

Annual Report

2019



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Please note: Reporting Area 4. Senior Secondary Outcomes are not applicable as ISMS does not operate as a secondary school.



Introduction

ISMS seeks to comply with expectations of the Australian Curriculum, NSW Education Standards Authority (NESA), the Montessori Curriculum and the Quality Framework for Early Childhood Education. The Inner Sydney Montessori School (ISMS) maintains the relevant data and documentation and complies with reporting requirements of the Minister for Education.

School registration was successfully renewed for the period 2016 - 2020. Also, in recent years, ISMS has successfully complied with the Montessori Australia Foundations (MAF), Montessori Quality Assurance Programme (MQAP) expectations and with Australian Children's Education and Care Authority (ACECQA) requirements for the Balmain and Lilyfield campuses. Reporting includes regular disclosure of financial and enrolment information, as well as educational performance measures. ISMS students sit for NAPLAN tests each year.

Policy and Procedure to ensure participation in Annual Reporting Process:

- The Principal is the staff member responsible for coordinating the final preparation and distribution of the Annual Report to NESA and other stakeholders as required
- For each reporting area, one of the following; the Principal, Business Manager, Deputy Principal and/or Enrolments Registrar is responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator and the Principal, for inclusion in the Report
- Determination of the specific content to be included in each section of the Report and reviewing the year's progress, to ensure ongoing compliance, relevance and usefulness is the final responsibility of the Principal, after discussion with the staff involved
- Preparation of the Report in an appropriate form to be sent to NESA occurs under the direction and final decision making of the Principal
- The School operational calendar shows the annual schedule for how the 30 June deadline is met:
 - Delivery of information for each reporting area to the manager;
 - Preparation and publication of the Report – office copy and electronic copy on internet and intranet;
 - Distribution of the Report to NESA and other stakeholders.



Reporting Area 1.

Messages from Key School Bodies

School Council President's Report

What a year 2019 was for ISMS. ISMS made enormous progress throughout the 2019 year on key strategies which the Executive Team, staff and School Council have been working on for some time.

ISMS's key strategic objective is to deliver a high quality continuously improving Montessori education for every student. Our Executive Team and staff, with support from the School Council, are continuously looking at ways to achieve this which enhance the student experience in a way which supports and reinforces Montessori pedagogy. In 2019 we saw significant progress made in the implementation of new education initiatives across the School as well as considerable preparation for education initiatives to occur in 2020. These are outlined in more detail throughout this report and in the report of ISMS Principal, Zoe Ezzard, which I'm sure you will agree are significant for a single year. Some of these initiatives and ideas have been part of the ISMS strategy or on its agenda for a long time, in some cases, years. Their implementation into our education program in 2019 is a significant achievement and the culmination of much sustained work from the staff, for which we thank them.

Another of ISMS' strategic objectives is to ensure the School is diverse and accessible to a wide range of families. Part of the strategy is to grow our student numbers gradually to enhance outcomes for our current students and to ensure we develop efficiencies that enable us to keep our costs as low as possible whilst also accessing the resources our educators and children need. In 2019, we opened our first new campus in many years, at Rozelle. Our Infant Community led the way in establishing the community. For many, the Infant Community is the first taste of Montessori and has an important role in supporting our families and establishing the community culture of the School. Thank you to the Infant Community for this important work. ISMS's Camperdown site, purchased by ISMS in early 2018, remains on the agenda as a future ISMS campus, however it is currently fully tenanted and covering its own costs, which has given ISMS the ability to focus on establishing Rozelle in 2019.

ISMS is one of Australia's leading Montessori schools and one of the few Montessori schools in Australia in a position to be able to address in part the challenges that face our entire community. In recent years, ISMS has focussed on ensuring there is high quality Montessori teacher training accessible to our staff and the Montessori community in Australia. A key aspect of this is the School's establishment of Sydney Montessori Training Centre (SMTTC). In 2019, SMTTC completed its first full time 6-12 AMI Diploma and ensured the completion of part time 6-12 and 0-3 AMI Diplomas, from which a number of ISMS staff graduated. Ensuring the accessibility of high quality Montessori teacher training greatly contributes towards a long-term solution to the recurring shortage of qualified Montessori trained teachers which all Australian Montessori schools, including ISMS, have experienced in recent decades. Numerous ISMS staff volunteered their time to support SMTTC in 2019, which was quite an effort, for which we extend our genuine thanks.

In September 2019, ISMS employed Christine Shaw as our Business Manager. Christine is a very experienced Business Manager and was able to hit the ground running, promptly commencing a process of improving the efficiency and outcomes of the ISMS business and technology systems, which is an ongoing process but one which is very important for our School. We thank Christine and her team for all their hard work on this project and look forward to seeing this business improvement program continue in coming years.



In 2019, ISMS also continued its concerted effort in continuing to modernise our ISMS policies to ensure we have policies that work well within our Montessori environment but also meet changing laws and education requirements. This is a significant and ongoing piece of work and we thank the staff involved for their work in this area.

Whilst this report outlines the achievements of the 2019 year, it is being delivered in June 2020. Since the end of 2019, Australia has experienced both a bushfire crisis and the COVID-19 pandemic. Both of these external situations led in late 2019 and early 2020 to operational changes to protect the health and safety of our staff, children and families. For instance, in 2019 air pollution testing became a regular daily part of the routine for a prolonged period and impacted the children's outdoor time. Similarly, the COVID-19 pandemic has resulted in periods of home schooling and logistics designed to make the School a safe place for all.

The impact of these external situations on ISMS was not something we could have specifically foreseen. However, the School has been able to adjust and manage all these challenges and has done it well. This has resulted in substantial effort from our School Executive Team, led by Zoe Ezzard, and all of our staff as well as significant concerted effort from the School Council in relation to the governance aspects of these matters, in particular COVID-19. This has shown and reinforced the strong foundation we have in our staff and Executive Team and that we, as a School, are well positioned for the future, whatever the challenges may be.

The School Council extends its sincere gratitude to Zoe and the Executive Team, and all of ISMS' staff for their dedication and hard work in supporting the student's education and in running our School, particularly given the significant external challenges faced.

These challenging times have also shown us the great strength of our ISMS community. Thank you to the families, including the children, for your ongoing contributions and support of the School, which is more important than ever.

Tara Taylor

School Council President



| Council Members 2019-2020 as of June 2020 | | | |
|--|----------------|--------------------------------|---------------------------------------|
| Council Title | Member | Professional Background | Association with ISMS |
| President | Tara Taylor | Lawyer | ISMS Parent [2 children] |
| Vice President | Paul Marriott | Lawyer | ISMS Parent [2 children] |
| Treasurer | Andrew Duff | Chartered Accountant | Non ISMS Parent [3 graduates] |
| Director | Greg Anderson | Bursar Independent School | Non ISMS Parent |
| Director | Peta Gibson | AMI Trained 0 - 3 Director | ISMS Parent [2 children, 3 graduates] |
| Director | Dan Bleakman | Business Owner, Marketing | ISMS Parent [3 children] |
| Director | Rahul Goyal | Chartered Accountant | ISMS Parent [2 children] |
| Director | Dale Anthony | Retired Teacher | Non ISMS Parent |
| Director | Margaret Rooks | Lawyer | ISMS Parent [2 children] |
| Former Director | Mark Jordan | Technology and Accounting | Non ISMS Parent [2 graduates] |
| Former Director | Leah Brown | Employee Relations and HR | Non ISMS Parent |



Reporting Area 1.

Message from Key School Bodies

Principal's Report

2019 was an exciting year for Inner Sydney Montessori School where we embarked on new projects, embraced new initiatives and completed various upgrades to our School. Of course, we also continued to strengthen our dedicated staff team, core values and mission.

After much planning, research and negotiations with the local council, we were thrilled to launch our Kid's Kafe! Our motivation was so much more than simply providing our Primary children with a healthy meal each week; this progressive project was about supporting our Montessori values to nurture life skills and mini-enterprise opportunities for the oldest members of our student body. Our committed Kid's Kafe staff team worked with the children to develop menus, incorporated the many dietary requirements of our School, placed online shopping orders, prepared the meals which included the strict health and safety measures needed around food handling and preparation, and of course served the meals. The project has proved to be a great success and we now look to ways we can extend it further, including the possibility of a coffee shop open to parents and our local community.

