

ANNUAL REPORT 2021







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INTRODUCTION

Inner Sydney Montessori School (ISMS) seeks to comply with expectations of the NSW Education Standards Authority (NESA), the Montessori Curriculum and the Quality Framework for Early Childhood Education. 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 2021 - 2025. Also, in recent years, ISMS has successfully complied with the 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 PROCEDURES TO ENSURE PARTICIPATION IN ANNUAL REPORTING PROCESS:

- The Coordinator and the Principal are the staff members 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, Deputy Principal, Business Manager 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 schedule for how the 30 June deadline is met:
 - Delivery of information for each reporting area to the Coordinator;
 - Preparation and publication of the Report – office copy and electronic copy;
 - Distribution of the Report to NESA and other stakeholders.



“

He does it with his hands, by experience, first in play and then through work. The hands are the instruments of man's intelligence.”

Maria Montessori

SCHOOL COUNCIL PRESIDENTS REPORT

The 2021 calendar year was another extraordinary year for the School and indeed the world with the pandemic continuing to impact both locally and globally.

The delivery of online learning in the Primary School for all of Term 3 and part of Term 4 due to NSW and Sydney COVID-19 related Government lockdowns was an unprecedented and challenging experience for our School and community. Online learning for such an extended period was not something any of us had previously experienced or even expected to experience in our lifetimes, despite our taste of this in 2020.

Online learning was undertaken in circumstances where parts of our School simultaneously continued with in-person learning. In-person learning extended to our Stage 1 Pre-School and Infant Community Transition Classes as well as to primary students who were unable to learn at home. Our staff team adapted and worked very hard to deliver quality education in a combined in-person learning and online learning setting to our students and found ways to support our community when we could not be together. The response of our staff in all parts of our School was outstanding. We are enormously fortunate to have an adaptable, caring and well-trained staff group at ISMS who place the interests of the children at the centre of all they do.

This period was an enormous effort from our entire community to sustain. The School Council and I are immensely grateful for the strength of character and care for the children shown by our entire community including the children during this time, thank you.

During most of 2021, we were very fortunate to have Michael Dunn as our Acting Principal whilst Zoe Ezzard completed her parental leave following the birth of her son, Darcy. ISMS benefited enormously from Michael's capability and experience during the year particularly during the COVID-19 challenges we faced. The School Council and I could not be more impressed and grateful for the way ISMS's entire Executive Team but particularly Michael, Christine Shaw (Business Manager) and Jenny Hall (Deputy Operations),

navigated the School through the challenges of 2021.

Despite the additional challenge the pandemic provided, the School continued to make substantial progress across many areas in 2021. Our ISMS team continued to work in progressing ISMS's strategic initiatives including supporting our staff, our students and the continued evolution of our regulation and policy area. The School Council continued its work in risk and strategy with the leadership team. Our business team, led by Christine Shaw, made important gains and were able to introduce new technologies and process improvements to better support the business operations of our School and communications with our families. This work has positioned ISMS well for 2022 as the full impact of this work becomes apparent.

Thank you to the families, including the children, for your ongoing contributions and support of the School, which was more important than ever in 2021. 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 support in guiding the children's education in very challenging times.

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 in any year but has been particularly so during the pandemic years and in 2021.

We are very excited for ISMS's future - the world and this generation of children need our Montessori approach more than ever and this presents great opportunities for our School and the children. Thank you for your ongoing support.

Tara Taylor
School Council President



COUNCIL MEMBERS 2021-2022

Council Title	Member
President	Tara Taylor
Treasurer	Rahul Goyal
Director	Paul Marriott
Director	Greg Anderson
Director	Daniel Bleakman
Director	Dale Anthony
Director	Margaret Rooks
Director	Sam Pearce
Director	Nicholas Allan
Director	Lisa Miller

“It is not enough for the teacher to love the child. She must first love and understand the universe. She must prepare herself, and truly work at it.”

Maria Montessori

PRINCIPALS REPORT



2021 was yet again a year that was disrupted by COVID-19. Whilst this brought our School many challenges and uncertainty, our team of passionate and dedicated staff, alongside our School community, pushed through and towards the future in true ISMS fashion.

