cameragal montessori school

2026 PROSPECTUS

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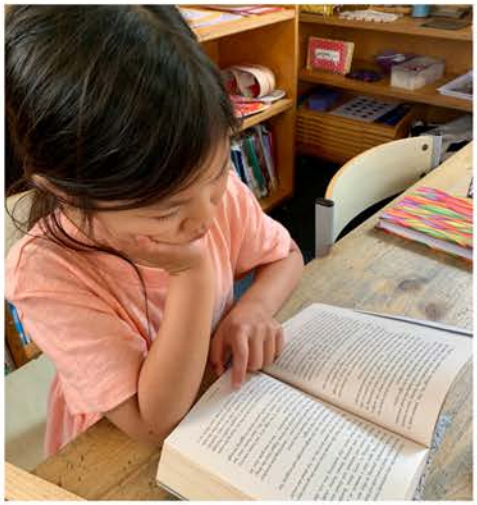
Welcome to Cameragal Montessori



For 50 years, Cameragal Montessori School has been committed to fostering independence and a lifelong love of learning in children. One of my greatest joys as the Principal of Cameragal Montessori School is seeing children grow from peaceful babies to articulate and confident children during their time at our school.

The magic of the Montessori approach is putting each child at the centre of their education and development. Our skilful and observant teachers act as both educators and guides; they nurture each child's innate curiosity, stretch their imagination and capabilities, and celebrate each step taken towards mastery and independence.

What is special in our Montessori classrooms is that each child naturally takes an active role in the personal and academic development of other children in the classroom. For example, it is common to see our 5 or 6-year-olds help younger preschoolers solve a difficult puzzle or discover a new activity, and our 8 and 9-year-olds are encouraging and working with our new primary students. These are opportunities for our older children to solidify their knowledge and grow in empathy and leadership. These interactions teach not only the "hard" skills to our younger children but also important social skills such as listening and patience.

In a world that desperately needs independent thinkers, ethical innovators, and compassionate citizens, we feel affirmed by our work and the mark we leave in the world through our alumni. Our approach equips children with the skills, self-belief, and sense of personal responsibility to play these important roles in society.

"The magic of the Montessori approach is putting each child at the centre of their education and development."

Our older graduates are making their mark on the world in all fields, from business, public service, science, and the arts.

Our more recent graduates are taking their Montessori "I did it myself" attitude to life and learning in a range of comprehensive, selective, and independent schools. A true testament to how we are cherished and valued by our alumni is the fact that some now send their own children to the school!

As you learn more about our school and how we apply Dr Montessori's principles, you will see this as the best environment – academically, socially, emotionally and physically - for your child in their first decade. We hope that your whole family feels at home and supported to be at your best as parents in this community.

Please reach out if you have any questions about Montessori or our school. We look forward to showing you the school and welcoming you to our community.

A full Montessori experience

Are all Montessori schools created equal?

Unfortunately, there is not a single global body that accredits the use of the Montessori method or Montessori name. Therefore, any school that borrows Montessori principles or uses some of the materials designed by Maria Montessori can call themselves a Montessori school.

At Cameragal Montessori, we pride ourselves on delivering a full Authentic Montessori experience. Some of the aspects in our programs that you may not find in other Montessori programs include:

- **Mixed age classrooms** that strive to have equal representation of students across the three-year age groups (e.g. 3 to 6 year olds for Stage 1 (Preschool and Kindergarten), 6 to 9 year olds for Stage 2 (Primary Years 1 to 3) and 9 to 12 year olds for Stage 3 (Primary Years 4 to 6).
- **Uninterrupted three-hour "work periods"** where children are free to explore activities and spend as much time on each one as they wish
- **Scientifically designed learning materials** that are offered to children in a defined sequence as they are ready
- **Highly qualified educators**, including those trained by the Association Montessori Internationale (AMI), the organisation founded by Maria Montessori and exceeding mainstream requirements at all levels.

What is Montessori?

The essential purpose of a Montessori education is to offer each child an environment where they feel empowered to develop the skills and habits they need for a lifetime of learning and happiness.