In 2019 we saw the development and launch of our extra-curricular clubs, in addition to our well established Band and Choir programs. Our wonderful ISMS staff established our lunchtime Art and Chill Out Clubs which have proved super popular with our children, especially those who have been looking for an alternative to outside games and activities. Our after-school clubs have gone from strength to strength and have included Robotics, Drama and Mandarin. We look forward to seeing how our offering can be further extended in response to our children's interests and passions.

We began our exciting preparation for ISMS' first overseas trip to the Montessori Model United Nations in New York in March 2020. Our 2020 Graduates will be able to join fellow Montessori children in nothing short of a revolutionary opportunity to change the world! We look forward to reviewing the success of this trip and its possible place in our annual calendar.

2019 saw the opening of our additional Infant Community at our Rozelle Campus. This was largely thanks to the hard work, determination and visionary aspirations of our often unsung heroes – our 0-3 team. All of our families, especially those who have experienced the support of our Infant Community Team, will know how hugely important this stage of our children's development is, hence why we are so delighted to be able to offer the irreplaceable and valuable support of our team to more families through our new campus.

We all know that every aspect of our community plays a key role in making up our 'whole' – our School is a great example of the African proverb, 'It takes a village to raise a child'. A crucial element within our ISMS village is our staff. Without our high-quality, dedicated team guiding and nurturing our children, our School would not be the amazing place that it is. In 2019, we saw the recruitment of some fantastic team members who have brought so much to our School – Nora Argaiz emigrated to us from France to become our new Sirius Director bringing so much Montessori passion and expertise with her, George Sleiman brought a wealth of skills and experience, as well as his never-ending energy and enthusiasm, to the role of Property Manager, and Christine Shaw, Loretta Nicelli and Elizabeth Kelly formed our new Finance and Human Resources Team whose combined strength, skillset and expertise has advanced our School hugely and made such a difference to our back office operations. Alison Ward joined our team as our Marketing and Digital Media Coordinator, bringing an array of media and communication knowledge to the team!



Maria Montessori said, 'The child should live in an environment of beauty'. Our School is a beautiful place striving to support and stimulate our children's sensory and personal needs whilst never losing sight of the need for vigilance towards health and safety. Thus, we invested in a number of improvement projects during 2019.

Our Balmain campus saw the makeover of our shared Infant Community and Elouera bathroom and the installation of additional air conditioning throughout necessary areas of the School. With our focus on safety in mind, our Essential Fire Services were upgraded including improved lighting, fire hydrants and PA systems and we also installed a smarter and safer intercom system.

Our Lilyfield campus enjoyed the improvement of our communication displays with the installation of new closed-in notice boards so that important information is always available to our families. Our Sintonia classroom welcomed new sinks and cupboards and our sandpit had quite the makeover! We also celebrated the building of our much needed and awaited staff office and the installation of speedy internet access.

Our new Rozelle campus' garden was in great need of TLC before opening. Among other improvements, the garden benefitted from the lawn being re-turfed and the addition of some beautiful gardens for the children and families to enjoy. We also installed a new fence to ensure our children can enjoy the space more safely.

Our PL's, families and staff facilitated a range of social events to bring people together, which are on a class, Stage or School basis, and 2019 was a busy year coordinating fetes, trivia and movie nights! The Lilyfield Fete was a wonderful event which reflected the deep sense of community spirit at our School. Through the hard work and creative contributions of our PL's, families, children and staff we raised over \$3000 and this will be spent on improvements and additions made to the outdoor environments in Lilyfield. A parents' only evening event, 'Trivia Night - Outback at ISMS' was a hugely successful and well attended event organised by our wonderful parents and staff. The evening was filled with laughs, live music and the silent auction which features beautiful collaborative artworks from each class. Many businesses graciously donated to the silent auction with the proceeds put towards establishing a library for classrooms across the School campuses. A huge thank you to everyone who kindly contributed their time and ideas in 2019!

We look forward to another exciting year ahead!

Zoe Ezzard
Principal



Reporting Area 2.

Contextual Information about the School and Characteristics of the Student Body

Core Guiding Principles

The Montessori pedagogy delivered at ISMS adds great value to the education of each child by adhering to the educational philosophy and teaching method conceived over 100 years ago by Dr. Maria Montessori in Italy. Based on following the natural sequence of development of the child, this educational philosophy emphasises one-to-one teaching, concrete learning leading to the abstract, self-motivation and free choice within an agreed plan of daily work relating to the curriculum. The School also reflects the goals and outcomes set by the NSW Government as translated by NESA.

ISMS is an authentic Montessori community where our children are inspired as learners to grow into peaceful, influential and self-reliant young people who create a better world.

Within the context of the Strategic Plan the School's formal Vision and Values are as outlined below.

Our Values

The ISMS community cherishes our core values of acceptance, accountability, courtesy, excellence, fairness, grace, integrity and service.

- Acceptance - acknowledging and understanding others' differences
- Accountability - taking personal responsibility for actions'
- Courtesy - valuing ourselves and treating others and the environment with consideration and respect
- Excellence - seeking to accomplish one's best
- Fairness - acting in a manner which is socially just and protects the rights and privileges of all
- Grace - conducting ourselves with dignity and sincerity
- Integrity - living in accordance with the principles of moral and ethical conduct
- Service - recognising and responding to the needs of others as an individual in a local and global community.

OUR VISION

Our vision for the future is to be known as a centre for excellence in teaching and learning; widely regarded as a leading Australian Montessori School; financially stable and secure for the long term; and a significant contributor to education in Australia and throughout the Montessori world.

OUR MOTTO

The School motto, 'Help me do it myself', reflects the Montessori ethos of providing guidance and an environment for children to form their own character and to reach their potential without impediment.



OUR LOGO

The ISMS logo represents a tree, which is a symbol for natural growth and the learning process. The colours of the leaves transform from green to red, with each leaf representing a new Stage in the child's development.





Characteristics of the Student Body

ISMS Enrolment Profile – Summary 2019

| Term | Stage 1 (3 – 6 years) | Stage 2 (6 – 9 years) | Stage 3 (9 – 12 years) | Total |
|------|-----------------------|-----------------------|------------------------|-------|
| 1 | 134 | 85 | 57 | 276 |
| 2 | 136 | 89 | 55 | 280 |
| 3 | 142 | 82 | 65 | 289 |
| 4 | 142 | 92 | 65 | 299 |

ISMS Enrolment Profile by Gender and Age 31 August 2019

| Age | Male | Female | Total |
|--------------|------------|------------|------------|
| Three years | 25 | 26 | 51 |
| Four years | 21 | 28 | 49 |
| Five years | 21 | 15 | 36 |
| Six years | 15 | 17 | 32 |
| Seven years | 15 | 14 | 29 |
| Eight Years | 12 | 10 | 22 |
| Nine Years | 15 | 9 | 24 |
| Ten Years | 13 | 12 | 25 |
| Eleven Years | 10 | 8 | 18 |
| Twelve Years | 5 | 0 | 5 |
| Total | 152 | 139 | 291 |



Before and After School Care Facilities

| Breakfast Club | |
|-----------------------|----|
| Term 1 | 49 |
| Term 2 | 55 |
| Term 3 | 58 |
| Term 4 | 62 |
| 2019 average per term | 56 |
| 2018 average per term | 58 |

| Elouera | |
|-----------------------|-----|
| Term 1 | 101 |
| Term 2 | 108 |
| Term 3 | 115 |
| Term 4 | 121 |
| 2019 average per term | 111 |
| 2018 average per term | 148 |

| Nangkita | |
|-----------------------|-----|
| Term 1 | 100 |
| Term 2 | 100 |
| Term 3 | 99 |
| Term 4 | 114 |
| 2019 average per term | 103 |
| 2018 average per term | 133 |

| Holiday Care (Total) | |
|----------------------|-----|
| Lilyfield Stage 1 | 316 |
| Balmain Stage 1 | 293 |
| Nangkita Stage 2/3 | 455 |



2019 Graduates Where are they now?



Burwood Girls High School (2)
 Cranbrook School
 Dulwich Hill School of Visual Arts and Design
 Glенаeon Rudolf Steiner School
 Lakes Grammar
 Marrickville High School
 MLC School

Monte Sant' Angelo Mercy College
 Newtown High School of the Performing Arts
 Riverside Girls High School
 Saint Ignatius' College Riverview
 St Andrew's Cathedral School
 St Mary's Cathedral College
 Sydney Secondary College Leichhardt Campus



Reporting Area 3.

