



**ISMS,**

Inner Sydney Montessori School

**2020**

**ANNUAL REPORT**



RATED  
**EXCEEDING**  
NATIONAL QUALITY STANDARD



**NSW**  
**EDUCATION**  
**STANDARDS**  
**AUTHORITY**



MONTESORI  
REGISTERED

PROUD 2020 MEMBER



**MSCA**



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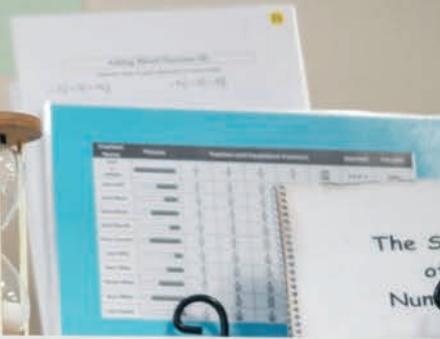
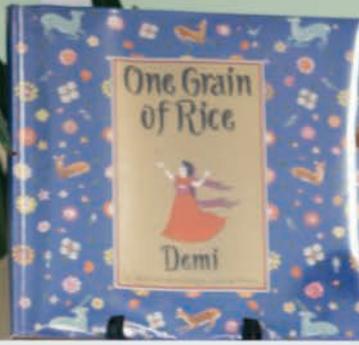
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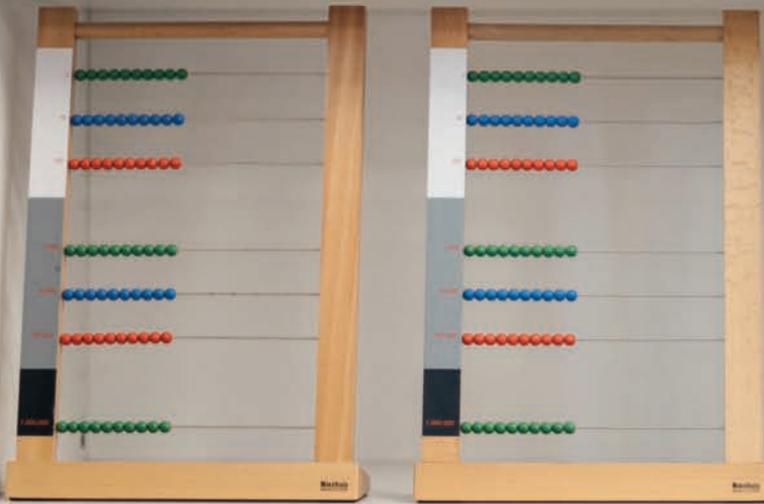
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# REPORTING AREA 1

## MESSAGES FROM KEY SCHOOL BODIES

### School Council President's Report

The 2020 calendar year was undoubtedly an extraordinary year including for our School. Australia experienced both an unprecedented bushfire crisis and the COVID-19 pandemic has impacted globally.

Both of these events led to substantial operational changes to protect the health and safety of our staff, children and families which we had not previously experienced at the School. Air pollution testing became a regular daily part of the routine for a prolonged period and impacted the children's outdoor time. The COVID-19 pandemic resulted in periods of home schooling and many health and wellbeing logistics designed to ensure the School remained a safe place for all. The pandemic is not behind us yet and measures to address the changing nature of the pandemic, continue to be a part of the day to day operations of our School.

The School Council and I are immensely impressed with how the School, our staff, students and community rose to these unforeseen and unprecedented challenges. The additional workload of our staff in adjusting in the ever changing environment and COVID-19 regulations throughout this period was significant. Whether it be the delivery of online teaching with the minimum of warning, supporting our parents via online education, the complexity of teaching and extra-curricular activities in a changed pandemic environment or managing the immense COVID related business issues, the response of our staff in all parts of our School was outstanding. We are very fortunate to have an adaptable and well-trained staff group at ISMS who place the interests of the children at the centre of all they do.

Despite the additional challenge the pandemic provided, the School continued to make substantial progress across many areas in 2020 which speaks volumes for those involved.

In February 2020, our graduate students embarked on an overseas visit to New York to the Montessori Model United Nations Conference. That our relatively small school could organise and carry out such a complex trip is a tribute to our staff and their drive to make this happen, as well as to the students involved. The trip was a great success, providing further opportunity for the children to continue to develop critical skills including decision making, independence, teamwork, collaboration, leadership and viewing the world from the lens of another nation. These are key aspects of our day to day Montessori environment at ISMS and we are looking at other ways of now providing the further extension opportunities the MMUN trip created, given the ongoing nature of the pandemic.

In 2020, our School completed its NSW Education Standards Authority (NESA) registration for the next 5 years. Significant work was undertaken by many in preparing our campuses. The School received excellent



feedback from NESAs and obtained registration in the highest NESAs registration category available. ISMS has also recently undergone positive ACECQA (pre-primary) reviews of both of our campuses. We continue to maintain excellent standards in our operations, policies, and curriculum across our pre-primary and primary regulatory environments in a way which supports our Montessori pedagogy and this remains an area of ongoing focus and work for us.

ISMS Principal, Zoe Ezzard, went on maternity leave in Term 4 of 2020 and our Acting Principal, Michael Dunn, has taken the reins of the School through the period since. Substantial work always goes into leadership transitions from the School Council to ensure such transitions are a very positive experience for the School and all involved. Michael has been a primary school principal in the independent sector for many years and is a wonderful leader with a Montessori heart who is able to support and develop our team. We are very fortunate to have Michael's experience and capability in our School during this time which is of great benefit to the School.