Dr Maria Montessori (1870-1952), the founder of the Montessori method, started her career as a medical doctor but dedicated most of her life to education. She recognised that children are curious and eager learners from the day they are born, and stressed the special importance of their first six years of life.

Montessori education offers an aid to life. We provide environments that support the child's own self-construction and the fulfilment of their potential.

Dr Montessori formalised her research-based findings into a comprehensive education program, with defined ideals for things such as structure and setup of a class, the role of teachers and learners, and activities and equipment (and the order in which they should be introduced).

Today, Cameragal Montessori School closely adheres to the principles of Montessori education, with thoughtful updates made to reflect the needs of modern life, and the requirements set out by the Australian and New South Wales Governments through the NSW Education Standards Authority and the Early Childhood Education and Care Framework.

What makes a Montessori classroom so special?

	Traditional Classroom	Montessori Classroom
Goal / Philosophy	• The goal of education is intellectual development and preparation for further education and work • Success = academic achievement • Learning largely comes after explaining and doing	• The goal of education is to develop curious life-long learners - a rounded focus on acquiring academic, social, and life skills • Success follows the natural pattern of human development and human instincts • Learning comes through physical exploration and achieving developmental leaps on an individual level in their own time
Role and mindset of the teacher	• The teacher is in charge of the classroom, and is responsible for imparting knowledge to students • The teacher delivers lessons according to set curriculum and defined milestones • Alternate teachers are engaged to provide the lessons in certain subject areas at a scheduled time	• The teacher demonstrates and guides the child through the specially prepared equipment and instructional materials in all subject areas • The teacher observes and responds to the child's developmental needs. Presentations are given based on the child's readiness and interests, while also observing NESA curriculum requirements. • The teacher sets up the framework within which the children can freely explore to ensure the smooth running of the classroom, and the curriculum is appropriately covered
Role and mindset of the student	• Students are relatively passive participants in learning. They are assigned work and expected to complete it in a set amount of time. • Often expected to do the same work as everyone else in the class • Motivation and discipline comes from being rewarded or punished • Competition is not unusual	• Children learn through first-hand, tangible experiences in engaging with learning materials • Children are able to choose their learning activities on any given day, with the teacher's guidance (to ensure exposure to the whole curriculum) • Motivation and discipline are more intrinsic and come from curiosity and a love of learning • Children naturally inspire and motivate each other and celebrate each other's success
Set up of classroom	• Same age groups in each class • Schedules and blocks of defined time for each lesson or activity • Classes are moved as a group to specialist classrooms which are only available during a set time • Children often assigned to particular seats or areas of the classroom	• Mixed age groups in each class • Uninterrupted work cycles – children work as long as they wish on a chosen project • Materials required for different subjects are always available in the classroom for the children to work on at any given time • Children can work where they are comfortable and can move around freely whenever they want

How are Montessori classrooms similar to traditional classrooms?

The School Program

- Our School is accredited under the NSW Education Standards Authority and the Early Childhood Education and Care Framework and provides equivalent outcomes for each year level.
- The curriculum includes the traditional disciplines of mathematics, English, science, geography, history, the creative arts, PDHPE, language and technologies

School Attendance

- From Kindergarten onwards, the school day is 6.5 hours long (from 8:30-3:00 pm), with breaks for snack and lunch and opportunities to spend time outside
- School runs for 4 terms per year with approximately 10 weeks per term
- Our Primary students attend from 8:30am to 3:15pm

Extracurricular Opportunities

- Children attend excursions and incursions, borrow books from the local library, care for our class garden and pets, and perform in concerts for parents and friends
- Children undertake a variety of physical activities and sports, which are included in our day-to-day program and at off-site school camps
- Children are supported to participate in the greater school community through charity fundraising and our integrated peer-support program

School Communication

- School reports are prepared twice a year, using the framework for school reporting set out by NESA, adapted to suit the Montessori learning program
- Parent/teacher interviews are held twice a year to discuss a student's progress through the program. Parents are also welcome to reach out to teachers and the principal for additional conversations as required
- Our school uses a customised App to update families on events and to book school programs
- Cameragal communicates the progress of students to parents through Transparent Classroom. Photos and updates are sent through to parents via the app.

