 Existing paved play area
- 22 Administration (Future alteration for lift)
- 23 Office
- 24 Staff Room
- 25 Arts
- 26 Science/ Home Economics
- 27 Landscape and Walkway Upgrade

ACCESS ROUTES

- A Main Entry
- B Future Lift Link
- C Existing External Site Access Stair
- D Existing Access Ramp
- E Existing Stair
- F Cycle 3 Access Link
- G Reception Class Connection
- H Existing External Site Access Stair
- J Redevelop Nature Path Links
- K Nature Path Accessway to Potential Site

- ← Primary Access & Connections
- ← General Access



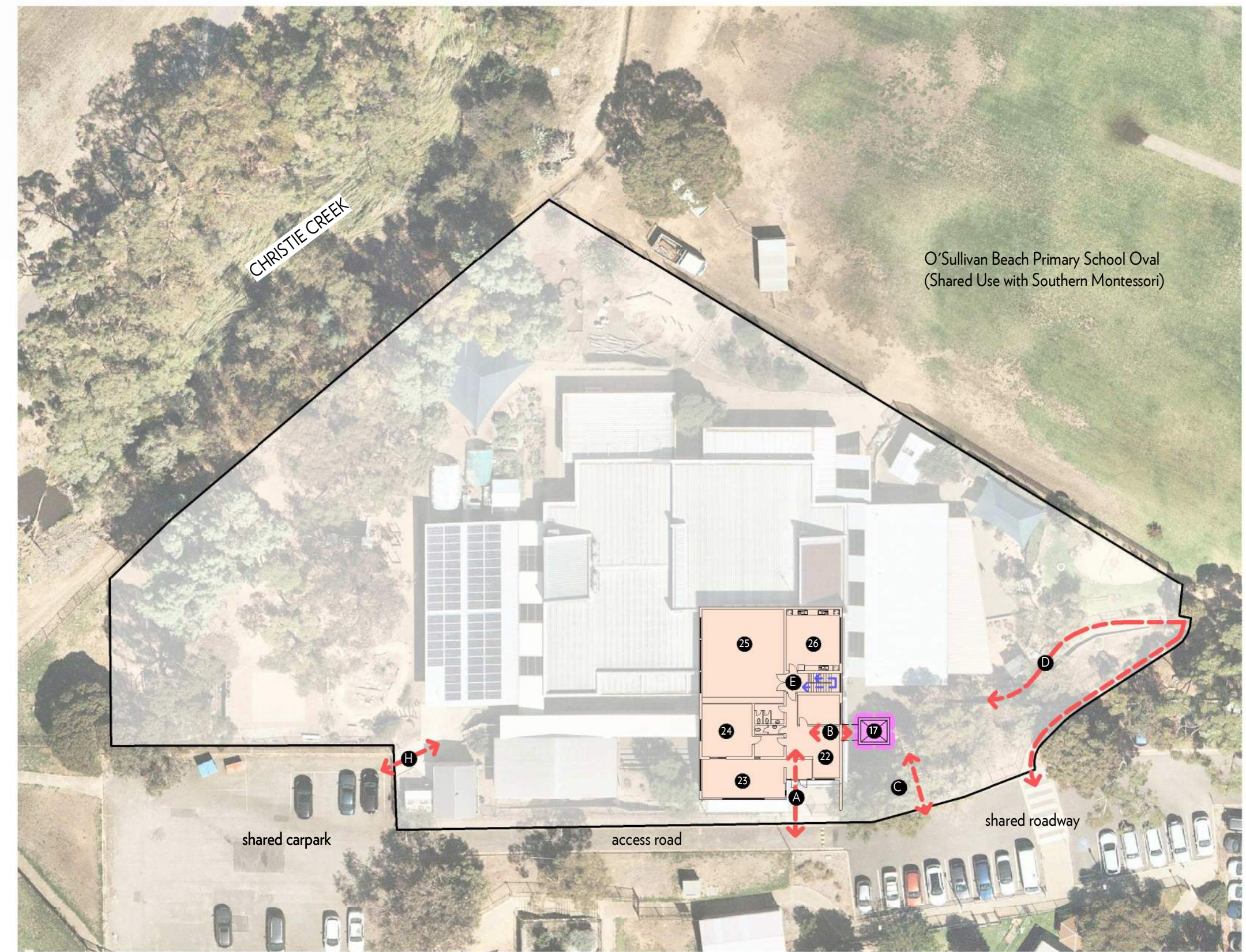
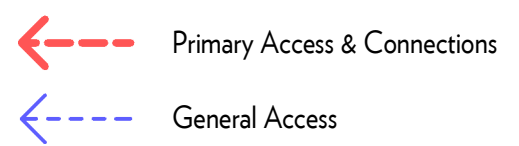
- Phase 1
Classroom additions and
Cycle 3 access link
- Phase 2
Refurbishment to form Reception
Classrooms and Toddler & Baby
Steps space
- Phase 3
Cycle 3 classroom addition.
Provision of Lift access
- Phase 4
Redevelopment of play spaces
as Nature Play