A momentous milestone was reached in 2021, with 40 years of ISMS education in the Inner West commemorated. We recognised and celebrated the group of parents who in 1981 formed the Inner City Montessori Association (now the Inner Sydney Montessori Association) and established the School's first class – a Stage 1 class in Annandale. Over the decades, the School has evolved through various incarnations and locations, all the while maintaining its commitment to the Montessori philosophy and authentic Montessori pedagogy. We also celebrated 20 years of the School's operation at the Smith Street location. Whilst the acknowledgement of these important milestones were somewhat subdued due to COVID-19 restrictions, we look forward to marking them properly in the future. What a journey it has been and one that we are all very proud of!

With the disruption of restrictions imposed in 2020 by the pandemic, we were delighted to have been able to return to a few pre-COVID-19 practices at School at the beginning of 2021, including class observations and face-to-face Meet and Greet sessions for our Stage 1, 2 and 3 classes. Although, we were facing a long period of restrictions, we were delighted to have been able to

offer online parent education sessions and events to recognise the importance of connection and continuity.

The extended COVID-19 lockdown for Sydney commenced during the Term 2 School holidays and continued through to Term 4. With children and staff engaged in online learning for a much longer period of time than in 2020, the children admirably adapted and rose to the challenges and made the most of their opportunities throughout this period. The children showed and developed their adaptability and strength of character whilst patiently supported by their families. ISMS staff showed tremendous stability, continuity and compassion for our children and their families throughout this trying year and despite the continual changes that we were faced with, we continued our mission to provide the best possible Montessori education for the children.

The children showed and developed their adaptability and strength of character whilst patiently supported by their families.

We were grateful and fortunate enough to have been able to hold our Graduation Ceremony and Graduation Dinner for the 2021 Graduates and their families at the end of Term 4. These events were a wonderful sense of occasion, to mark the conclusion of our nineteen Graduates' journey at Inner Sydney Montessori School. The Graduate speeches exemplified the children's resilience and adaptability through what was undoubtedly their toughest of their Primary School years.

REPORTING AREA 1. Messages from Key School Bodies



Both the Lilyfield and Balmain campuses experienced Australian Children's Education and Care Quality Authority (ACECQA) Assessment and Ratings visits in Terms 1 and 2, respectively, receiving strong reports and positive feedback in each case. The visits were undertaken by field officers from the NSW Department of Education on behalf of ACECQA, covering our Stage 1 classes, Transition to Stage 1, Elouera (Pre-School OOSH), Nangkita (Primary OOSH) and Holiday Care programs.

These tough periods reveal the true strength of our School community and to which I, along with the ISMS staff and Council members, are most grateful for. I would like to thank our staff, families and community for your continuous support and patience during one of the toughest years at School. Most importantly, I'd like to thank our children who brought much needed perspective and positivity to the year and made every challenge so worthwhile.

A handwritten signature in black ink, appearing to read 'Zoe Ezzard'. The signature is stylized with a large loop at the beginning and a long, thin tail.

Zoe Ezzard
Principal

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) and Early Years Learning Framework .

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 is a community-based, non-denominational, co-educational, independent school established in 1981 for children aged from birth to 12 years of age (Year 6). We facilitate a parent/baby/toddler program (Infant Community 0 – 3), a 3 – 6 Preschool and Kindergarten program and a Primary School program.

ISMS Enrolment Profile - Summary 2021

Term	Stage 1 (3 – 6 years)	Stage 2 (6 – 9 years)	Stage 3 (9 – 12 years)	Total
1	124	70	57	251
2	132	70	57	259
3	133	68	64	265
4	141	67	64	272

ISMS Enrolment Profile by Year Level

Term	Male	Female	Total
Preschool	69	33	102
Kindergarten	18	24	42
Year 1	14	8	22
Year 2	4	13	17
Year 3	12	14	26
Year 4	13	9	22
Year 5	10	5	15
Year 6	12	7	19

TOTAL
265



152 Male 113 Female

REPORTING AREA 2.
Contextual Information about the School
and Characteristics of the Student Body

BEFORE AND AFTER SCHOOL CARE FACILITIES

Breakfast Club	
TERM 1	 37
TERM 2	 40
TERM 3 (Remote Learning)	 11
TERM 4	 25
2021 AVERAGE PER TERM	 28
2020 AVERAGE PER TERM	 37