Student Outcomes in Standardised National Literacy and Numeracy

For the first time, ISMS students in Years 3 and 5 sat the National Assessment Plan – Literacy and Numeracy (NAPLAN) tests using the online platform. The testing period highlighted a number of well-publicised national issues with delivery using this method and it was a learning experience for all involved.

The Montessori pedagogy emphasises developing in children a love of learning and teaches independence and skills in seeking out learning experiences. Success is measured in terms of the progress made by the individual child, not in competitive terms measured against other children and because of this educational philosophy, Montessori schools are reluctant to submit children to situations which can be regarded as ranking them or putting them in a competitive situation. We also acknowledge that there are many qualities that we value in Montessori Education; creativity, persistence, curiosity, collaboration, motivation, leadership, self-discipline, amongst others, which cannot be measured in this way. We recognise the need to undertake NAPLAN and we use these results as one of many sources used to inform teaching and learning.

In reading the following statements about our results, it is important to realise that our small numbers make variability from year to year more likely than in a larger school. NAPLAN results should always be interpreted with care. This is particularly the case in 2019 as our Year 3 and Year 5 students experienced online testing for the first time and there were many disruptions to the testing platform. Nonetheless, we recommend to our parents to not use individual student results as a point of comparison with other students nor to draw sweeping conclusions from their child's results. NAPLAN results are viewed to give us general insight on how our students perform on a national standardised test but is only one tool used to inform our teaching and learning. Upon reflection, due to the immense challenges presented by the online testing, the Australian Curriculum, Assessment and Reporting Authority (ACARA) have made the decision to postpone the NAPLAN online testing platform until further notice.

Year 3

ISMS had 24 students in Year 3 and the table below outlines ISMS' results in comparison to similar schools and all Australian schools:

| | Reading | Writing | Spelling | Grammar | Numeracy |
|---------|---------|---------|----------|---------|----------|
| ISMS | 485 | 434 | 463 | 495 | 422 |
| Similar | 490 | 453 | 466 | 505 | 449 |
| All | 432 | 423 | 419 | 440 | 408 |

Year 5

ISMS had 15 students in Year 5 and the table below outlines ISMS' results in comparison to similar schools and all Australian schools:

| | Reading | Writing | Spelling | Grammar | Numeracy |
|---------|---------|---------|----------|---------|----------|
| ISMS | 555 | 507 | 547 | 579 | 520 |
| Similar | 555 | 509 | 543 | 557 | 534 |
| All | 506 | 474 | 501 | 499 | 496 |



Tracking the Students

Students are tracked academically and socially from the age of three to twelve. Continuous and ongoing formative assessment processes that are appropriate in a Montessori school context are used. These processes include Transparent Classroom (TC), this is a record keeping and online management system which includes progress reports, attendance tracking and lesson planning tools. This system is used across both Preschool and Primary classes. Alongside this system, the teachers keep anecdotal records of observations for each child, noting their individual learning style, strengths/weaknesses, areas of concern and work ethic. These observation notes include standards of performance with levels of flexibility on the child's readiness to progress at their own pace. These observations and the child's progress notes are shared with the next class teacher during the transition meeting. A child's progression to the next Stage is based on their academic and social readiness.

Close routine communication with parents/carers is a feature of the School.



Reporting Area 5.

Teacher Professional Learning, Accreditation and Qualifications

Professional development for staff is an important part of the School program. Staff attended the following workshops and seminars in 2019:

| Professional Learning | Staff Participation |
|---|---------------------|
| Provide First Aid | 71 |
| Provide CPR | 71 |
| CHCPRT001 Identify and respond to children and young people at risk (ECTARC) | 70 |
| Foundation Level 1 – THRASS June / THRASS September | 21 / 2 |
| Broken Sleep Conference | 8 |
| AMI 6 – 12 Assistants Course | 5 |
| Montessori Work of Wool Workshop | 5 |
| Creating a Community of Empowerment | 4 |
| Montessori Football Course | 4 |
| Montessori Strategies for Children with Additional Needs | 3 |
| Behaviour Toolkit for Educators | 3 |
| Art, Music, Drama and Storytelling | 2 |
| Under the Volcano - Understanding Children's Emotions | 2 |
| Working Together: Support for Students with Academic, Behavioural Mental Health Needs | 2 |
| Montessori National Refresher – Thailand | 2 |
| Understanding Autism Spectrum Disorder | 1 |
| The Heart and Practice of Child-Centred Play Therapy | 1 |
| Supporting Children with Dyslexia | 1 |
| Nonviolent Communication Foundation Training | 1 |
| The Possibilities: Five Concepts that Promote Independent Playing | 1 |
| Birth Mothers: Combining the Emotional and Medical | 1 |
| Montessori and Special Needs Workshop | 1 |
| Languages Conference | 1 |
| Managing Challenging Behaviours | 1 |
| Music and Dance of the Torres Strait Islands | 1 |
| Neuro Education Series | 1 |
| What is Working Well in Wellbeing? | 1 |
| CHCPRT001 Identify and respond to children and young people at risk (CELA) | 1 |

During 2019, the School supported six staff members in completing their Montessori Diploma teaching studies. The School supported this training to assure the staffing needs in the future are looked after.



Teacher Accreditation

| Level of Accreditation | Number of Teachers |
|---|--------------------|
| Conditional | 2 |
| Provisional | 5 |
| Proficient Teacher | 13 |
| Highly Accomplished Teacher (voluntary accreditation) | 0 |
| Lead Teacher (voluntary accreditation) | 0 |
| Total number of teachers | 20 |

Details of teaching staff (as defined by the Institute of Teachers Act 2004) who are responsible for delivering the curriculum in accordance with the following categories:

| Category | Number of Teachers |
|---|--------------------|
| i. 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 | 19 |
| ii. Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teaching education qualifications. | 1 |

ISMS workforce consists of Teachers with both traditional tertiary and Montessori qualifications and support and administration staff.

Refer to My Schools website: www.myschool.edu.au



Reporting Area 6.

Workforce Composition



ISMS had a staff retention rate of 86% in 2019 compared to 88% in 2018.

ISMS workforce consists of Teachers with both traditional tertiary and Montessori qualifications and support and administration staff. ISMS has no Indigenous Australian or Torres Strait Islander staff members.

| School Staff 2019 | |
|---|------|
| Teaching staff (headcount) | 17 |
| Full-time equivalent teaching staff | 11.4 |
| Non-teaching staff (headcount) | 54 |
| Full-time equivalent non-teaching staff | 26.3 |



Reporting Area 7.

Student Attendance and Management of Non-Attendance

Student Attendance

Extended or repeated absence is usually due to illness. The rare exception to this is managed by pastoral processes, initially through the classroom teacher and then by the Principal, if required.

Parents and carers report planned absences to the Principal in advance. Classroom attendance rolls are electronically submitted to Reception by 9:00am each morning (30 minutes after the start of the day) where any planned or unplanned absences are recorded. Parents report any unplanned absences by phone or via the ISMS School app. An automated text message from the School messaging system is sent to parents of children still absent at 9:45am. Responses are monitored and families are called by phone should further information be required. These prompts allow us to track absences and support the safety of children.

Partial absences are also monitored through the School roll. Absences of children arriving late (after 8:45am) or departing early, or for part of the day for various reasons, are recorded at Reception where parents are required to sign children in and out. These partial absences are managed by pastoral processes initially through the classroom teacher and then by the Principal, if required.