Our programs

Under 3's Parent and Child Program

Cameragal Montessori offers three distinct programs for children under the age of 3, all of which run during school terms. Bookings are made through Trybooking for each 8-week term. Children attend with a carer for their pre-booked sessions.

- **NIDO Program Birth to 8 months**
- **MOVERS Program 8 - 18 months**
- **TODDLER Program 18 - 36 months**

3-6 Years

From 3 years of age, children are invited to join our preschool program through our enrolment process.

- **Preschool and Kindergarten for children aged 3-6 years** – 3 and 4-year-olds attend five mornings a week from 8:30 am-12 pm, with an optional Afternoon Care program available until 3:00 pm. 5 and 6-year-olds undertake the Kindergarten program and attend a full day, from 8:30 am-3:00 pm

6-12 Years

- **Primary for children aged 6-12 years** (School Years 1 to 6). Five days a week from 8.30 am-3.15 pm.

We also have a variety of after-school care programs for children enrolled in CMS.

Under 3's parent & Child Program

NIDO & Movers Program's

Cameragal Montessori Nido program is an early childhood environment for infants, from birth to about 8 months, designed to be a nurturing and home-like "nest".

The program focuses on supporting the baby's development of movement, language, and independence through sensory exploration and play in a safe, comforting, and predictable environment. This environment serves as a secure base from which babies can confidently begin exploring and learning about the world around them.

As babies learn and grow rapidly, Cameragal's Playroom materials and methods empower them to achieve each new milestone at their own pace and with maximum self-confidence.

The lessons from these classes lay the foundation for life, as the first three years of life are the most fundamental for children and their development.

Classes are held at the Cameragal head office, **47 Ridge Street, North Sydney,** during school terms.

Toddler Program

18 - 36 months

Our Toddler Program is created specifically for children aged 18 - 36 months and provides structured, individualised, developmentally appropriate activities that:

- nurture the child's urge for independence
- build self-esteem and confidence
- develop their concentration span

Learning happens through the repetition of activities that help lay the foundation for language, movement and order. We recommend that parents and carers observe, so the child can independently choose and learn from the activities in each of the six areas in our prepared environment:

- **Language acquisition:** activities to help the child develop vocabulary through naming and classifying objects
- **Practical life:** activities that teach self-care and care for the environment such as cooking, sweeping and dressing
- **Music and movement:** dedicated time each session to sing, dance and play musical instruments
- **Fine motor:** activities to develop hand-eye coordination and visual discrimination skills such as sewing and sorting
- **Art and craft:** creative activities such as painting, drawing, pasting and cutting

Our goal is to educate, empower and support parents in the Montessori method, which can then be transferred to the home environment.
Classes are held at the Cameragal Montessori Playroom, **47 Ridge Street North Sydney,** during school terms.

Preschool and Kindergarten (3-6 year olds)

The 3 to 6-year-old child possesses "an absorbent mind" and is eager to acquire knowledge, skills and relationships needed to thrive. This is a critical period when the child is actively building a sense of who they are, and the habits, attitudes and mindsets they adopt during this period can heavily shape their sense of self and approach to life well into adulthood.

At Cameragal Montessori School, we take this developmental stage very seriously, and we aim to facilitate this period of learning by offering experiences that are engaging and tangible. We also support their social and emotional development by creating a respectful, courteous and collaborative environment.

There are five main learning areas in the Preschool and Kindergarten program:

- **Practical Life** - using familiar objects in the home to help children become independent and better able to look after themselves. This area is also helpful in developing executive function, social skills, gross and fine motor coordination and a sense of pride in one's own work
- **Sensorial** – using physical objects to build a tangible understanding of concepts such as height, weight, colour, etc. This area encourages children to be curious and proactive problem solvers, as well as building skills in concentration, observation and independent thinking discernment.