Our business office, led by Christine Shaw, made important gains in 2020. Despite the challenges of the pandemic workload, they were able to introduce new technologies and processes to better support the business operations of our School. We thank Christine and her team for their efforts in a very challenging year.

These challenging times have also displayed the great strength of our community. Thank you to the families, including the children, for your ongoing contributions and support of the School, which is more important than ever. We look forward to continuing to identify ways we can partner with our families in our shared goal of supporting your child's growth and development.

The School Council also extends its sincere gratitude to Zoe, Michael and the School's executive team, and all of ISMS' staff for their dedication, hard work and the wonderful support they provide to the School and in guiding the children's education in what has been an extraordinary year.

Finally, I wish to thank the School Council members. They are all professionals in their respective fields who volunteer their time to take on the role of governing the School, which is an important and time consuming task.

As a small and ever prospering school, there is always more to do at ISMS and we look forward to the work ahead and thank you for your ongoing support.

**Tara Taylor**  
**ISMS School Council President**

Council Members 2020 - 2021 as of 1 May 2021			
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 ISMS graduates]
Director	Greg Anderson	Commerce, Accounting and Finance	Non ISMS Parent
Director	Daniel 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]
Director	Sam Pearce	Partner, Asset Management	ISMS Parent [1 child, 3 ISMS graduates]
Director	Nicholas Allan	Barrister	ISMS Parent [2 children]
Director	Lisa Miller	Business Owner	Non ISMS Parent [2 former students]
Former Director	Peta Gibson	AMI Trainer 0-3 Director	ISMS Parent [1 children, 4 ISMS graduates]



# REPORTING AREA 1

## MESSAGES FROM KEY SCHOOL BODIES

### Principal's Report

2020 was an unusual year for all of us due to the COVID-19 pandemic. Whilst this brought the School many challenges and difficult times, our community weathered the storm admirably and supported each other in true ISMS fashion. Additionally, the necessities of the pandemic restrictions led us to quickly reconsider ways of being and operating as a school and the results of aspects of this have been so valuable that they have been maintained beyond the strict restrictions imposed upon us, proving that there is often strength developed in adversity.

The year started with a hugely exciting new venture for our School – our first international excursion. In February, we waved our enthusiastic travellers off to New York for the Montessori Model United Nations (MMUN) conference. Our explorers embarked on an amazing adventure which involved meeting and working with other Montessori children from all over the world, tackling critical current issues. It wasn't all about changing the world though... they also managed to squeeze in some fantastic sightseeing and a theatre trip to Broadway! We farewelled 11 children from our shores but welcomed back 11 young advocates who had embraced every opportunity and challenge that came their way.

The beginning of the year also saw the development of our ISMS Acknowledgement of Country – such an important milestone in our bid to ensure our community's genuine and authentic appreciation and understanding of our Indigenous cultures.

As we approached the end of Term 1, ISMS ventured into uncharted territory. With only several hours' notice, the doors that are always so proudly open to our community had to close whilst the staff prepared to move our children's learning online. Stage 3 Co-ordinator, Jenny Hall, was instrumental in establishing our online learning platform. Our day-to-day interaction and tried and tested teaching and learning experience immersed in the celebration of hands-on learning and human connection were to be transformed. As a staff team, we found ourselves in very unfamiliar territory in a race against time to do our very best to continue to provide an authentic Montessori education for our children and a desperate bid to maintain some sense of stability in such an unsettled and uncertain time.

Every new challenge is an opportunity to learn and adjust accordingly (and we certainly did a lot of learning and adjusting along the way!); and we couldn't be prouder of how the staff team rose to the challenge and need for such rapid technological self-learning. Equally, our children's nurtured and honed personal tool kits equipped with acceptance of change and challenge, resilience, independence and so many more skills came into their own and deserve the utmost celebration – as always, our ISMS children led us adults by example. Last but certainly not least, we must acknowledge and wholeheartedly thank our parents and carers who unexpectedly found themselves in the role of the teacher and supported their children in their learning and wellbeing.

The changed circumstances of the year 2020 caused us to find novel solutions, which at times were very pleasing ones, indeed. The 2020 Graduation was a fine example of this. The 2020 graduates were honoured through the time-honoured Candle Ceremony which was held in the School Hall, attended by all Stage 3 children and live-streamed to Year 5 and 6 parents via the World Wide Web. Additionally, a beautiful 2020 Graduation Dinner was held at The Linseed House at The Grounds of Alexandria in December, attended by our 15 Graduates, their families and staff. This event enjoyed a wonderful sense of occasion in a magnificent venue, and was the first occasion in memory that the event was held away from the School.

There were some key staffing changes during this year. Following the departure during the year of Deputy Principal – Operations, Chris Peach, to take up the principalship of a Montessori school interstate, Cooroowal Director, Jenny Hall, was appointed to this critical role in September. Student Services Administrator, Kristine Shield, left us in September to return to her native New Zealand and was replaced by Toni Lehtsalu. Julien Sibille joined our team as Elouera and Holiday Care Director in August, replacing Marie Chahine. Principal, Zoe Ezzard, took maternity leave from 19 October and was replaced by Michael Dunn as Acting Principal.



Despite the unprecedented challenges faced in this pandemic year, and the resultant changes in strategic direction necessary in the School, much still was achieved as we continued in our mission to provide the best possible Montessori education for the children in our care and to support families in their critical work in guiding and supporting their children's development. The appointment of ICT Manager, Patrick Dowers, in October had immediate and noticeable effect in the School and many initiatives (outlined elsewhere in this Annual Report) were enacted in Term 4 to enhance the ICT infrastructure of the School. In recognition of the importance of parents in the education of our children, online forms of our parent education program were established and implemented throughout the difficult times of the pandemic, much to the credit of Deputy Principal – Academic, Catherine Harding and our dedicated and knowledgeable staff. Many more achievements made during 2020 are recorded in this Annual Report.