Attendance Rate

Kindergarten – 88%

Year 1 - 90%

Year 2 - 93%

Year 3 - 91%

Year 4 - 94%

Year 5 - 94%

Year 6 - 95%

Whole School – 92%

In 2019, our overall yearly attendance rate across the School was 92%.



Reporting Area 8.

Enrolment Policy

Enrolments and Orientation Policy

1. Enrolment Policy

The Inner Sydney Montessori School is a co-education Pre and K-6 School providing an education underpinned by the philosophy of Dr Maria Montessori and fulfilling the educational requirements of the NSW Education Standards Authority (NESA). All applications are processed in order of receipt and consideration is given to the applicants' support for the values and philosophy of the School, siblings already attending the School and other criteria determined by the School.

ISMS offers a three year (twelve terms) Pre-Primary Montessori program with a full Extended Day component (from around 4.5 to 5 years of age, child dependent). This progresses towards the Montessori Primary program, split into 6-9 and 9-12 age group classes. Commencement at Primary (Stage 2) is roughly equivalent to commencement in Year 1 of a traditional school.

Student Population

ISMS started 2019 with 276 students and finished the year at 299, of whom 142 are Pre-Primary [Preschool and Kindergarten] and 157 are enrolled in Stages 2 and 3. There are approximately equal numbers of boys and girls throughout the School.

The School follows a specific philosophy of education and as such attracts parents/carers desirous of educating their child within this philosophy.

Procedures Overview

The Enrolment Registrar processes all enrolments. The Registrar has the responsibility of reviewing applications for enrolment in line with the principles expressed in this policy:

1. Process all applications within the School enrolment policy
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School ethos
3. Consider each applicant's educational needs. To do this the School will gather information and consult with the student's parents/carers and other relevant persons
4. Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding the enrolment is made
5. Inform the applicant of the outcome.

Of particular importance when considering the acceptance of the child as a pupil at the School is the commitment of the child's parent(s) to the Montessori philosophy and to the running of the School.

The child most likely to benefit from a Montessori education and to contribute to the education of his or her fellow pupils is the child whose parent(s) take an active and consistent interest in the School, which is strongly supported by volunteer efforts of the parents.

ISMS welcomes children of all backgrounds and abilities and in the spirit of Maria Montessori, provides child relevant programs to meet diversity, needs and stage of development.

Enrolment is accepted on the assumption that the parent(s) will be supportive of the School management team and the philosophical foundations of the School and will follow appropriate pathways when following up on concerns relating to their child.

2. Admissions Policy

The enrolment process and selection criteria for our various programs is outlined below.

All enrolments are processed through the office of the Registrar.



Infant Community Programs and Booking Process

Enrolment in the Infant Community program is separate to waitlisting for the Stage 1 – 3 (3 to 12 years) program. To waitlist a child for Pre and Primary, attendance at a tour is required along with the corresponding application fee.

Infant Community programs are offered on a term-by-term basis. There is no waitlist; offers and bookings are made in accordance with the following steps.

Students currently enrolled in the Infant Community Programs are given preference to enrol in the following term. Offers are made via email to the nominated parent and include a direct booking link to pay and confirm a place. Current family re-enrolment offers in the same age group level are made on the Monday of Week 5 of each academic term. Families are provided one week to re-enrol before the next round of offers are made.

After that, offers are made to families who are already enrolled in the Infant Community who are moving up an age group. These offers are made on the Monday of Week 6 of each academic term. Families are provided one week to re-enrol before the next round of offers are made.

Once this process is complete for current families, any remaining vacancies are opened to the public, on the Monday of Week 7 of each academic term. A direct booking link for each program with vacancies is posted on the School website.

Placement Priority

We encourage families to start an Infant Community program early in their child's life if considering placement for Pre and Primary.

First time bookings are accepted for children under 2.5 years of age as a minimum of six months of the program is necessary to optimise outcomes. First time bookings for children over 2.5 years of age may be refunded if demand exceeds places for the younger age group.

On occasion, a Transition to Stage 1 place (term prior to starting Stage 1) is offered to children over 2.5 years if they've been offered a Stage 1 place but have not attended the Infant Community previously.

Places are limited and we are often unable to meet demand for the Infant Community for children wishing to join after 18 months of age. Joining the program at pregnancy or before 15 months (Nido Transition start age) provides priority entry to the 18 month to three-year course – the Parent Toddler Program (PTP).

Attendance Dates

The Parent Toddler Program runs for the duration of the term and the Nido program runs from the second to second-to-last week of term. Specific dates are published in the booking links once released.

Participants attend one session per week at the same day and time. PTP classes are two hours in duration and Nido one-and-a-half hours. Make-up classes are not available as all classes are usually booked at capacity.

Stage 1 (Pre-school and Kindergarten, ages 3-6)

Many children start at ISMS when they turn three and join a Pre-Primary (Stage 1) class. Participation in the Infant Community Programs can help children prepare for Stage 1, but this is not a prerequisite and doesn't carry any waitlist advantage.

As demand for Stage 1 places often exceeds supply, the School unfortunately has to decline some applications. For this reason, ISMS maintains a waitlist and advises that the earlier the application process is completed, the better the chances of achieving a placement.

Steps to Enrolment in Stage 1

1. Attend an observation tour of the Balmain campus
2. Submit application forms, together with applicable fees
3. Meet with the Principal or delegate
4. Acceptance of a place.

Attend a School Tour

School tours are conducted regularly throughout each term. They take approximately one hour and are usually conducted by a School parent. The tour is followed by a 30-minute session with the Enrolments Registrar, and Principal, when available.

Application Forms

Application forms are included in an information pack handed out during the School tours.



Once an application form is submitted to the Enrolments Registrar, together with payment of the applicable fees, a child can be placed on the waitlist. This does not guarantee a placement, but it is a critical step towards one.

The form allows the candidate's family to nominate a preferred campus, Balmain or Lilyfield. If a place can only be offered at the non-preferred campus (where the family has a preference) then it will be up to the family as to whether they wish to proceed.

Waitlist families are welcome to contact the Enrolments Registrar at any time with queries about the process or if they wish to make changes to the details they have on file.

Meet with the Principal

Parents or carers are invited to meet with the Principal prior to any formal offer of place. This is a good opportunity to address any questions the family may have about Montessori education and ISMS, as well as providing a forum to discuss any special needs the child may have to ensure there is a good fit with the School.

Acceptance of Place

Places are offered from June/July for all children who would be eligible to start in the following year and a response is generally sought within 10 working days of the offer being made.

Children join Stage 1 in the term in which they turn three, but not before they turn three, and transition to Stage 2 around the time they turn six. To ensure this transition happens at the best time for each child based on his or her academic, social and emotional development, the Stage 1 Director consults with parents about this when the time comes.

Stages 2 and 3 (Primary, ages 6-12)

Most children in the ISMS Stage 1 program go on to Stages 2 and 3 at our Balmain campus. Children offered a place in Stage 1 is on the understanding that they will complete the full nine-year program from ages 3 – 12 years.

Children who have attended other Montessori Pre-Schools are also welcome to seek a transfer to ISMS for Stages 2 and 3. Their applications are subject to the same application prerequisites as listed above and other considerations such as the desired balance of children in each class by age and sex.

Under certain circumstances, ISMS may accept a transferring student with no Montessori experience into the Stage 2 or Stage 3 program. This matter is of careful consideration.

Children transferring to Pre-Primary or Primary from other Schools must lodge a report from the previous School before the child is accepted.

Over the years, the School has found that the child most likely to benefit from Montessori education is one whose parents take an active and consistent interest in the School. Also, the benefits of Montessori are seen to be maximised if the child remains until the completion of their Primary education in Stage 3 (traditionally Year 6, in Australia).

For this reason, ISMS asks parents who want their children to advance to Stage 2, to learn more about Montessori and the Primary School environment, and particularly how the classroom environment and the curriculum change to match the needs of the developing child. Parents are asked to give an undertaking that they intend their child to remain with the School until the end of Stage 3.