> "Never help a child with a task at which he feels he can succeed."
>
> Maria Montessori

- **Language** – broadening children's vocabulary and teaching them the essence of discovery and the joy that they can experience when they discover they can record their thoughts, ideas and stories for others to read and the joy of reading others' messages. This helps children clearly express themselves and sets them up for a lifetime of learning
- **Mathematics** – using the manipulation of physical materials to build early numeracy skills, before moving to abstract operations. By offering developmentally appropriate and progressively challenging maths activities, we stoke each child's inquisitiveness and build their love of maths
- **Cultural Studies** – encompassing art, music, science and geography, children engage with the richness of the world around them. These activities sow the seed for diversity, openness and empathy, and help children find their place in the world.

A key learning theme that underpins the functioning of the class community is the concept of "grace and courtesy". Teachers lead by example in demonstrating cultural awareness and sensitivity, acting with dignity, respect and politeness.

What happens at Preschool and Kindergarten?

Our Preschool and Kindergarten classrooms are a hive of activity – at any given moment, you may find:

- A new starter being introduced to an activity by her teacher
- 3 and 4-year-olds playing "I spy" with a collection of objects
- A 5-year-old learning her times tables using special beads
- An older child helping a younger friend work on a map puzzle
- Two children documenting the growth of the beans they planted
- Friends washing their dishes after eating morning tea together

Outdoor activities include playing in the sandpit, climbing on equipment, gardening, bike riding, ball play, and group games.

Each day, children also gather for group time activities including dancing, singing, storytelling, grace and courtesy activities, science experiments and celebrations (e.g. birthdays and cultural festivals).

Although each child is free to choose the activities they work on each day, our teaching team closely observes their preferences and development, and regularly assesses their growth. With that information, teachers make plans for presenting new activities to either individuals or groups, and encourage each child to review or increase their level of challenge on familiar activities. Our teachers are always thinking about ways to enrich the physical, cognitive, social and emotional needs of each child, meeting each child exactly where they are at that moment of development.

Structure of the program

Cameragal Montessori School has three classes for 3-6-year-olds across two campuses (Neutral Bay and North Sydney).

Each campus provides the same three-year program, which operates five days per week. Three and four-year-old children attend five mornings a week, from 8.30 am-12.00 pm, with the option of staying for Afternoon Care until 3.00 pm. The afternoon care program is held in your child's classroom and is a relaxed afternoon program focusing on rest, lunch, extended outside play and, of course, the continuation of the Montessori work.

Children approaching their fifth birthday will be invited to join the Kindergarten program, which runs for a full school day from 8.30 am-3.00 pm. Each child will commence the Kindergarten program during the year, near their 5th birthday, when it is developmentally appropriate.

The learning program for 3 & and 4-year-olds adheres to the Early Years Learning Framework and National Quality Standard. The learning program for Kindergarten children adheres to the NSW Education Standards Authority (NESA) requirements, and is the equivalent of Kindergarten in other school systems.

On completion of the third year in the Preschool and Kindergarten program, children are ready to continue into Kindergarten or Year 1 in our Montessori Primary.

Transition journey 3-6 child

The objective of the transition is the child's experience and building trust with the family.

The environment is welcoming, supportive and responsive to the needs of the child and family.

Adjustment and transition to preschool

The child's experience is embedded in every decision made for the transition, so they can receive help when they need it and building trust is the objective. Our adjustment plans ensure that the child thrives when starting in preschool. A thoughtful process is planned in consultation with the family to assist in separating from your child.

Your class teacher will call to introduce themselves in the term prior to commencement, and we encourage families to share information about their child and any concerns, doubts, or anxieties they may have in regard to enrolling their child at school.

The adjustment process begins with a meeting with the parents and the teacher to build a connection and understand your child's routines and interests. You will then work with your class teacher on a transition plan to work towards your child being settled and happy coming to school. Children are provided with support and comfort to settle into the school and establish friendships and relationships.

Trust

A child feels basic trust when they.....

- Receive responsive and predictable care;
- Know their needs will be met;
- Feel a 'sense of the familiar' – "I know this place";
- Feel accepted and safe;
- See people who care, show interest and enjoy being around them.

FAQs - Preschool and Kindergarten

What are your ratios of teachers to students in the classroom?
The highest ratio of teacher to student is 1:10. Every classroom has one lead teacher and two assistants. Classroom size is capped at 30 students.