We commend the annual report to you.

**Zoe Ezzard (Principal) and Michael Dunn (Acting Principal – Term 4)**



# 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 Education Standards Authority (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.

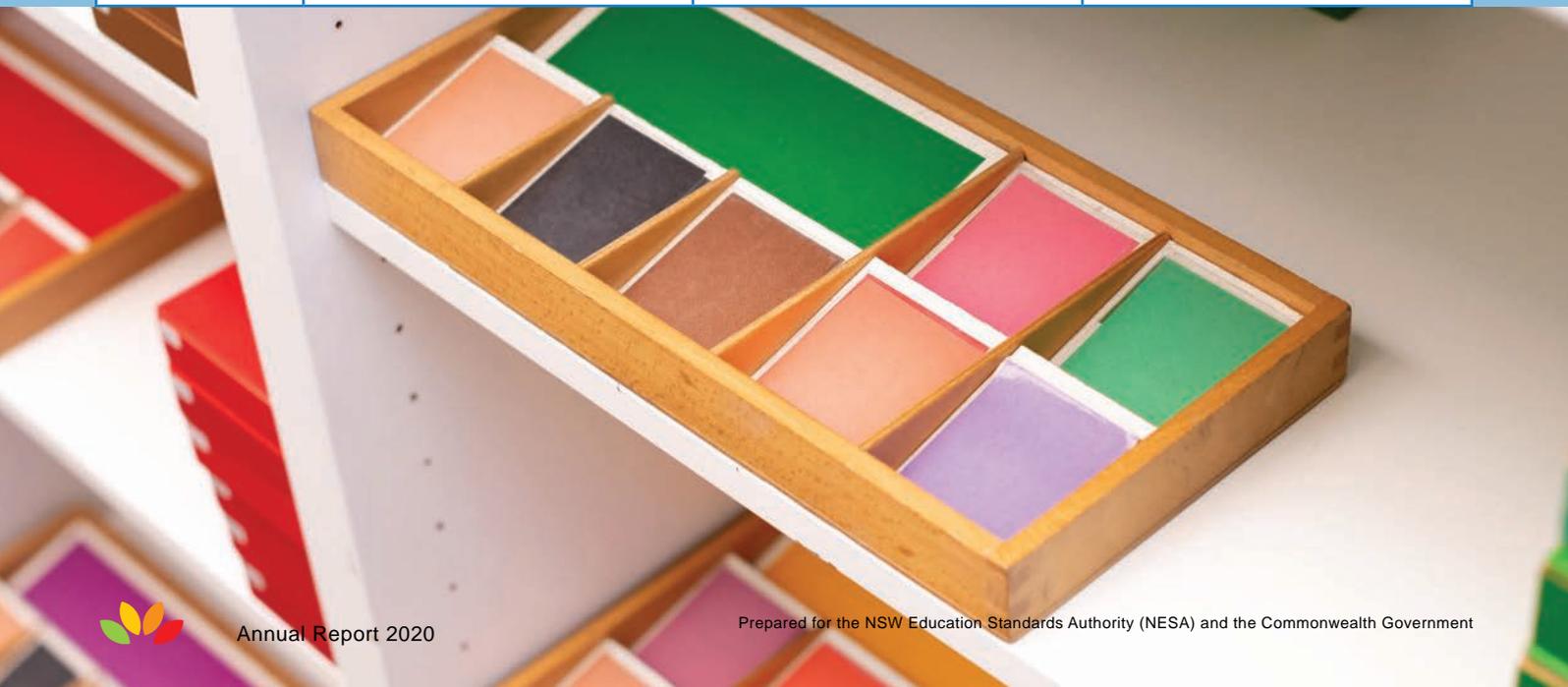


**Characteristics of the Student Body**  
**ISMS Enrolment Profile - Summary 2020**

Term	Stage 1 (3 - 6 years)	Stage 2 (6 - 9 years)	Stage 3 (9 - 12 years)	Total
1	123	84	56	263
2	130	83	56	269
3	133	82	62	277
4	135	89	59	283

**ISMS Enrolment Profile by Gender and Age as at 31 August 2020**

Term	Male	Female	Total
Three years	24	11	35
Four years	34	24	58
Five years	13	20	33
Six years	15	12	27
Seven years	16	16	32
Eight years	13	13	26
Nine years	10	8	18
Ten years	14	7	21
Eleven years	10	11	6
Twelve years	4	2	6
<b>Total</b>	<b>153</b>	<b>124</b>	<b>277</b>



# REPORTING AREA 2

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

### Out of School Hours Care

	Term 1* Average per week	Term 2 Average per week	Term 3 Average per week	Term 4 Average per week	2020 Average	2019 Average
Breakfast Club	53	24	32	40	37	56
Elouera	35	67	120	120	102	111
Nangkita	79	23	44	53	50	103

\* Shortened term due to COVID-19

	Lilyfield Stage 1	Balmain Stage 1	Nangkita Stage 2 and 3
Holiday Care (Total over four Holiday Care programs)	269	437	261





## 2020 GRADUATES WHERE ARE THEY NOW?

Newtown High School of the Performing Arts (2) | St Andrew's Cathedral School (3) |  
Fort Street High School (1) | Hunters Hill High School (1) | Glenside Rudolf Steiner School  
(2) | Sydney Secondary College Balmain (1) | Sydney Secondary College Leichhardt (2) |  
The McDonald College (1) | Cammeraygal High School (1) | Newington College (1)



# REPORTING AREA 3

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results, which are available on My School (<http://myschool.edu.au>).