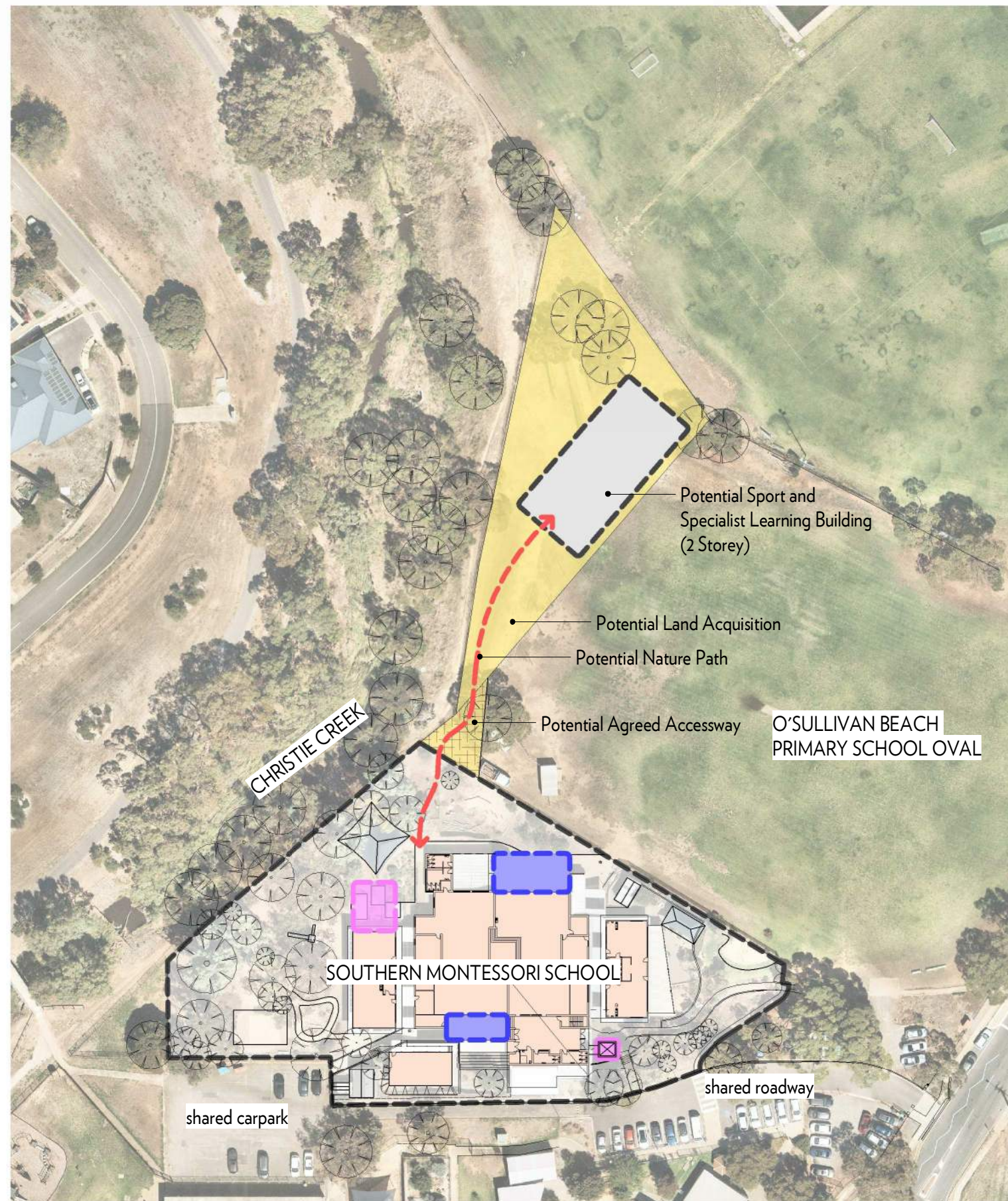
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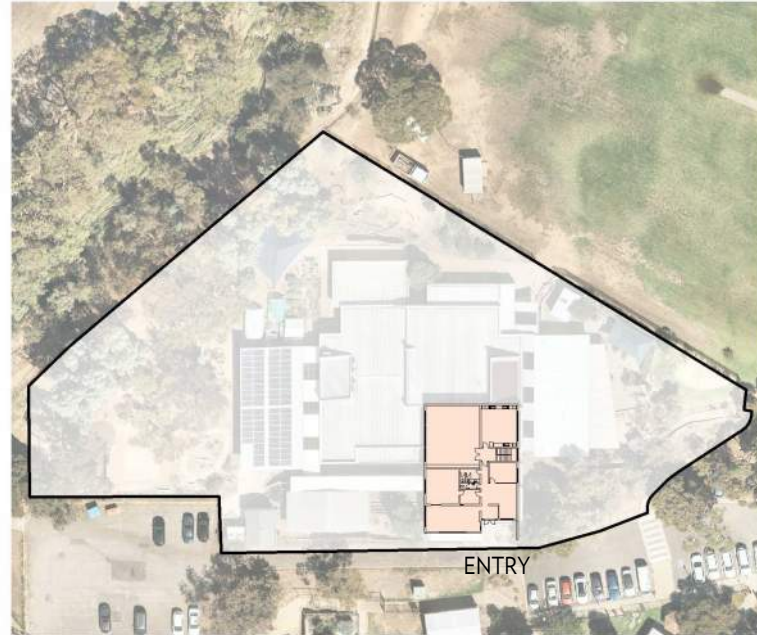