Nangkita (Primary)	
TERM 1	 53
TERM 2	 75
TERM 3 (Remote Learning)	 37
TERM 4	 54
2021 AVERAGE PER TERM	 55
2020 AVERAGE PER TERM	 50

Elouera (Pre-School)	Balmain	Lilyfield	Total Average per week
TERM 1	 68	 39	 107
TERM 2	 70	 43	 113
TERM 3 (Remote Learning)	 51	 21	 72
TERM 4	 57	 33	 90
2021 AVERAGE PER TERM			 96
2020 AVERAGE PER TERM			 102

Holiday Care	Total
LILYFIELD STAGE 1	 390
BALMAIN STAGE 1	 531
NANGKITA STAGE 2/3	 583



REPORTING AREA 3. Student Outcomes in Standardised National Literacy and Numeracy

NAPLAN

In 2021, ISMS students in Years 3 and 5 sat the National Assessment Plan – Literacy and Numeracy (NAPLAN) tests.



The Montessori pedagogy emphasises developing 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.

Montessori schools are not inclined to submit children to situations that can be regarded as ranking them or putting them in a competitive situation. We also acknowledge 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. Nonetheless, we recognise the need to undertake NAPLAN and we use these results to inform

our teaching practice. It should be emphasised that as children may be on individualised learning pathways, it is expected that not all will have completed the content and other learning assessed by NAPLAN at the particular date of examinations.

In 2021, ISMS students who were present on each day sat the NAPLAN tests. 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.

YEAR 3

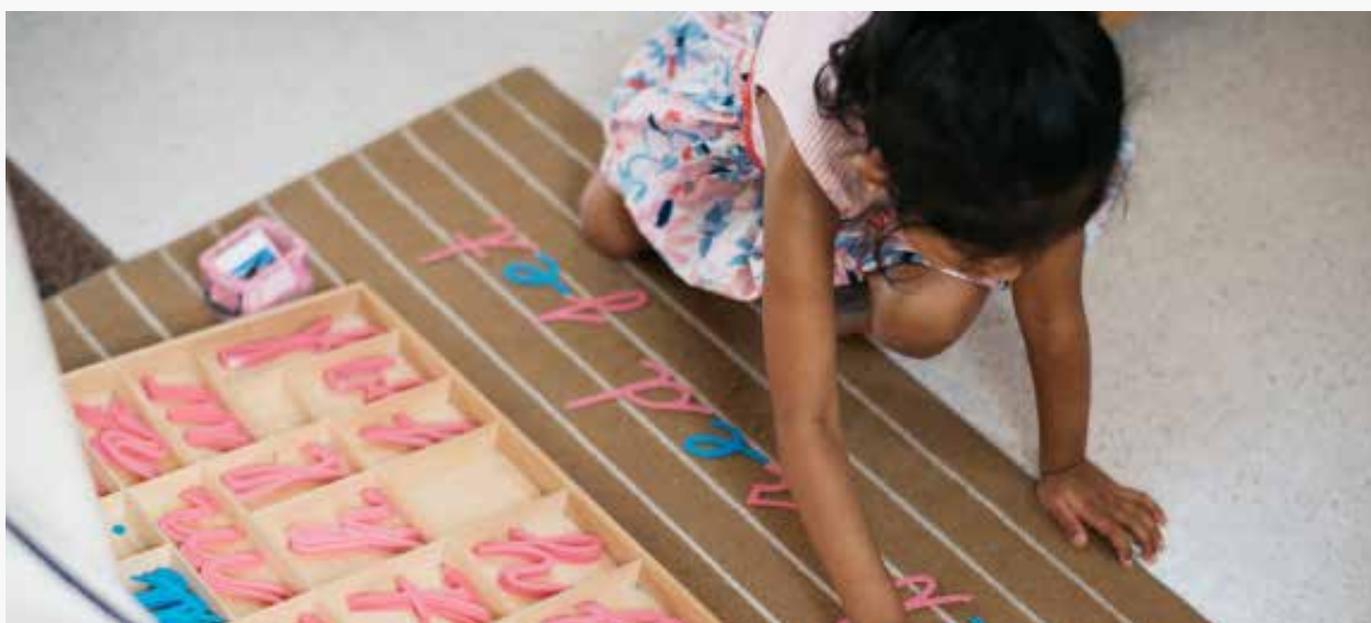
ISMS had 29 students in Year 3 and the table below outlines their results in comparison to similar schools and all Australian schools:

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
ISMS	475	436	445	473	437
Similar	488	460	463	490	448
All	438	425	421	433	403

YEAR 5

ISMS had 15 students in Year 3 and the table below outlines their results in comparison to similar schools and all Australian schools:

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
ISMS	558	508	532	541	515
Similar	557	513	535	548	528
All	511	480	504	503	495



TEACHER PROFESSIONAL LEARNING

Professional development for staff is an important part of the School program. Staff attended the following workshops and seminars in 2021:

PROFESSIONAL LEARNING	Staff Participation
In-House Child Protection Refresher	70
Hand on Heart: First Aid, Asthma and Anaphylaxis HLTA1D004	64
Hand on Heart: Provide CPR HLTA1D001	32
TiPS (Theory into Practice Series) - Montessori Training	11
AMI 3 – 6 Refresher	6
AMI 0 – 3 Refresher	4
THRASS Foundation Level Training	3
AIS ICT Management and Leadership Conference	1
CELA: OOSH Active Supervision	1
Composition (Made Easy) in the Classroom (Musica Viva)	1
Navigating Lactation	1
Raising Emotionally Intelligent, Resilient and Compassionate Children	1
AIS: NSW Child Protection Crossing Professional Boundaries Webinar	1



TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	Number of teachers
Conditional	4
Provisional	4
Proficient Teacher	20
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	28

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
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	28
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.	15

Refer to My Schools website: <https://www.myschool.edu.au>.

REPORTING AREA 6. Workforce Composition



ISMS had a staff retention rate of 79.5% in 2021 compared to 72% in 2020.

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.



We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit."

Maria Montessori

SCHOOL STAFF	Number of teachers
Teaching staff	21
Full-time equivalent teaching staff	18.7
Non-teaching staff	31
Full-time equivalent non-teaching staff	28.6

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 Deputy Principal and 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 Deputy Principal and Principal, if required.

Our attendance rate for 2021 includes periods of online learning due to the COVID-19 pandemic.

ATTENDANCE RATE

**KINDER
GARTEN**



**YEAR
ONE**



**YEAR
TWO**



**YEAR
THREE**



**YEAR
FOUR**



**YEAR
FIVE**



**YEAR
SIX**



**WHOLE
SCHOOL**



(includes remote learning
attendance during Term 3)

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.

REPORTING AREA 8. Enrolment Policy

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

REPORTING AREA 8. Enrolment Policy

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.



REPORTING AREA 8. Enrolment Policy

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)."



POLICIES GENERAL

All policies are maintained by the Deputy Principal and are accessible on request. Relevant 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. The ISMS Policy Suite is now complete and contains our full range of policies. This includes a policy template to identify more specific and relevant detail within each policy, reviewing the ownership and ratification of the suite. The Policy Suite contains 59 policies.

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 student welfare are implemented, the following policies and procedure documents are highlighted as being in place in 2021. All staff members have been briefed in the content of policies.

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 (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
Safe Food Handling	3.6.2.21
Sun Protection	3.6.2.22
Volunteers and Student Policy	3.6.2.18
Water Safety	3.6.2.23

2. STUDENT DISCIPLINE

Students are required to abide by the School's 'Respectful Guidelines' 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.

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.

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 Policies

SUMMARY OF POLICY	CHANGES IN 2021	ACCESS TO POLICY
<p>Student Welfare</p> <p>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 the 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 was reviewed in 2021 and no changes or revisions were made.</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. 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' to provide clear procedures and strategies to prevent, reduce and respond to bullying. 	<p>There were no revisions made to policies relating to Anti-Bullying, Staff Code of Conduct and Behaviour Management.</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. 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's Respectful Guidelines 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 made to the policies relating to Discipline.</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. 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 made to the policies relating to Complaints and Grievances.</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. Hard copies are available at all campuses.</p>