# REPORTING AREA 5

## TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Teacher Professional Learning

Professional development for staff is an important part of the School program. Staff attended the following workshops and seminars in 2020:

Professional Learning	Staff Participation
Provide First Aid (HLTAID001)	70
Provide CPR (HLTAID004)	70
CHCPRT001 Identify and respond to children and young people at risk	8
Montessori Model United Nations (MMUN) Teacher Coordinator Course	3
Superflex	2
Updates to the NSW Child Protection Legislation Webinar	2
Teacher Leaders	1
Secrets of the New A&R	1
THRASS – Foundation Level Training	1
Managing Challenging Behaviours Workshop	1
MMUN Teacher Training	1
Montessori Sport Course	1
Superpowered Summit	1
Effective Education for Children with Down Syndrome	1
Back to School – Kodaly Refresher	1
EduTech 2020	1



## Teacher Accreditation

Level of Accreditation	Number of teachers
Conditional	1
Provisional	7
Proficient Teacher	18
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	26

Details of teaching staff (as defined by the Teacher Accreditation 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	21
i. 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.	0

The ISMS workforce consists of teachers with both traditional tertiary and Montessori qualifications, and support and administration staff.

For further details, refer to My Schools website [www.myschool.edu.au](http://www.myschool.edu.au) .



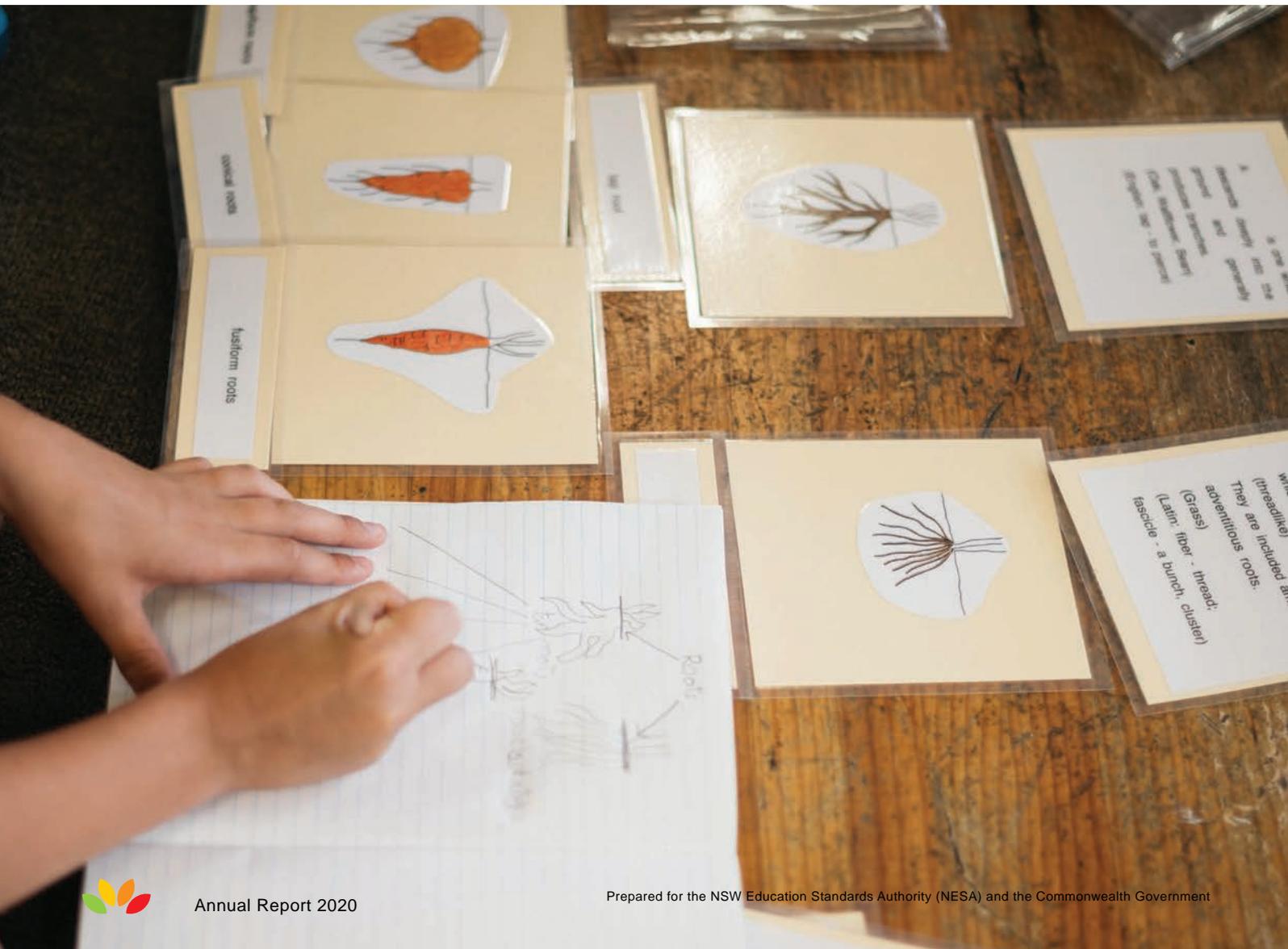
# REPORTING AREA 6

## WORKFORCE COMPOSITION

ISMS had a staff retention rate of 72% in 2020 compared to 86% in 2019.