How come the school is set up so that pre-schoolers have to attend five days a week?
We ask children to attend five days a week to allow children to fully participate in all facets of well-rounded school life. Coming every day helps with continuity and becoming a member of their class and school community, and gives children the greatest opportunity to experience the breadth of the Montessori classroom.

Why is there a three-year age range in each classroom?
There are three main benefits of a three-year age range in each classroom.

Children are free to work at their own pace without feeling obviously ahead of or behind same-aged peers. The older children act as role models for the younger children: as they instruct younger children, they are solidifying their understanding of concepts and practising patience and empathyYounger children learn to seek the help and assistance of those more experienced than themselves. They begin to learn to seek help themselves.

What is the importance of completing the three-year cycle?
Within each three-year cycle, a body of information and skills is presented. If children are not able to complete their third year, they miss out on experiencing the "total possibility" offered by the class, and they may leave without complete fulfilment and consolidation of their skills and knowledge. Dr Montessori designed her program to introduce different aspects of learning at a time when the children are most receptive. The third year is the culmination of this process.

How will my child transition to Primary?
Our Kindergarten program is held within our 3-6 Classrooms. Our Kindergarten program complies with NESA standards, and the outcomes exceed the expectations of mainstream schools. By the age of 6 and completion of the three-year program, our children are prepared and ready to move through to our Primary 6-9 classroom.

It is important to ensure children are socially, emotionally and academically prepared to give them the best opportunity to thrive in future learning environments. In particular, the transition from the 3-6 classroom to the 6-9 classroom is a significant step, and we aim to ensure the timing is right for each individual child.

Children will visit the Primary 6-9 Classroom the term prior to moving up. They may also join an excursion or event. During the transition period, the children will be orientated into the Primary classroom and its routines and also introduced to the other children. They will learn how to use a work diary and join a few presentations. They will have a chance to work independently and with peers in the primary classroom. The basic classroom routines – toilets, lunch, outdoor activities, arrivals and dismissals - will be introduced so that they are confident and excited to begin their Primary journey in the new term.

Primary (6-12 year olds)

During the Primary years, children build on their earlier development and knowledge as they continue to form their identity and become more sophisticated learners and problem solvers. In these years, the key is to give children the freedom to explore and learn with greater independence.

Primary children take ownership of their own learning, setting their own goals and managing their time through a diary. Children have a regular conference with the teacher to review completed work, discuss goals and decide on areas of focus. The teacher observes and assesses children's progress, and provides presentation of new concepts and materials, and sets new challenges to support each child's achievement of curriculum outcomes.

Through individual and group work, primary children use Montessori materials to complete milestones in the curriculum areas as defined by NESA:

- English
- Mathematics
- Science
- History
- Geography
- Technologies
- Creative Arts
- Personal Development Health and Physical Education (PDHPE)
- Language

NAPLAN is also offered in Years 3 and 5.

The classroom is like a community, and the children take responsibility for the maintenance of the classroom, the gardens, and pets, and hold meetings where issues can be discussed and solutions to any problems developed. This helps develop important social, emotional, and problem-solving skills and enhances relationships and student well-being.

"In these years, the key is to give children the freedom to explore with greater independence"

Beyond the classroom

Local community facilities extend the grounds of the school, with primary children regularly visiting local parks to eat lunch, play, do sports, or just explore. Sport is also a key part of the curriculum, with a variety of activities offered throughout the year, including swim and surf lessons, a variety of sports, dance and games. Our children also attend an annual Montessori sports carnival, an opportunity to get together with other Montessori Schools across Sydney.

Children have the opportunity to go on excursions and incursions throughout the year. Each year, the Primary children attend camp. We use this as an opportunity for children to grow in independence, resilience, confidence and creative problem-solving. Camp allows children to realise their "I can do it myself" potential in new ways and builds greater social bonds and community.

A day in the life of Primary

The Morning Work Cycle - an uninterrupted 4-hour period

The children greet their teacher at the gate. They each write their name on the attendance register and check the blackboard for chores of the day. This is a time for the children to check or write in their diaries, planning the work they will focus on for the day ahead.