Selection Criteria

Applications are considered on a case-by-case basis. The key selection criteria are:

- A demonstrated interest in and knowledge of Montessori education, for example through attendance at information evenings and open days and the meeting with the Principal. Attendance at the Infant Community Program is also regarded as an indication of interest
- The date of receipt of the application forms and payments, and the child's age at that date
- Whether a sibling of the child is or has been a student at ISMS beyond Stage 1. For this to apply, the younger sibling needs to have been registered on the waitlist prior to turning one and the parents or guardians need to have been participating in the life of the School
- Commitment to the full Montessori program to the end of Stage 3
- The needs of the classrooms in terms of maintaining a balance of children by age and by sex
- If parent(s) was a Montessori student, either at ISMS or another Montessori school.



3. Admissions Procedures

Role of the School Registrar

- Oversight of the enrolments process
- Book a place on an Observation Tour prior to application submission
- Provide Information Pack and enrolments forms at visit which includes fee schedule
- Accept application with waitlist fee and Birth Certificate
- Provide accurate information about the School
- Make no promises of accepting a child until enrolment procedures have been followed
- Disperse printed information and forms.

Role of the Staff

Discuss philosophy and functioning of the classroom with the family.

For Prospective Families

- Parents must observe classrooms through a tour process prior to submitting an application
- For Primary enrolments, the Director invites the child to visit the classroom unaccompanied for a half or full day – this is to discern how he/she may manage to transition to a Stage 2 or Stage 3 Montessori classroom.

Classroom Observations

Classroom observations are an important part of understanding the way in which a Montessori school operates and an integral part of the Montessori philosophy. In the classroom, the teachers observe the children at work and direct them as necessary. The children observe each other and take responsibility for their work.

Role of the Principal

- Interview family and child
- Confirm the interest/abilities of the family in helping within the School
- Confirm the intent to complete the full nine-year program
- Inform family of responsibility towards participation in Working Bees
- Determine appreciation and/or understanding of the Montessori pedagogy
- Determine long-term educational goals
- Establish the responsibility parents have towards further education (through Parent Education Evenings).

Enrolment Procedure

The following outlines the enrolment procedure:

- I. Parent enquiry made – parents are instructed that the enrolment procedure begins with a School observation tour (Primary and Pre-Primary) and that children cannot be waitlisted until this occurs
- II. School observation booked:
 - a) 12 people maximum led by a current parent of the School
 - b) Observations occur fortnightly during term
- III. Enrolment Pack provided at observation including Application Form, Schedule of Fees, and Frequently Asked Questions flyer
- IV. School observation procedure:
 - a) Parent arrives and is met by current parent (Tour Guide), who provides parent with Enrolment Pack and provides a brief overview of the School
 - b) Tour group observes Infant Community, Pre-Primary and Primary classrooms (a selection of classes, not necessarily the whole School)
 - c) Parent may submit Application Form (including Birth Certificate) and fee to secure place on the waitlist
- V. Application Form received: once observation completed and Application Fee and Birth Certificate are submitted, child is waitlisted
- VI. 'Receipt of Application' letter sent. If completed documentation has been submitted, letter will confirm child has been placed



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on the waitlist. If any items are still outstanding, a letter will be sent to advise parents

- VII. Short listed parents and child are invited for interview with the Principal two to three terms ahead of starting date
- VIII. Priority for enrolment is given to:
 - a) Sibling status
 - b) Position on waitlist
 - c) The age of the child on application
 - d) Age and gender (for reasonable class balance)
 - e) Commitment to the 3-12 program
 - f) Commitment and involvement of parents
 - g) When all factors are equal, the age at date of application determines priority
- IX. Following interview with the Principal, letters of "Offer of Place" are sent based on:
 - a) The child's readiness
 - b) Sibling priority (please note that priority is only given if a sibling has completed Stage 1)
 - c) Reasonable balance of gender
 - d) Montessori school transfer
 - e) Commitment and involvement of parents
- X. Parents accept place with Placement Fee
- XI. Letters sent until all available places are accepted
- XII. If a parent considers they have been unfairly or improperly treated in the enrolment process, they have a right to lodge a grievance with the Principal as outlined in the School's Grievance Policy
- XIII. Acceptance of a place at ISMS carries a commitment on the behalf of parents, to the School's philosophy and culture and a willingness to further the interests of the School wherever possible.

Applications for Primary are accepted from other Montessori Preschools. As there should be no more than 10% of children without previous Montessori experience in a class, applications for Primary from children in non-Montessori schools are only accepted after consultation with the Principal and are reviewed on a case-by-case basis.

4. Integration of New Families

- a) Role of Registrar
 - Informing the parents of the child's acceptance
 - Sending contract and receiving deposit
 - Informing the Director at the start of term, who will then contact the family directly
 - Invite and host a New Starter Parent Induction meeting on the second Monday of each term
- b) Orientation Day

The School adheres to the Montessori principle of staggered entry to enable maximum attention to be given to each new child in the class and to assist the children to adjust to their new environment. Commencement dates are determined and notified by the Directors.

- c) Role of the Director
 - Meet with parents and child prior to the child starting
 - Give Class Parent Liaison details to the new family
 - Connect the child with other children



- Welcome the family into the class parent community.

All questions regarding the Montessori education and philosophy should be directed to the Principal or a Director.

The role of the Parent Liaison is to assist the new families to feel welcome at the School and to involve families in the School's community activities.

5. Enrolling Special Needs Children (see Disability Policy)

ISMS is a welcoming community of learners with a proven capacity to respond to the needs of children requiring special assistance.

The School follows the standards as determined by the Disability Standards for Education 2005 (Standards). Special needs include:

- Intellectual disabilities
- Learning disabilities
- Giftedness
- Behaviour disorders
- Multiple disabilities
- Physical disabilities
- Learning disabilities
- Vision impairment
- Deafness/hard of hearing
- Families at risk.

- 1) Parent follows the enrolment process up to the interview stage
- 2) At interview the parents are asked to provide details of the child's needs and provide any assessment reports from other involved professionals. These are viewed by the Principal or Registrar and Director of Learning Support
- 3) The Principal and the Director may discuss the child's application
- 4) The Principal and Director may observe the child in their present placement. If the child is not in a school, the Director may visit the child at home
- 5) When the child starts at the School all relevant staff members collaborate to draw up a Personalised Learning Plan (PLP)
- 6) The School may recommend education and/or health professionals if required and these will normally assist with the writing of a Personalised Learning Plan.

Meeting the Needs of a Child with Special Needs

- 1) When a child with special needs enrolls at the School, it is undertaken with the full understanding that the School believes the Montessori environment will be of benefit to the child
- 2) Obtain an independent disability assessment of the child

Where information obtained by ISMS indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will comply with the standards outlined in the *Disability Standards for Education (Cth) 2005*.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the ISMS courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

- 3) It is recommended by the School that parents and staff work collaboratively
- 4) The child will be observed by all relevant staff members upon entry. When planning and evaluating a Personalised Learning Plan (PLP) all relevant parties will be included in meetings to discuss the outcomes of the program and follow up plans. Parents will be kept informed at all times



- 5) Educational and/or health professionals are welcomed to continue their program with the child at School
- 6) A child who has special needs is an integral part of the School community. Therefore, involvement in extra-curricular activities is encouraged
- 7) The aim is to assist the child to reach their full potential.

Note: if a child is observed and appears to be having difficulties of any kind following enrolment, the Director will inform parents as soon as possible. Staff members will document all relevant instances and work with the Learning and Support team and / or Principal as required.

6. Conditions of Acceptance

First Child Entering the School

Offers of place must be accepted within 10 working days by returning the Acceptance Form which lists the following conditions:

- A non-refundable placement fee (per child) is payable on acceptance of the offer
- Each child is expected to attend the School for the entire nine-year program. Withdrawing a child before the completion of the Program may upset the child's educational development and disturb the balance in the class, creating a gap which is often impossible to fill
- ISMA (Inner Sydney Montessori Association) membership must be kept current for the duration of the child's attendance at the School
- Parents are requested to support and participate in the School community in a variety of ways and are encouraged to attend Parent Education Evenings organised by the teaching staff to deepen their knowledge of Montessori education at ISMS
- Parents are asked to participate in fundraising activities and Working Bees or to pay levies.