The ISMS workforce consists of teachers, support and administration staff, with both traditional tertiary and Montessori qualifications. ISMS had no Indigenous or Torres Strait Islander staff members in 2020.

School Staff	
Teaching staff	23
Full-time equivalent teaching staff	19.5
Non-teaching staff	29
Full-time equivalent non-teaching staff	24.7





# 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 caregivers are expected to 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 9:10am. 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.

Our attendance rate for 2020 includes periods of online learning due to the COVID-19 pandemic.

### ATTENDANCE RATE

**KINDER GARTEN** 93%

**YEAR ONE** 93%

**YEAR TWO** 93%

**YEAR THREE** 91%

**YEAR FOUR** 93%

**YEAR FIVE** 94%

**YEAR SIX** 93%

**WHOLE SCHOOL** 93%





# REPORTING AREA 8

## ENROLMENT POLICY

### ENROLMENT & ORIENTATION 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) Preschool Montessori program with a full Extended Day, including Kindergarten, component (from around 4.5 to 5 years of age, child dependent). This progresses towards the rest of the Montessori Primary (Years 1-6) program, split into 6-9 and 9-12 age group classes. Commencement at Stage 2 is roughly equivalent to commencement in Year 1 of a traditional school.

### STUDENT POPULATION

ISMS started 2020 with 263 students and finished the year with 283, of whom 135 were in Stage 1 and 148 were enrolled in Stage 2 and 3 in the School.

The School follows a specific philosophy of education and as such attracts parents/guardians 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/guardians 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 from waitlists that apply 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 (PRESCHOOL & KINDERGARTEN, AGES 3-6)**

Many children start at ISMS when they turn three and join a 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 payment, 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 enrolment 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 (Pre-Primary and 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 time
- 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 on the waitlist. If any items are still outstanding, a letter will be sent to advise parents
- VII. Shortlisted 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, Preschool 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 the Memorandum of Conditions. Discounts are offered for early payment.

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

Some families of Preschool children may be eligible for government subsidies through the Centrelink.

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 waitlists
- 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 wait lists
- Other relevant criteria.

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, New South Wales Standard Authority (NESA) for registration of the school and the Australian Children's Education and Care Quality Authority (ACECQA)."



# REPORTING AREA 9

## SCHOOL POLICIES

All policies are maintained by the Deputy Principal - Operations and are accessible on request. A selection of these policies is published on the Parent and/or Staff Intranet and are accessible at Reception for members of the School community. A full set of policies is held in the Principal's office as well as in a number of shared common places throughout the School for staff reference. The ISMS Policy Suite is now complete and contains our full range of policies. This includes a new policy template to identify more specific and relevant detail within each policy, streamlining the suite from 72 to 58 policies, and reviewing the ownership and ratification of the suite. A new Policy Table has been developed which lists all our policies and contains relevant information, such as with whom these policies should be shared.

### 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 students welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School mission for providing for a student's welfare are implemented, the following Policies and Procedures documents are highlighted as being in place in 2020. All staff members have been briefed on the content of policies. Policies are listed on the Intranet and are available to all staff. The policies that are directly relevant to parents, i.e., not staff or governance specific, are published in full on the Intranet.

I. CHILD PROTECTION	POLICY NUMBER
Child Protection Policy and Procedure	3.6.1
Code of Conduct for Staff	3.6.2.4
Supervision	3.6.2.9

II. STUDENT WELFARE	POLICY NUMBER
Medical Management	3.6.2.15
Anti-Bullying Policy	3.7.1
Behaviour Management	3.7.3
Disability (Additional Needs)	3.6.2.24
Excursion and Incursion 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



<b>II. STUDENT WELFARE (cont.)</b>	<b>POLICY NUMBER</b>
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 teachers 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.

<b>POLICY</b>	<b>POLICY NUMBER</b>
Behaviour Management Policy	3.7.3
Code of Conduct for Staff	3.6.2.4
Procedural Fairness and Discipline and Punishment - Students	3.7.2

## **3. COMPLAINTS AND GRIEVANCES RESOLUTIONS**

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

<b>POLICY</b>	<b>POLICY NUMBER</b>
Staff Manual	3.2.5
Complaints Policy	3.6.2.11
Staff Code of Conduct	3.6.2.4
Student Discipline	3.7.2