A group of children are listening to a lesson from the teacher. On her invitation, the children spread around the classroom, looking at items and writing down a very long list of nouns that they found. Another group of children are gathered together to write a report on different types of animals - some contribute ideas, and some act as scribes. Now and then, one of them gets up to take a book from the shelf to bring back to show the others. A child is working independently on the large bead frame, discovering long division. Other children work together with an assistant teacher to complete a science experiment to explore what happens when they mix different substances together. They each decide when they are ready to pack away materials or conclude an activity and note their work in their diaries.

The children have lunch together outside and then may walk to Watt Park or the local oval with their teachers for a 30-45 minute play and then return to school. A group of children may go on an outing with one of the educators. When they finish, each child takes responsibility for sweeping up crumbs on the floor or wiping spills in their immediate area.

The Afternoon Work Cycle

The class sits in a large group listening to the teacher reading aloud from a book. The children are engaged in various knitting projects as they listen. They raise their hands and listen to each other as they contribute ideas to a discussion on the subject matter of the book or the meaning of words.

Once a week, the class holds a community meeting. One child runs the meeting using an agenda that children have contributed to throughout the week. The children discuss and resolve problems that have arisen in the class. On other days, the children may continue with their work choices, attend music and language lessons within the classroom, visit the library or go to the Secret Garden for sketching.

A child rings the classroom bell and announces it is time to pack up. The children move around the classroom doing various jobs at the end of the day, such as wiping the tables, ensuring materials are back on the shelf and emptying the garbage and recycling bins. The children gather together for group time, sing songs and play musical instruments.

FAQs - Primary

What are your ratios of teachers to students in the classroom?
The Primary classroom has a lead teacher and teaching assistant. We increase the number of assistants as required from within our school staff, for example, if there is a small group excursion to the library, or during school camp.

Why is there multi-year age range in each classroom?
There are three main benefits of having children beyond a single age group within the classroom

- Children are free to work at their own pace without feeling obviously ahead of or behind same-aged peers
- The older children act as role models for the younger children and have an opportunity to take a leadership role within the classroom
- Rather than always seeking the assistance of an adult, children can seek assistance from their peers or gain confidence in their own abilities by observing their peers.

What sporting activities do the children participate in?
We have a Monday sports program throughout the whole year. This program varies from year to year and could consist of Term 1 swimming at Lane Cove Pool. Term 2 is dance/ gymnastics/ fundamental sports program, Term 3 is tennis, and Term 4 is surfing at North Steyne Beach, Manly or Kayaking at the Spit. The children also go to Watt Park or Waverton Park, North Sydney, for sport and play.

What are the main differences between Montessori and mainstream Primary?
In a Montessori school, you will see composite classes of Year 1 to Year 3 and Year 4 to Year 6 with our Kindergarten children in the Pre-Primary classrooms. Montessori classrooms have a child-centred approach and are designed to support children's natural developmental timeline - both academically, socially and emotionally. The classrooms are beautifully set up with materials that the children access independently with support and guidance from their teacher. Also, there is no homework or school uniform! Our children complete their school work at school during the school day. Montessori children are free to choose within limits and have freedom to choose only what they can handle responsibly.

What is the school uniform?
In order to encourage choice and comfort, the school does not have a required school uniform. However, the school policy requires that school clothing be practical for all school activities, non-branded and durable.

Does the school follow the NESA Curriculum?
Yes! Cameragal Montessori School is registered with the NSW Education Standards Authority as a non-government school, and we teach the NSW Syllabus in Mathematics, English, Science & Technology, Creative Arts, PDHPE, Geography and History.

How do I transition my child to another school to complete their secondary school education?
We have found that our students transition into Independent, private and public secondary schools with ease. Montessori has prepared them with excellent skills of time management, self-direction, resilience, conflict resolution, leadership, relationship building and making friends easily. We follow the same NSW curriculum and NESA outcomes as any mainstream school. Our students complete NAPLAN in Year 3 and Year 5.
Our 9-12 program completes our primary students' journey which prepares them to transition to any secondary school.