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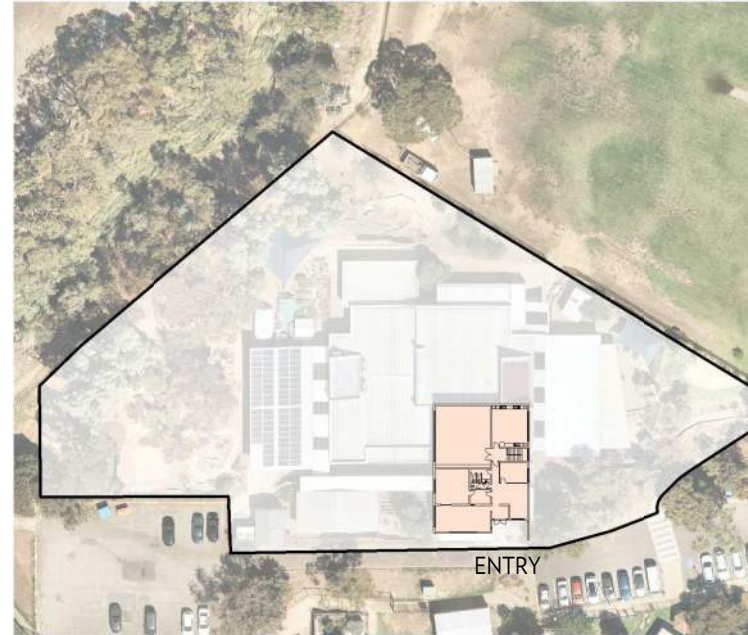
MASTER PLAN STAGING DIAGRAM