# REPORTING AREA 9

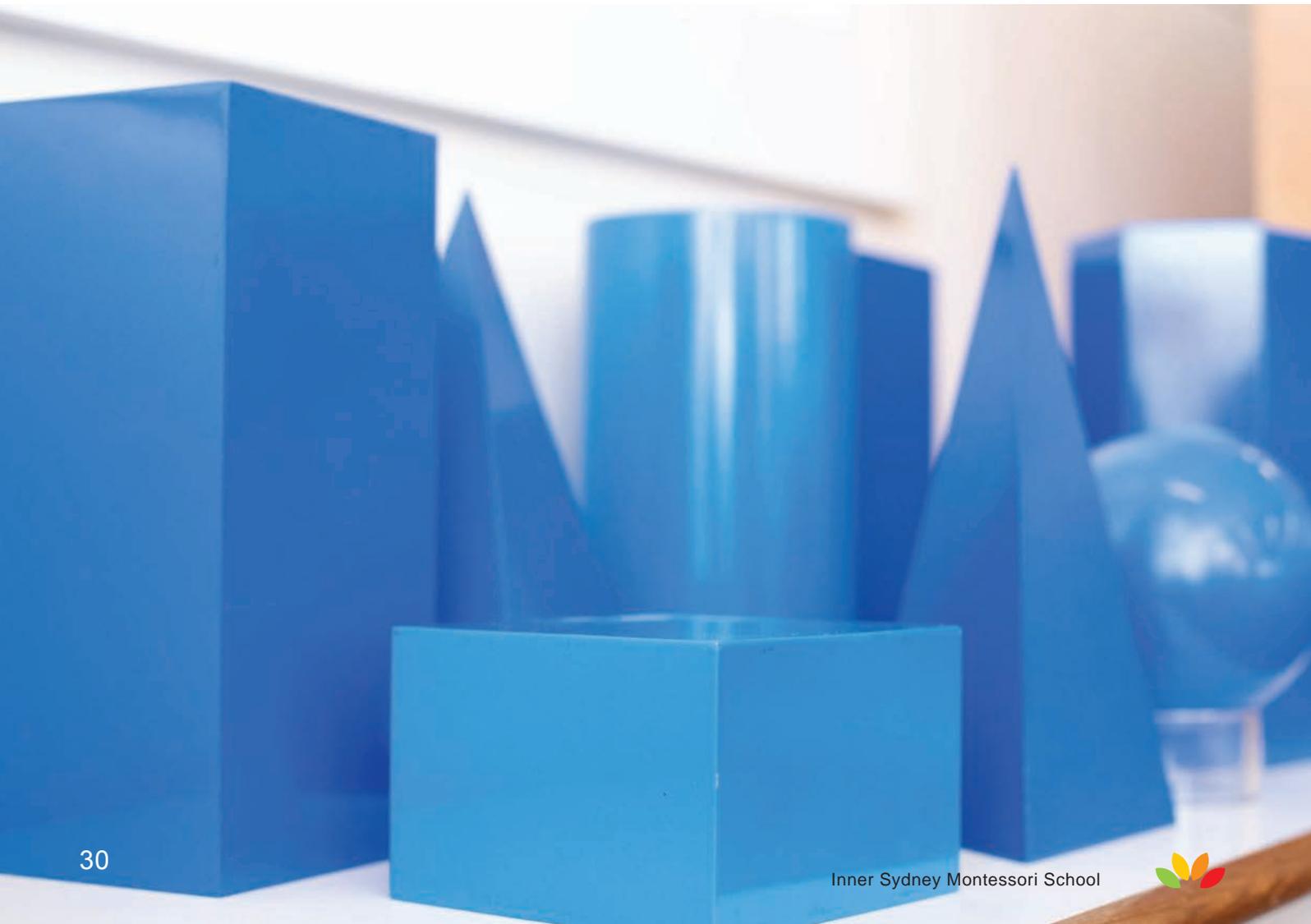
## SCHOOL POLICY

### SCHOOL POLICY

SUMMARY OF POLICY	CHANGES IN 2020	ACCESS TO POLICY
<p><b>STUDENT WELFARE</b></p> <p>The School seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> <li>Minimises the risk of harm and ensures students feel secure;</li> <li>Supports the physical, social, academic, spiritual and emotional development of students;</li> <li>Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.</li> </ul>	<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 wording in the policy.</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, as well as through Google Drive. Hard copies are available at all campuses.</p>
<p><b>ANTI-BULLYING</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>There were no revisions of the Anti-Bullying or Unlawful Discrimination, Harassment and Bullying Policies, or the Behaviour Management Procedures documents in 2020. Plans to review these was put on hold and will now take place over the next two years.</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><b>DISCIPLINE</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>There were no revisions of the Student Discipline Policy in 2020.</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, as well as through Google Drive. Hard copies are available at all campuses.</p>



SUMMARY OF POLICY	CHANGES IN 2020	ACCESS TO POLICY
<p><b>COMPLAINTS AND GRIEVANCES RESOLUTIONS</b></p> <p>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>	<p>There were no revisions to the Complaints Policy in 2020. This policy will be reviewed in 2022 with particular reference to 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, as well as through Google Drive. Hard copies are available at all campuses.</p>



# REPORTING AREA 10

## SCHOOL DETERMINED IMPROVEMENT TARGETS

1. EDUCATION	
GOALS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>Development and ongoing refinement of an online learning platform.</li> </ul>	<ul style="list-style-type: none"> <li>Online learning platform for Stages 1 to 3 established using Google Classroom;</li> <li>Class Directors, Specialist teachers and Learning and Support teachers refined and used this platform throughout the learning from home period.</li> </ul>
<ul style="list-style-type: none"> <li>The successful implementation of the Montessori Model United Nations student tour to New York City.</li> </ul>	<ul style="list-style-type: none"> <li>Tour completed successfully in February/March 2020 by 11 Year 6 students and three staff;</li> <li>Students met and made connections with like-minded students from around the world;</li> <li>Students learned the workings of the United Nations and passed several resolutions aimed at making the world a better place.</li> </ul>
<ul style="list-style-type: none"> <li>Development of a student library on the Balmain campus.</li> </ul>	<ul style="list-style-type: none"> <li>Online cataloguing commenced;</li> <li>Five thousand books sourced from existing classrooms to form a central library;</li> <li>Shelving purchased for library room (formerly a meeting room).</li> </ul>
<ul style="list-style-type: none"> <li>Review the learning and support structure and delivery across the School, Stages 1 to 3, to enhance learning support for students with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of learning support established and documented;</li> <li>Early intervention made a priority;</li> <li>Staffing model of two full-time equivalent (FTE) teachers and two FTE teacher assistants set as a core of staffing for 2021 and beyond.</li> </ul>
<ul style="list-style-type: none"> <li>Ensure a successful NESA registration in 2020.</li> </ul>	<ul style="list-style-type: none"> <li>A remote registration assessment yielded the maximum five years registration in August 2020.</li> </ul>
<ul style="list-style-type: none"> <li>A continued focus on Indigenous Australian culture within our School.</li> </ul>	<ul style="list-style-type: none"> <li>Our Land, Our Stories curriculum implemented in Stages 2 and 3.</li> </ul>
<ul style="list-style-type: none"> <li>Refine and update School policies to clarify approaches, responsibilities and expectations across the School.</li> </ul>	<ul style="list-style-type: none"> <li>Policy suite refined over the year in line with NESA and ACECQA requirements.</li> </ul>