Enrolments and admissions

Enrolment Process
If you are interested in enrolling your child at Cameragal Montessori School, please complete an *Enrolment Form* and a *Cameragal Montessori School Membership Form*. You may send an online request for an enrolment pack via our school website: **www.cameragal.nsw.edu.au**.

For our preschool and primary classrooms, we often have waiting lists. The criteria for moving off the waiting list include the order of enrolment, sibling rights, age/sex balance of the class and parent commitment to the school's philosophy.

One general waiting list is maintained for all three preschool/kindergarten classes. As places become available, offers are made. Preferences as to class are noted but cannot be guaranteed.

Please also note, parents must become Members of the Cameragal Montessori School and maintain yearly Membership while their children are on the waiting list or attending the school. All Members receive the regular Newsletter, have access to the Parent Library and may attend the Parent Education evenings.

The Enrolment Manager will contact parents in the year preceding their child turning three years of age to advise of placement procedures, which include attending a Principal's Interview and accepting of terms and conditions in the letter of offer.

2026 Term Dates
Pre-primary and Primary

Term 1: Thurs 29 Jan to Wed 1 April

Term 2: Wed 22 April to Thurs 2 July

Term 3: Wed 22 July to Thurs 24 Sept

Term 4: Wed 14 Oct to Thurs 10 Dec

Fees
School fees are to be paid by week 3 of each term. The school year has four terms. If the child starts from the fourth week after his/her first term begins, then pro-rata fees will be charged. There is a discount per term for siblings attending the school concurrently. Please contact us for details.

Withdrawing your child from the School requires one full term's notice in writing to the Principal. One terms fee will be charged in lieu of adequate notice.

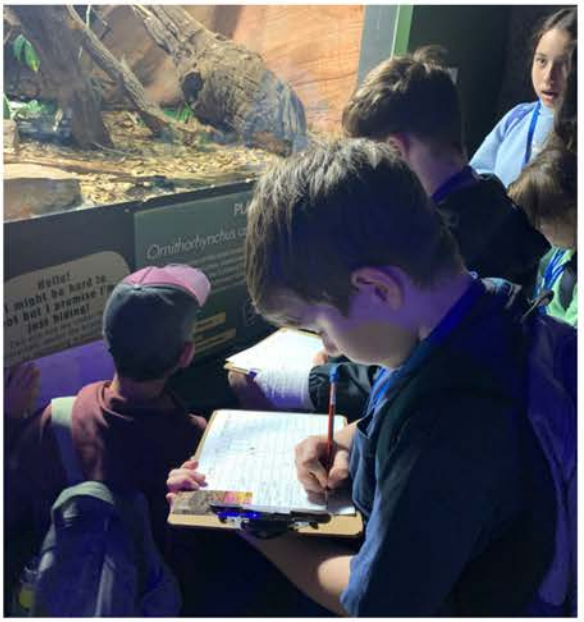
Fees for extracurricular activities, excursions and incursions may be changed separately.

Parents may also wish to contribute in a tax-deductible manner to our voluntary library and building funds.

Vacation Care
Cameragal Montessori runs a vacation care program each school holiday period. Program and booking information is distributed to families prior to the end of each term.

Parent Participation
Cameragal Montessori School is a non-profit school, operating to keep fees to a minimum while ensuring a high standard of education. Each term, we ask parents to contribute a few hours in one way or another to improve and strengthen the school and our community.

As members of our school community, we expect our families to join in our school community events and fundraising activities, assist in school and classroom maintenance and support the School Board and other committees.



HEAD OFFICE

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North Sydney NSW 2060
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admin@cameragal.nsw.edu.au

RIDGE STREET CAMPUS

(Preschool and Kindergarten)
47 Ridge Street
North Sydney NSW 2060

BIRTH-3 PROGRAM

(Infant and Toddler Classes)
Cameragal Montessori Playroom
47 Ridge Street
North Sydney NSW 2060

NEUTRAL BAY CAMPUS

(Preschool and Kindergarten)
Forsyth Park
2B Montpelier Street
Neutral Bay NSW 2089

NORTH SYDNEY CAMPUS

(Primary School)
The Cottage and St Peter's School Hall
10-12 Miller Street
North Sydney NSW 2060