5.0



STAGE 1 - FIRST

NO WORK STAGE 1



STAGE 2 - FIRST

NO WORK STAGE 2



STAGE 3 - FIRST

CONSTRUCT LIFT, ALTER RECEPTION AREA TO PROVIDE LINKWAY



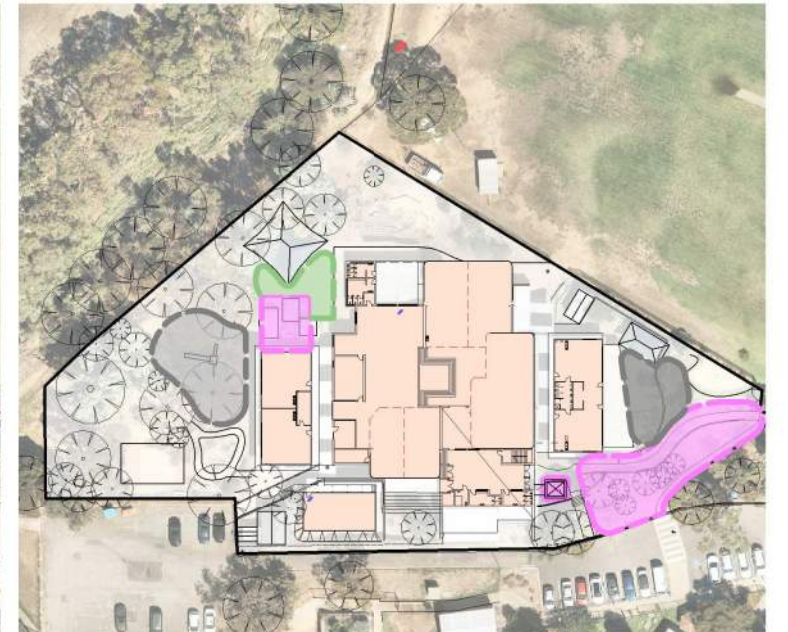
STAGE 1 - GROUND

CONSTRUCT 2X ADDITIONS TO CYCLE 2 CLASSROOMS
FORM ACCESSWAY FROM CYCLE 3 TO ASSEMBLY AREA
DEVELOP NATURE PLAY AREAS



STAGE 2 - GROUND

REFURBISHMENT TO FOR 2X RECEPTION CLASSROOMS AND
TODDLER & BABY STEPS ROOM



STAGE 3 - GROUND

CONSTRUCT ADDITIONAL CYCLE 3 CLASSROOM
CONSTRUCT LIFT
REDEVELOP VEGETABLE GARDEN AREA

**WALTER
BROOKE** ARCHITECTURE
INTERIOR DESIGN
LANDSCAPE ARCHITECTURE
MASTER PLANNING



Southern Montessori Primary School Masterplan
53 Galloway Road, O'Sullivan Beach

STAGING
31.08.2020
1 : 1000 @A3

DRAWING — MP05
REVISION —
PROJECT — 19-5802

The three stages of the master plan have had budget costs prepared. Stage 1, the BGA Application 2020 has had a cost plan prepared by Heinrich Consulting. Stage 2 and 3 are indicative budgets.