<b>2. TEAM</b>	
<b>GOALS</b>	<b>ACCOMPLISHMENTS</b>
<ul style="list-style-type: none"> <li>Enhance the IT systems of the School through the appointment of an IT Manager.</li> </ul>	<ul style="list-style-type: none"> <li>IT Manager appointed and commenced in October 2020.</li> </ul>
<ul style="list-style-type: none"> <li>Appoint a new Elouera and Holiday Care Director.</li> </ul>	<ul style="list-style-type: none"> <li>New Elouera and Holiday Care Director commenced in September 2020.</li> </ul>
<ul style="list-style-type: none"> <li>Assure and support teacher accreditation processes in the School.</li> </ul>	<ul style="list-style-type: none"> <li>AISNSW appointed as the School's Teacher Accreditation Authority (TAA);</li> <li>Five teachers commenced Provisional to Proficient accreditation processes.</li> </ul>
<ul style="list-style-type: none"> <li>Appoint a new Deputy Principal - Operations.</li> </ul>	<ul style="list-style-type: none"> <li>New Deputy Principal – Operations appointed in September 2020, following the departure of the previous Deputy Principal to take up a principalship.</li> </ul>
<b>3. FACILITIES</b>	
<b>GOALS</b>	<b>ACCOMPLISHMENTS</b>
<ul style="list-style-type: none"> <li>Continue to work towards ensuring and improving our School's safety and compliance regarding facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Lockdown and Evacuation processes refined and rehearsed;</li> <li>Visitor sign-in and COVID-19 safe practices implemented.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to improve School facilities and related practices.</li> </ul>	<ul style="list-style-type: none"> <li>Installation of garden beds in the Yalbalinga playground (Balmain);</li> <li>Installation of sitting benches around the tree in the Diramu courtyard (Balmain);</li> <li>Installation of the sandpit at the Lilyfield campus;</li> <li>Climbing rockwall installed at Lilyfield campus;</li> <li>Elouera and Nangkita rooms repainted;</li> <li>LED lighting upgrade completed throughout Balmain campus;</li> <li>Covered walkway built for Yalbalinga playground at Balmain;</li> <li>Implementation of a staff supervised morning Kiss and Drop system and afternoon delivery of students to cars system at the Balmain campus.</li> </ul>
<ul style="list-style-type: none"> <li>Develop the IT infrastructure of the School.</li> </ul>	<ul style="list-style-type: none"> <li>Upgrade of our Primary Internet link;</li> <li>Upgrade of our IT firewall;</li> <li>Installation of audio visual equipment in the Hall and classrooms;</li> <li>Introduction of electronic sign-in for Stage 1 students;</li> <li>Engaged in a relationship with an ICT managed service provider;</li> <li>Implementation of electronic sign-in for Stage 1 students;</li> <li>Transformed the finance function with implementation of new finance management system.</li> </ul>



4. COMMUNICATION	
GOALS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>Continue to develop the Parent Education program, focusing on the parents' Montessori understanding.</li> </ul>	<ul style="list-style-type: none"> <li>All parent education events were conducted online.</li> </ul>
<ul style="list-style-type: none"> <li>Reinstate a fortnightly School newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly newsletter reinstated in Term 4 Week 2.</li> </ul>
<ul style="list-style-type: none"> <li>Seek feedback on the School's culture, education and operations from parents, staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Parent, staff and student surveys issued and completed in late Term 4 2020.</li> </ul>
5. GROWTH & SUSTINABILITY	
GOALS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>Continue to develop the Alumni program.</li> </ul>	<ul style="list-style-type: none"> <li>Online Alumni evening held in September 2020.</li> </ul>
6. COMMUNITY & BRAND	
GOALS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>Continue fundraising efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Parent committee conceived, developed and implemented the Super Callan Scavenge Hunt as a COVID-19 safe family activity that raised funds for the School and the Indigenous Literacy Foundation.</li> </ul>
<ul style="list-style-type: none"> <li>Create a positive presence on social media throughout COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout remote learning, we reached out to our families to take photos of their children remote learning, and with permission, we posted these on social media.</li> </ul>
<ul style="list-style-type: none"> <li>Create a sense of community whilst children worked remotely.</li> </ul>	<ul style="list-style-type: none"> <li>In lieu of on-site observations, we started the 'This week at ISMS' video series, to show families what our students were accomplishing during their day at School;</li> <li>Created virtual tours in lieu of on-site tours; a selection of our students created a walk-through video, introducing each of the stages and asking their friends questions;</li> <li>To maintain our Infant Community, we moved to online, and created a range of free sessions open for anyone to join.</li> </ul>
<ul style="list-style-type: none"> <li>Increase brand awareness in the local and wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Launched a series of new social media ads;</li> <li>Launched a billboard ad in Broadway shopping centre.</li> </ul>



# 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 four 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, beliefs and abilities.

## 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, 11 ISMS graduate students attended the Montessori Model United Nations in February/March. 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.

The Peer Support Program began in earnest in 2020 with students being immersed in a range of activities, from promoting leadership, wellbeing, positive relationships, resilience, and mental and social health. Although the program was incomplete due to the School closure, the children made connections across the School with children of different ages, abilities and opinions.