REPORTING AREA 10. School Determined Improvement Targets

1. EDUCATION	
GOALS	ACCOMPLISHMENTS
A continued focus on Indigenous Australian culture within our School	'Our Land, Our Stories' curriculum was implemented in Stages 2 and 3;
Develop and implement a Reconciliation Action Plan (RAP)	A Reconciliation Action Plan (RAP) has been started and a committee has been formed with continuous discussions taking place;
Continued refinement to the School policies to clarify approaches, responsibilities and expectations across the School	ISMS policy suite refined over the year in line with ACECQA and NESQA requirements;
Continued refinement and growth of the online learning platform	Online learning platform infrastructure was refined with key areas identified;
Implement reading benchmark assessments across Stages 1, 2 and 3	Reading benchmarking now takes place across the School with significant improvements to the children's level of reading identified. A framework for support has been put in place;
Explore possibilities for the enhanced use of Transparent Classroom or an alternate LMS platform	Continual analysis of Transparent Classroom as a tracking tool and investigation of alternate solutions;
Ongoing development of a student library on the Balmain Campus which is accessible to all ISMS students	The library officially opened in 2021 and is now used by all students;
Make effective use of our NAPLAN results to further inform and reflect on teaching practices	NAPLAN results were analysed by Class Directors as a group to give general insight into how our students perform on a national standardised test and also on an individual basis.
2. TEAM	
Continue to address the serious shortage of quality trained Montessori Teachers in Australia	Sponsoring of staff to complete Montessori training at the Sydney Montessori Training Centre;
Continue to strengthen the ISMS team	Focus on improved recruitment and retention programs, including implementation of an employee access program - Lifeworks;
Assure and support the accreditation process for all Teachers (TAA)	AISNSW continued to act as the School's Teacher Accreditation Authority (TAA). Four teachers commenced their Provisional to Proficient accreditation process;

REPORTING AREA 10. School Determined Improvement Targets

3. FACILITIES

Continually work towards ensuring and improving our School's safety and compliance	Ensured adequate ventilation through all classrooms and offices was available throughout COVID-19. Installation of mobile protection and Cyber Security Platform; Actively follow the ISMS COVID-19 Safety Plan and continual risk register review program;
Continually identify areas for improvement at all campuses	Stage 1 (Balmain) observation room upgrade. Installation of Stage 1, 2 and 3 (Balmain) garden beds. Installation of shade sail over sandpit in Lilyfield. Break out room upgrade in a Stage 3 classroom;
Design and establish an additional outdoor learning space to further facilitate indoor / outdoor learning	Ongoing discussions regarding the development of the outdoor learning space.

4. COMMUNICATION

Continue to develop the Parent Education program focusing on the parent's Montessori Journey	All parent education events were held online in 2021;
Maintain communication with families during period of lockdown and online learning	Regular communication to families to ensure on going connection with families and updates during a challenging time;
Reinstate a fortnightly School newsletter	Fortnightly newsletter reinstated and continued throughout the year;
Seek feedback on the School's culture, education and operations from parent, staff and students	Parent, staff and student surveys issued and completed in late Term 4, 2021;
Communication improvement project focus continued	Implementation of Xplor to support enhanced communication between School and parents, initially in the Infant Community and then Stage 1, scheduled for 2022.

5. GROWTH & SUSTAINABILITY

Continue work on our Alumni program	Alumni evening held online in December, 2021.
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6. COMMUNITY AND BRAND

Continue with Social Media presence (Facebook and Instagram)	Social Media continues to grow with a large following as a result of consistent, tailored and targeted updates;
Continue brand awareness in the local and wider community	Launched a series of new social media ads as well as billboard advertisements around shopping centres and on main roads.

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 nurture children in four different ages: from birth to 3 years, 3 to 6 years, 6 to 9 years and 9 to 12 years. 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, Parents and Carers 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. Students are also encouraged to participate in a selection of activities across the School including 'Kids Kafe' which focuses on healthy eating and sustainable practices within our School and in the community.





At ISMS, we encourage parents, students and teachers to share their opinions and concerns. We foster a variety of different opportunities and avenues for our community to provide feedback to the School and to be involved.

PARENT SATISFACTION

COVID-19 disrupted the majority of our normal operations in 2021 which saw all parent education events and meetings take place online. Parental involvement and attendance would suggest parent satisfaction is high throughout the School. Parent's concerns are noted and responded to in a considered and timely manner. Parent Liaisons continued to meet throughout 2021 which provided parents an avenue to express their satisfactions or concerns. ISMS continues to see a high level of involvement within our PL body.