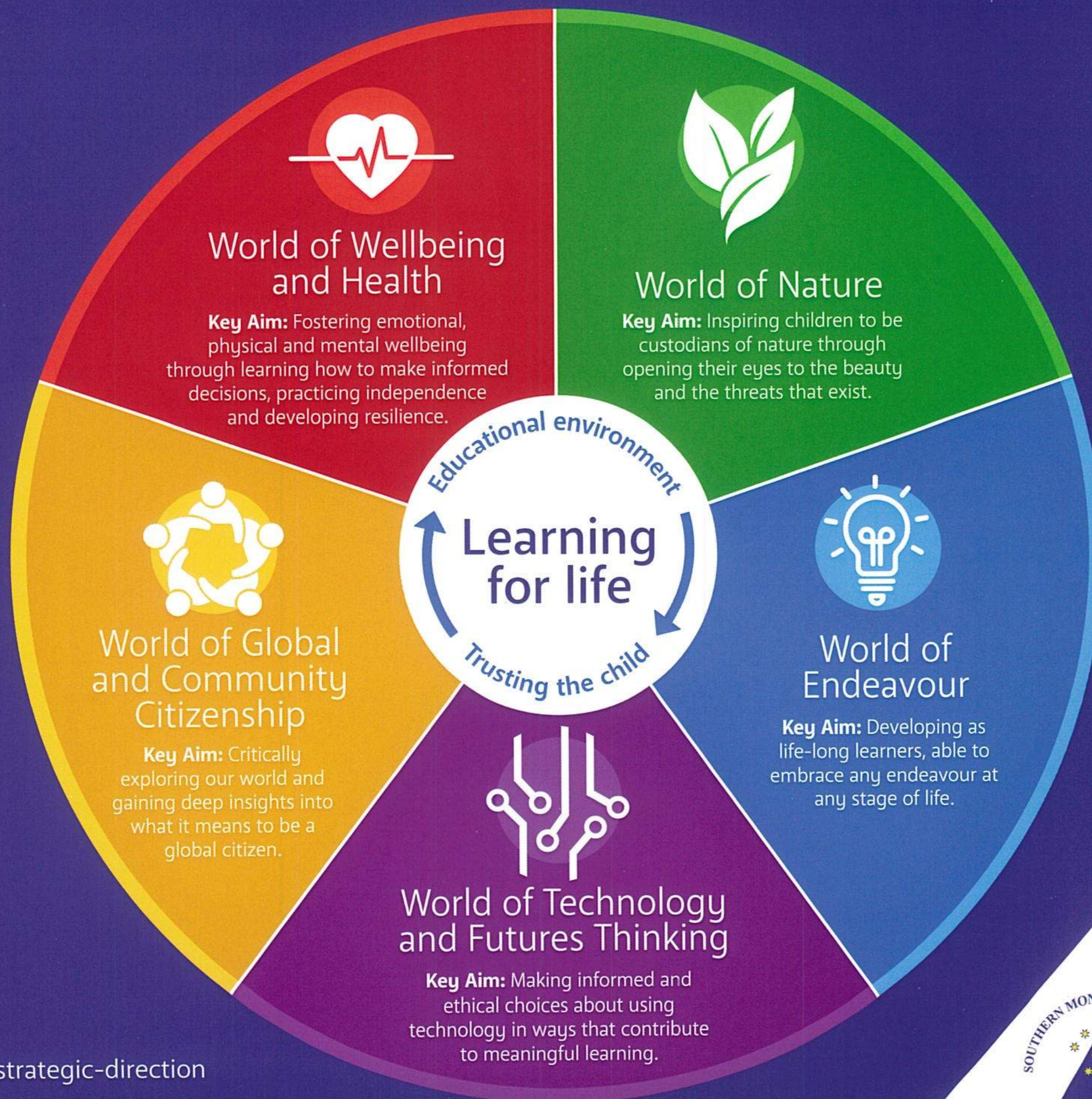
	STAGE 1	STAGE 2	STAGE 3
	BGA Application	Indicative Cost	Indicative Cost
ESTIMATED BUILDING COST	\$930,000	\$494,000	\$455,000
PROFESSIONAL / STATUTORY FEES	\$93,000	\$49,400	\$45,500
FURNITURE EQUIPMENT BLINDS	\$51,000	\$24,700	\$22,750
ESTIMATED PROJECT COST	\$1,074,000	\$568,100	\$528,250
GST	\$107,400	\$56,810	\$52,825
ESTIMATED PROJECT COST (INC GST)	\$1,181,000	\$624,910	\$581,075