Siblings

Conditions of acceptance for siblings are similar to those for the first child. Sibling priority is only applied if the older sibling has completed or has the intention of completing the full School program (i.e. Pre-Primary and Primary).

7. Timing of Entry

The School follows the Montessori principle of staggered entry to enable maximum attention to be given to each new child in the class and to assist each child in adjusting to their new environment. Commencement dates in any one term are determined and notified by the Directors once the Registrar indicates places have been offered.

Timing of Entry – Primary

The child may transition to Primary at the beginning of any term per the School Transition Policy.

8. Transfers

There is no automatic right to transfer between authentic Montessori schools but every attempt is made to offer a place to a transfer, subject to the enrolment criteria being met.

Once children have commenced in a class at the School, they will not be transferred to another class except in exceptional circumstances.

9. Deferrals

Requests by parents for deferred entry are generally not granted but each case will be considered on its merits. Requests for deferred entry must be made in writing to the Principal.

The School may also advise a deferred start, in which case a place will be held without fees being charged until the entry date given by the Class Director.



10. Confidentiality and Privacy

The School respects the privacy of the families and staff who make up the School community. It is the School policy to ensure that all information obtained by the School in relation to personal circumstances of children and their families will be kept confidential unless:

- The family concerned authorises disclosure of the information; or
- The School is obliged to disclose the information pursuant to health regulations or other Commonwealth, State or Local Government laws or regulations.

11. Fee Policy

(a) Payment of Fees

Fees are set annually for all children in the School, with discounts available for younger siblings.

Fees for Stages 2 and 3 are due and payable according to a payment plan that is agreed between the family and the School. Discounts are offered for early payment.

Fees for Stage 1 are due each fortnight with payment details encrypted and held securely on the School data base.

Some families of Preschool children may be eligible for government subsidies through the Family Assistance Office.

Fees for children commencing School after the commencement of term (at the request of the School) are reduced pro rata. There is no reduction for absences due to holidays, illness or a late start to the term instigated by parents.

If families do not adhere to their instalment commitment and fall behind in their fees the School is obliged to consider withdrawing the child's enrolment.

(b) Fees Determined by School Council

School fees are determined annually by the School Council, considering:

- ISMA's status as a non-profit organisation
- Compliance with government funding and other regulatory requirement
- The financial cost to administer the School
- New and existing enrolment levels
- Applications and waiting lists
- Other relevant criteria.

The School Council determines the conditions attached to fees including late payment fees, early settlement discounts and other similar fees/discounts.

(c) Notification of Fees and Conditions

The Principal is responsible for ensuring that parents of existing students and applicants are notified of fee changes and of conditions which may apply to fees. The Business Manager and the Principal maintain current fee schedules which are available to all parents.

(d) Fee Relief

The School Council may agree to provide families with relief in relation to tuition fees. Families who have concerns about tuition fees should approach the Principal. The Principal will consider the appropriateness of fee relief having regard to:

- The length and nature of the family's involvement with the School, including the degree to which the family participates in and supports the School community
- The financial affairs of the family
- The needs of the School having regard to specific needs of classes
- The current level of new and existing enrolments, applications and waiting lists
- Other relevant criteria.



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In appropriate circumstances, the Principal may recommend to the Finance Committee that some form of fee relief be provided. The Principal and/or Business Manager will then meet with the family concerned in order to assess the family's financial situation and, if possible, agree on behalf of the Finance Committee to a solution acceptable to both parties.

Fee relief arrangements are made for periods of up to 12 months only. At the end of an initial 12-month period, arrangements are reviewed by the Finance Committee and extended only if appropriate based on the conduct of the Debtors account.

All fee relief arrangements are in writing by way of a letter signed by the Principal, Business Manager or Treasurer. All fee relief arrangements are assessed in strict confidence. The School Council is informed of all fee relief arrangements, on a no-name basis.

The School reserves the right to increase fees at any time by the giving of prior written notice including via the School Newsletter. The notice period will be at least one month.

"The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act, the Board of Studies for registration of the school and the Australian Children's Education and Care Quality Authority (ACECQA)."



Reporting Area 9.

Other School Policies

All policies are maintained by the Operations Deputy Principal and are accessible on request. A selection of these policies are published on the Parent and/or Staff Intranet and are accessible at Reception for members of the School community. A full set of policies are held in the Principal's office as well as in a number of shared common places throughout the School for staff to refer to. The ISMS Policy Suite is undergoing a major revamp and a complete revision of this will be undertaken and completed in 2020. This includes a new policy template to identify more specific and relevant detail within each policy, streamlining the suite from 72 to 55 policies, and reviewing the ownership and ratification of the suite.

The following are a subject of the policies, as mandated for inclusion in this Annual Report:

1. Student Welfare

The School 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.

To ensure that all aspects of the School's mission to prioritise a student's welfare are implemented, the following policies and procedures' documents are highlighted as being in place in 2019. All staff members have been briefed in the content of policies. Policies are listed on the intranet and are available to staff. The policies that are directly relevant to parents, i.e. non staff or governance specific, are available in full on the intranet.

| | | |
|-----------|--|---------|
| I. | CHILD PROTECTION: | |
| | Child Protection Policy and Procedures | 3.6.1 |
| | Staff Code of Conduct | 3.6.2.4 |
| | Supervision | 3.6.2.9 |

| | | |
|------------|--|----------|
| II. | STUDENT WELFARE | |
| | Medical Management | 3.6.2.15 |
| | Anti-Bullying Policy | 3.7.1 |
| | Behaviour Management | 3.7.3 |
| | Disability | 3.6.2.24 |
| | Excursion Policy | 3.6.2.10 |
| | Overseas Tours and Excursions | 3.6.2.26 |
| | Immunisation Policy | 3.6.2.17 |
| | Infectious Diseases Policy | 3.6.2.16 |
| | Support and Care (Pastoral Care) | 3.6.2.1 |
| | Sleep and Rest | 3.6.2.19 |
| | Safe Food Handling | 3.6.2.21 |
| | Sun Protection | 3.6.2.22 |
| | Participation of Volunteers / Students | 3.6.2.18 |
| | Water Safety | 3.6.2.23 |



2. Student Discipline

Students are required to abide by the School rules and to follow the directions of Directors and other members of staff. Corporal punishment is not permitted under any circumstances. At all times, the positive and supportive qualities of a Montessori environment are emphasised with staff, students and parents. This approach is reflected in the policy documentation.

See:

| | |
|-----------------------------|---------|
| Behaviour Management Policy | 3.7.3 |
| Staff Code of Conduct | 3.6.2.4 |
| Student Discipline | 3.7.2 |

3. Complaints and Grievances Resolution

The School's processes for resolution of complaints and grievances include processes for raising and responding to matters of concern identified by parents and/or students and/or staff members.

See:

| | |
|-----------------------|----------|
| Staff Manual | 3.2.5 |
| Complaints Policy | 3.6.2.11 |
| Staff Code of Conduct | 3.6.2.4 |
| Student Discipline | 3.7.2 |