In 2021, ISMS conducted a formal parent survey with a high number of our families responding. Our commitment towards an authentic Montessori education rated highly amongst our parents, supporting the current teaching pedagogy at ISMS.

The Principal and the Directors have an open door policy with the parent body and meet regularly with parents on an individual basis, when required.

STUDENT SATISFACTION

Past students occasionally visit the School throughout their High School years and we continue to see a high level of satisfaction amongst the students, as was reflected by our Graduate speeches and through informal discussions throughout the year. ISMS provides students with opportunities to develop life skills including, conflict resolutions, effective communication and resilience. In 2021, ISMS conducted a formal student survey with a high number of our students responding.

TEACHER SATISFACTION

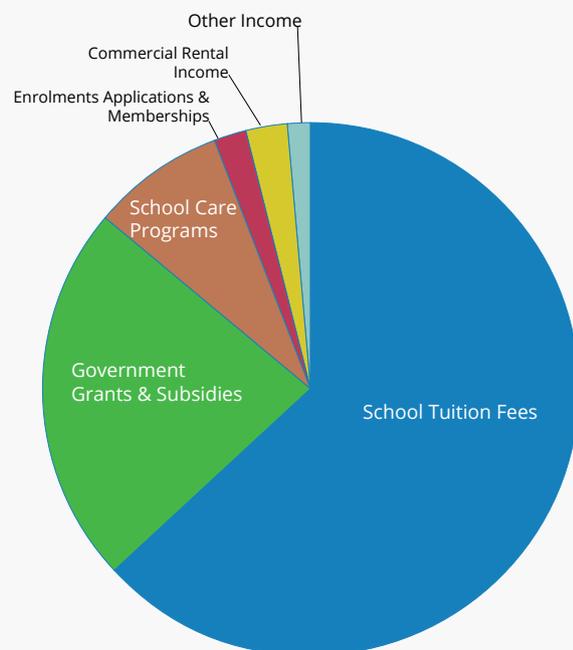
Teachers have regular opportunities to provide feedback at staff meetings and surveys throughout the year. Feedback would suggest that teachers were generally satisfied in all areas of the School. ISMS continues to work towards building relationships and fostering positive staff morale. The Principal's open door policy ensures that all staff have an equal opportunity to discuss personal or professional matters.

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

REPORTING AREA 13. Summary Financial Information

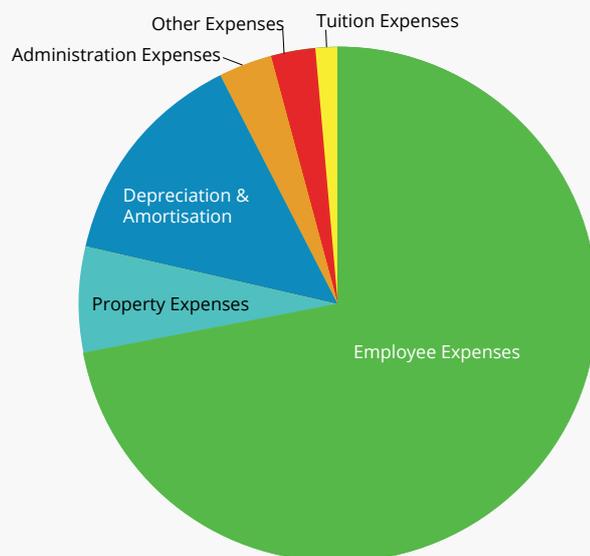
2021 Revenue

School Tuition Fees	\$ 4,603,821	63.30%
Government Grants & Subsidies	\$ 1,659,930	22.82%
School Care Programs	\$ 588,660	8.09%
Enrolments Applications & Memberships	\$ 144,624	1.99%
Donations and Contributions	\$ -	0.00%
Commercial Rental Income	\$ 183,824	2.53%
Other Income	\$ 92,649	1.27%
TOTAL	\$ 7,273,508	



2021 Expenses

Employee Expenses	\$ 5,617,244.00	72.01%
Property Expenses	\$ 524,242.00	6.72%
Depreciation & Amortisation	\$ 1,086,991.00	13.94%
Administration Expenses	\$ 252,426.00	3.24%
Other Expenses	\$ 215,828.00	2.77%
Tuition Expenses	\$ 103,267.00	1.32%
TOTAL	\$ 7,799,998.00	







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