SOUTHERN MONTESSORI SCHOOL STRATEGIC DIRECTIONS

2019 – 2023

STRATEGIC DIRECTIONS 2019//2023

With our community, we create Montessori educational environments that inspire children's learning for life.



southernmontessori.sa.edu.au/about/strategic-direction

FIXTURES FURNITURE EQUIPMENT LOOK & FEEL

SOUTHERN MONTESSORI
MASTERPLAN - LOOK & FEEL

AUGUST 2020

W A L T
E R B R
O O K E

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walterbrooke.com.au

ARCHITECTURE
INTERIOR DESIGN
LANDSCAPE
ARCHITECTURE
MASTER PLANNING



BRINGING COLOUR AND TEXTURE THROUGH THE FURNITURE FINISHES



SELECTING FURNITURE THAT HAVE MULTIPLE USES AROUND THE CLASSROOM. E.G. SEATING THAT TURNS INTO STORAGE OR SMALL TABLES



MULTI-PURPOSE MOBILE STORAGE



EASY TO MOVE FURNITURE TO ALLOW FLEXIBILITY IN CREATING DIFFERENT LEARNING GROUPS AND SPACES

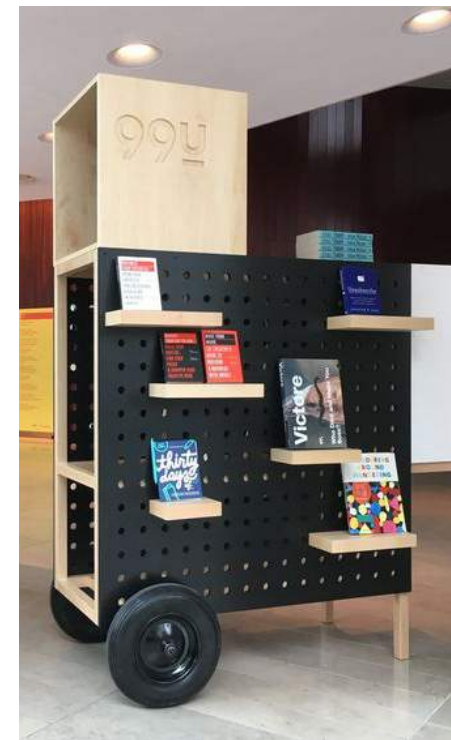
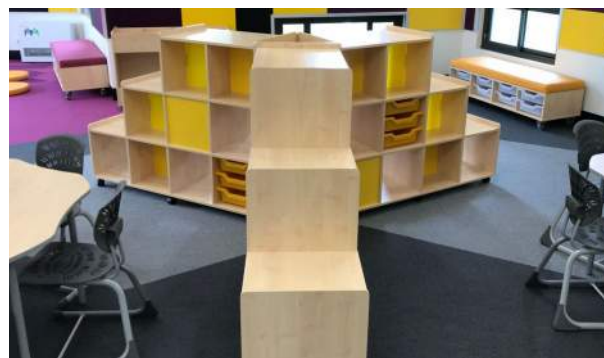


PROVIDING DIFFERENT SEATING AND TABLE OPTIONS GIVING STUDENTS A CHOICE IN HOW THEY WANT TO LEARN

FLEXIBLE FURNITURE



MOBILE MULTI-PURPOSE
STORAGE + WRITE UP



PLAYFUL STORAGE & DISPLAY



STORAGE AND DISPLAY



COMBINATION OF CLOSED AND OPEN LOCKERS AND STORAGE. FIXED JOINERY INCLUDING LOCKERS, BAG STORAGE

NEUTRAL MATERIALS & COLOUR PALETTE THAT REFLECTS SCHOOL IDENTITY

STORAGE AND DISPLAY



FLOOR PLAN