| Summary of the Policy | Changes in 2019 | Access to the Policy |
|--|--|---|
| <p>Student Welfare The School seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> • 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. | <p>The Child Protection Policy and Procedures were revised to include the Crimes Act legislation and specifics around the requirement to protect and requirement to report offences. There were minor updates to the procedural flowcharts for Mandatory Reporting, Reportable Conduct and the WWCC process. A termly meeting with the ISMS Child Protection team was written into the Mandatory Reporting flowchart.</p> | <p>Families have access to the live, electronic version of this policy through the ISMS Intranet. Staff have access to the live, electronic version through the ISMS Staff Intranet page, as well as through Google Drive. Hard copies are available at all campuses.</p> |
| <p>Anti-Bullying</p> <ul style="list-style-type: none"> • The School believes that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore relationships. We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it. • This policy builds on various other policies of the School including 'Staff Code of Conduct' and 'Interactions with Children,' to provide clear procedures and strategies to prevent, reduce and respond to bullying. | <p>There were no revisions of the Anti-Bullying or Unlawful Discrimination, Harassment and Bullying Policies, or the Behaviour Management Procedures documents in 2019. There are plans to review these in 2020 and in regard to the Behaviour Management Procedures, to implement more age specific and developmentally related behaviour management strategies and processes for Stage 1 (3-6 years) students.</p> | <p>Families have access to the live, electronic version of this policy through the ISMS Intranet. Staff have access to the live, electronic version through the ISMS Staff Intranet page, as well as through Google Drive. Hard copies are available at all campuses.</p> |
| <p>Discipline</p> <ul style="list-style-type: none"> • Students are required to abide by the School rules and to follow the directions of Directors and other members of staff. Corporal punishment is not permitted under any circumstances. At all times, the positive and supportive qualities of a Montessori environment are emphasised with staff, students and parents. This approach is reflected in the policy documentation. | <p>There were no revisions of the Student Discipline Policy in 2019.</p> | <p>Families have access to the live, electronic version of this policy through the ISMS Intranet. Staff have access to the live, electronic version through the ISMS Staff Intranet page, as well as through Google Drive. Hard copies are available at all campuses.</p> |
| <p>Complaints and Grievances Resolution</p> <ul style="list-style-type: none"> • The School's processes for resolution of complaints and grievances include processes for raising and responding to matters of concern identified by parents and/or students and/or staff members. | <p>There were no revisions to the Complaints Policy in 2019 but there are plans to review these in 2020. Significant changes that will occur will be identifying the level of complaint (concern, complaint or grievance), and the type of complaint (parent regarding their child's education or wellbeing, parent and an operations matter/involving a member of staff, staff:staff), adding additional appendices to assist with the documenting process and a new template for reporting complaints to School Council.</p> | <p>Families have access to the live, electronic version of this policy through the ISMS Intranet. Staff have access to the live, electronic version through the ISMS Staff Intranet page, as well as through Google Drive. Hard copies are available at all campuses.</p> |



Reporting Area 10.

School Determined Improvement Targets

| AREA | GOALS | ACCOMPLISHMENTS |
|-----------|--|---|
| Education | <ol style="list-style-type: none">1. Continued focus on Indigenous Australian culture within our School2. To effectively and thoroughly track our children's progress and attainment, including readiness to move to the next Stage3. Continued development and growth of the Learning and Support Team to meet the needs of all children and to ensure all are able to access the curriculum to their full potential4. Development of technology and learning across the School5. Make effective use of our NAPLAN results to further inform and reflect on teaching practices6. Provide broader, extra-curricular opportunities for our children to explore interests and passions7. Expand our Parent Education offering to meet the needs of our community | <ol style="list-style-type: none">1. Activities focused on the embedding of Indigenous Australian culture within our curriculum and development of our own School Acknowledgement of Country used by the children in their weekly class meeting, school events and staff meetings. Whole staff training and smoking ceremony provided by a local Indigenous educator.2. Developed and refined transition checklists to highlight children's strengths and areas of development between the Stages. Reviewed and revised the Transition Policy with the emphasis on 'readiness' checklists and criteria.3. Increased Learning and Support Team from 2.5 FTE to 4.5FTE in 2019. Tailored Professional Development for staff to meet the needs of our children.4. Continued growth of ICT through activities including Study Ladder, Story Jumper and Storyline Online.5. NAPLAN results were analysed by Class Directors as a group to give a general insight on how our students perform on a national standardised test and also on an individual basis.6. Continued preparation for Montessori Model United Nations New York, 2020. Introduction of lunchtime Chill Out Club and Art Club to engage those children requiring a quieter, more creative space and the development of our after-school program to include Robotics, Mandarin and Drama.7. Successful implementation of Coffee with a Dash of Montessori to the Parent Education calendar. |



| | | |
|----------------------|---|---|
| <p>Team</p> | <ol style="list-style-type: none"> 1. Continue to address the drastic shortage of quality trained Montessori Teachers in Australia by developing a Montessori Training Centre 2. Continue to strengthen the ISMS team 3. Assure and support the accreditation process for all Teachers (TAA) 4. Create effective dispersed leadership within our staff team | <ol style="list-style-type: none"> 1. Successful opening of Sydney Montessori Training Centre, a subsidiary company of ISMS. 2. Recruitment of fantastic staff: Sirius Director, Property Manager, Business Manager, Finance Manager, Accounts Officer and Marketing Assistant. 3. Recruit our own Teacher Accreditation Authority (TAA) to support our team’s accreditation and development. Two Teachers gained successful accreditation. 4. Implementation of Staff Committees – a very successful and enthusiastic project! |
| <p>Facilities</p> | <ol style="list-style-type: none"> 1. Continually work towards ensuring and improving our School’s safety and compliance 2. Continually identify areas for improvement at all campuses | <ol style="list-style-type: none"> 1. Successful upgrade of Fire Services including lighting, fire hydrants and PA system. Installation of new Intercom System, Security infrastructure and formalisation of procedures. 2. Elouera and Infant Community bathroom upgrade, installation of several air conditioners around the Balmain and Lilyfield campuses, new sinks and classroom furniture at Lilyfield, upgrade our Lilyfield sandpit. New office build in Lilyfield completed as well as installation of closed-in notice boards. Complete building project at our Rozelle Infant Community campus, including makeover of the garden space. |
| <p>Communication</p> | <ol style="list-style-type: none"> 1. Continue to develop the Parent Education program focusing on the parent’s Montessori Journey 2. Develop our information portals and ensure important information is readily available to all staff and families 3. Develop social media presence | <ol style="list-style-type: none"> 1. Parent Education programs were scheduled in response to need and held each term outlining the education received throughout all Stages here at ISMS. 2. ISMS Policy Suite was developed with continued revision of policies and procedures. 3. Upon recruitment of a Marketing Assistant, ISMS’ social media content was developed with a very successful increase in following and presence. |



| | | |
|------------------------------------|---|--|
| <p>Growth & Sustainability</p> | <ol style="list-style-type: none"> 1. Develop our Alumni program 2. Continue work on the development of a High School 3. Development and preparation for Montessori Model United Nations New York, 2020 4. Be able to deliver our Infant Community program to more families 5. Create mini-enterprise projects to develop our older children's preparedness for the world 6. Provide a 'voice' for our staff, children and families via surveys | <ol style="list-style-type: none"> 1. An Alumni program continued to keep former students linked to ISMS. 2. Work is continuing on the feasibility of a High School for ISMS, including development of a high level curriculum and funding strategy. 3. Preparation for Montessori Model United Nations New York, 2020 for our 2020 Graduates. 4. Successful opening of our additional Infant Community in Rozelle. 5. Introduction of Kid's Kafe! Further fundraising initiatives introduced, including for MMUN. 6. Parent, Student and Staff Satisfaction Surveys were issued in 2019. |
| <p>Community & Brand</p> | <ol style="list-style-type: none"> 1. Promote our Lilyfield campus and further support our community 2. Green Team to play an active role in the development and maintainance of our School and community garden spaces 3. Continue fundraising through various events 4. Continue with Social Media presence (Facebook and Instagram) | <ol style="list-style-type: none"> 1. Lilyfield Fete was a huge success! To become a fixture on the ISMS calendar. 2. Community Garden initiative continued throughout 2019 with the opening of ISMS' native garden and through support of Punch Park's Community Garden. 3. Significant money raised through various children initiated activities to support chosen charities. Community fundraising continued through various events including 'Outback Trivia Night', 'MMUN Movie Night Fundraiser' and The Smith Family Christmas Donations. 4. Social Media gained a large following as a result of consistent, tailored and targeted updates. |



Reporting Area 11.

Initiatives Promoting Respect and Responsibility

It is the culture within our School and within Montessori education that respect and responsibility are at the heart of what we teach and live by. There is a great emphasis on recognising and valuing the worth of each individual – student, staff member and parent/carer. The community role is to care for each of its members.

Respect and responsibility flow through the foundation of fundamental practices in grace and courtesy. We continue to thrive under our embedded Respectful Guidelines and continue to abide by these to inform our practice each day. These guidelines continue to support the children and adults in our community.

- We use our hands to help, not harm
- We use kind and thoughtful words and actions
- We walk indoors and use calm voices
- We give each other time and space
- We care for everything in our environment
- We make a genuine effort to participate and learn.