# REPORTING AREA 12

## PARENT, STUDENT AND TEACHER SATISFACTION

Parent participation and commitment to the School are 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 and ask questions 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.

In December 2020, ISMS conducted a formal **Student Satisfaction Survey** with 189 Kindergarten, Stage 2 and 3 children responding. The survey responses were collated, for each question, to show the combined percentage of answers that were attributed to a 'yes' or 'usually' response.

1. I like being at School	93%
2. I feel value and respected at School	93%
3. I enjoy what I am learning at School	97%
4. Children are kind and help each other	95%
5. I feel safe at School	97%
6. I am learning new things (making progress with my learning)	92%
7. I get to make decisions about my learning	93%
8. The School has all the materials I need to do my work	95%
9. I like the outdoor environment	95%
10. I think our School cares about the environment	98%

In December 2020, ISMS conducted a formal **Parent Satisfaction Survey** via Survey Monkey with a high number of our families responding in regard to their child/ren. The survey has been collated to show responses that were either always or usually to each question.

1. ISMS prepares children for lifelong learning	93%
2. ISMS provides sound teaching of the basics	89%
3. ISMS provides a challenging curriculum	74%
4. My children are happy at ISMS	91%
5. My children are valued and respected at ISMS	94%
6. My children are making progress with their learning	86%
7. The classroom environments are welcoming for my child	96%
8. My children are in a well rounded learning environment	93%



In December 2020, ISMS conducted a formal **Staff Survey** via Survey Monkey with a total number of 45 responses tallied. The survey results have been collated to show responses that were either strongly agree, agree, indifferent, disagree, or strongly disagree with regard to each statement. As a School, we recognise the areas that require our attention and we will continue to work together to ensure best practice and support 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.

Staff at the School have a unified approach	80%
The School staff are caring and respect the students	98%
The School staff has a sense of belonging and responsibility	89%
The School staff treat each other with respect	91%
The School staff collectively brainstorm on resolutions to provide effective learning	66%
The School staff are committed to the Respectful Guidelines	86%
The School facilities are well looked after and are up to appropriate standards	62%
The School Information and Communication Technologies Services (ICTS) are appropriate to support staff in their roles	43%
Professional Development activities have had a positive impact on your career growth at the School	60%
Whole Staff Meetings and Pupil Free Days are important and are a positive experience	84%

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.



# REPORTING AREA 13

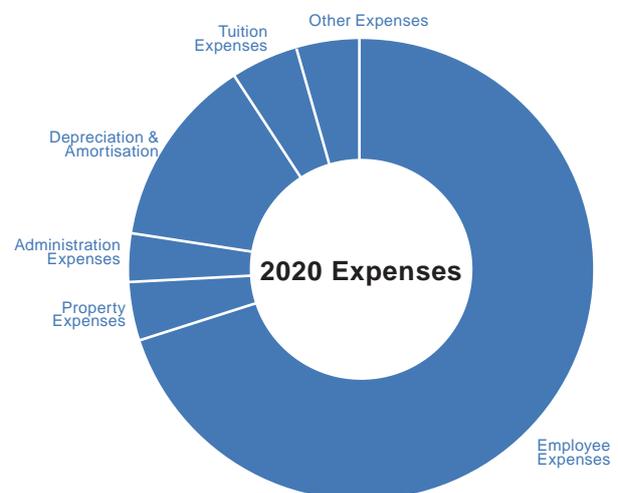
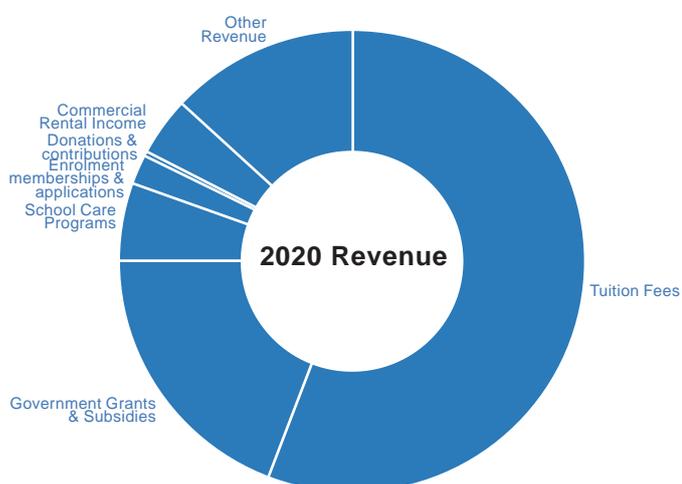
## SUMMARY FINANCIAL INFORMATION

### 2020 Revenue

• Tuition School Fees	\$ 4,655,976	56.03%
• Government Grants & Subsidies	\$ 1,602,281	19.29%
• School Care Programs	\$ 411,715	4.96%
• Enrolments, Memberships & Applications	\$ 174,721	2.10%
• Donations and Contributions	\$ 2,945	0.04%
• Commerical Rental Income	\$ 369,297	4.45%
• Other Revenue	\$ 1,090,691	13.13%
	<b>\$ 8,307,626</b>	

### 2020 Expenses

• Employee Expenses	\$ 5,410,922	70.20%
• Property Expenses	\$ 319,187	4.14%
• Administration Expenses	\$ 256,403	3.33%
• Depreciation & Amortisation	\$ 1,051,553	13.64%
• Tuition Expenses	\$ 332,607	4.32%
• Other Expenses	\$ 337,135	4.37%
	<b>\$ 7,707,807</b>	





# CONTACT INFORMATION



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