Our Montessori environments gather children in three different ages: from birth to 3 years old, 3 to 6 years old, 6 to 9 years old and 9 to 12 years old. These 'mixed age classrooms' favour spontaneous cooperation, desire to learn, mutual respect and the acquisition of deep knowledge in the process of teaching others. At ISMS we encourage students to collaborate rather than compete against each other. The unique integrated curriculum provides all students with experiences which allow them to discover their own innate abilities and, therefore, establish recognition of their independence, through learning experiences that rely on personal discipline, decision making, true collaboration, goal setting and self-assessment.

We encourage students to explore learning opportunities that encompass diverse cultural backgrounds and beliefs. Formal activities such as Grandparents' Day, Mother's Day and Father's Day, national cultural celebrations, Harmony Day are but a few of the occasions intended to acknowledge and celebrate family, culture and develop understanding, acceptance and peace. Members of the School community are routinely encouraged to share their knowledge to ensure inclusion of all students and their families.

Student Leaders and Community

The School continues to promote student awareness of global community issues. In Montessori education, understanding the interdependent nature of human life is very important and becomes a focus of many lessons both inside the classroom and in the wider community.

Through their desire to be of service to others, the ISMS students eagerly participate in fundraising initiatives through food stalls and charitable events. Funds raised have been donated to a wide range of charities, including:

- Boomerang Alliance
- WWF
- HungryBin Worm Farms
- Malignant Hypothermia
- RSPCA

In 2019, we began preparations with our first group of graduate students to attend the Montessori Model United Nations (MMUN), New York 2020. This opportunity allowed the students to assume the role of an ambassador. The students were deeply engaged in critical and contemporary world issues.



By collaborating with peers across the School, they worked on solving real-world issues in a developmentally-appropriate setting. This model allows students to become active members of the world they will inherit as adults.

Students are also encouraged to participate in a selection of activities across the School including; The Green Team focusing on sustainable practices within our School; and Bye-Bye Plastics Club encouraging students to look at ways we can reduce, reuse and refuse plastic.

The Peer Support Program was successful in 2019 with students being immersed in a range of ISMS cultural opportunities, from promoting leadership, wellbeing, positive relationships, resilience, and mental and social health. The activities and interactions for students in 2019 focused on Keeping Friends.

In 2019, select ISMS staff formed the Community Outreach Committee. This committee is planning the ways in which children in our School can reach out and support groups in the community that need assistance.



Reporting Area 12.

Parent, Student and Staff Satisfaction

Parent participation and commitment to the School is both welcomed and encouraged during every family's time at the School. The School holds regular Parent Education Events and parent meetings to provide opportunities for parents to express their views on matters. Parent Education activities, based on aspects of the curriculum, are planned at every Stage for individual classes, Stages and as a whole School. Parental involvement and attendance at Parent Education Events would suggest that parent satisfaction and active participation is high throughout the School. The Principal and the Directors have an open door policy with the parent body and meet regularly with parents on an individual basis if they raise a concern. Parent's concerns are noted and responses are provided in a considered and timely manner.

In September 2019, ISMS conducted a formal Student Satisfaction Survey with 179 Kindergarten, Stage 2 and 3 children responding. The survey has been collated to show responses that were either yes or usually to each question.

| | |
|--|-----|
| 1. I like being at school | 98% |
| 2. I feel value and respected at school | 95% |
| 3. I enjoy what I am learning at school | 97% |
| 4. Children are kind and help each other | 92% |
| 5. I feel safe at school | 97% |
| 6. I get to make decisions about my learning | 98% |
| 7. I get to solve my problems independently | 92% |
| 8. The School has all the materials I need to do my work | 96% |
| 9. I like the outdoor environment | 98% |
| 10. I think our School cares about the environment | 98% |

In September 2019, ISMS conducted a formal Parent Satisfaction Survey via Survey Monkey with a high number of our families responding in regards to their child/ren. The survey has been collated to show responses that were either always or usually to each question.

| | |
|---|-----|
| 1. My child likes being at this School | 94% |
| 2. My child feels valued and respected at this School | 98% |
| 3. My child enjoys what they are learning at this School | 92% |
| 4. The children are kind and help each other at this School | 91% |
| 5. My child feels safe at this School | 86% |
| 6. My child is making progress with their learning | 95% |
| 7. My child has opportunities to be independent | 99% |
| 8. The school has all the materials and equipment for my child to do their work | 90% |
| 9. My child likes the outdoor environment at this School | 73% |
| 10. I think our School cares about the environment | 85% |



In November 2019, ISMS conducted a formal Staff Survey via Survey Monkey with a total number of 57 responses tallied. The survey has been collated to show responses that were either strongly agree, agree, indifferent, disagree or strongly disagree to each question. As a School, we recognise the areas that require our attention and we will continue to work together to ensure best practice and support of our staff. We continue to address the staff's feedback regarding ISMS' Information and Communication Technologies Services (ICTS) by working towards better internet connectivity and infrastructure.

| | |
|--|-----|
| 1. Staff at the School have a unified approach | 87% |
| 2. The School staff are caring and respect the students | 98% |
| 3. The School staff has a sense of belonging and responsibility | 85% |
| 4. The School staff treat each other with respect | 95% |
| 5. The School staff collectively brainstorm on resolutions to provide effective learning | 79% |
| 6. The School staff are committed to the Respectful Guidelines | 95% |
| 7. The School facilities are well looked after and are up to appropriate standards | 65% |
| 8. The School Information and Communication Technologies Services (ICTS) are appropriate to support staff in their roles | 42% |
| 9. Professional Development activities have had a positive impact on my career growth at the School | 74% |
| 10. Whole Staff Meetings and Pupil Free Days are important and are a positive experience | 94% |

Many past students and their families continue to visit the School throughout their High School years. We continue to see a high level of satisfaction amongst the students, and this is reflected by our graduate speeches and through informal discussions throughout the year.

Primary students have regular conferences with their Directors during each term and the Principal welcomes feedback and discussion with Directors and students at any time.

The Principal's open door policy ensures that all staff have the opportunity to discuss educational or personal issues as the need arises.

The School Council is composed largely of current parents and feedback in that context is both regular and formal, as required.



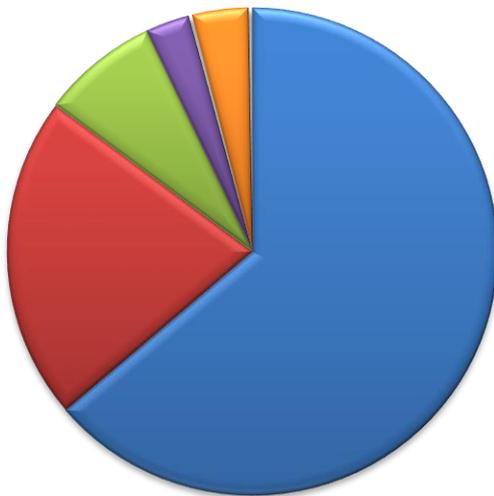
Reporting Area 13.

Summary of Financial Information

2019 Revenue

| | | |
|--|---------------------|-------|
| Tuition School Fees | \$ 4,871,870 | 63.8% |
| Government Grants & Subsidies | \$ 1,638,015 | 21.4% |
| School Care Programs | \$ 590,839 | 7.7% |
| Enrolments, Memberships & Applications | \$ 219,714 | 2.9% |
| Donations and Contributions | \$ 18,862 | 0.25% |
| Commercial Rental Income | \$ 279,656 | 3.7% |
| Other Revenue | \$ 19,943 | 0.25% |
| | \$ 7,638,899 | |

2019 Revenue



- Tuition fees - 63.8%
- Government grants & subsidies - 21.4 %
- School care programs - 7.7%
- Enrolments, memberships & applications - 2.9%
- Donations and ccontributions - 0.25%
- Commercial rental income - 3.7%
- Other income - 0.25%

2019 Expenses



- Employee expenses - 68%
- Property expenses - 6.3%
- Administration expenses - 4.6%
- Depreciation & amortisation - 12.1%
- Tuition Expenses - 4.5%
- Other Expenses - 4.5%



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