



Inner Sydney Montessori School

Published May 2023

2022 Annual Report

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INTRODUCTION

Inner Sydney Montessori School acknowledges the Gadigal and Wangal people of the Eora Nation as the original custodians of the land on which our School stands. We pay our respects to Elders past, present and emerging. We acknowledge the hands that took care of this land; the minds that learned and shared, and continue to do so; the hearts that cared for every living creature. Together we walk forward into the future.

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 THE 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, Primary Coordinator, Curriculum Coordinator, Business Manager and/or Admissions Manager 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, including:
 - 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.

REPORTING AREA 1.

Messages from Key School Bodies

SCHOOL COUNCIL PRESIDENT'S REPORT

The world turned a corner in 2022 after three pandemic impacted years and our School and community with it. A defining feature of 2022 for our School was the return of families to our School campuses and the return of many social interactions, which had been paused within the School. Social engagement, organisation, collaboration and interaction is not only a key facet of the children's Montessori education but also important to the richness that a Montessori school brings to its entire community. The social engagement amongst the children as well as the wider community continues to build and we look forward to even more interaction, collaboration and engagement in 2023.

We are fortunate at ISMS to have such talented educators who are highly trained in, and also committed to, Montessori pedagogy, philosophy and the children. They bring this skill and commitment to all they do. The response of our staff in all parts of our School was again outstanding in 2022 as we recommenced many activities that had not occurred for several years, and the staff sought to bring balance again to the classrooms after much of the last half of 2021 was impacted with pandemic home schooling. We are enormously fortunate to have adaptable, caring and a well-trained staff group at ISMS who place the interests of the children at the centre of all they do.

During 2022, one of the key roles of the School Council was to search for an Acting Principal to take on the principal duties during the maternity leave period of our ISMS Principal, Zoe Ezzard, following the birth of her second child in Term 1. The School Council thoroughly considered various options for the role, including the option of external candidates, however, the School Council unanimously agreed that we had a highly capable and well suited candidate to lead our School through this time already in our leadership team, our then Deputy Principal, Jenny Hall.

The School Council and I were delighted that Jenny accepted the Acting Principal role and we were able to inform the School Community of this at the start of 2023. Jenny has taken the role in her stride in 2023 and the transition has been very smooth.

The School continued to make substantial progress across many areas in 2022. Our ISMS team continued to work on strategic initiatives including changes to the Stage 1 model which was much needed due to the changing work dynamics and needs of families.

The School's policy and regulatory area, after consistent work over the last few years, has become very robust and embedded in the School's operations. The School Council also continued its work in risk and strategy with the leadership team in 2022.

Our Business Team, led by Christine Shaw, again continued in 2022 to make 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, with support from her team. This work is ongoing and in particular, communications and engagement with families both new and existing, remain an area which the School is continuing to improve and build on.

The School's leadership and operational capacity has matured substantially in the last few years enabling the School Council to be genuinely governance focussed now, not in the operations of the School in any way. This is a great credit to the leadership team.

The School Council extends its sincere gratitude to Zoe, Jenny, Christine and the School's Executive Team, and all of ISMS' staff for their dedication, hard work and support in 2022.

REPORTING AREA 1.

Messages from Key School Bodies

I also 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.

Finally, thank you to the families, including the children, for your ongoing contributions and support of the School and your contributions to our community.

It has been a hard couple of years with the pandemic and recovery, however, we are very hopeful 2023 will see us make substantial progress towards further strategic initiatives to further enhance our community and Montessori approach at ISMS. Thank you for your ongoing support.

Tara Taylor

School Council President

COUNCIL MEMBERS 2022

Council Title	Member
President	Tara Taylor
Vice President	Paul Marriott
Treasurer	Rahul Goyal
Past Treasurer	Andrew Duff
Director	Nicholas Allan
Director	Greg Anderson
Director	Dale Anthony
Director	Daniel Bleakman
Director	Peta Gibson
Director	Alexander Kuprasov
Director	Lisa Miller
Director	Sam Pearce
Director	Margaret Rooks

REPORTING AREA 1.

Messages from Key School Bodies

PRINCIPAL'S REPORT

I am proud to report that our School has continued to uphold its commitment to providing quality education centred on the Montessori philosophy. Our dedicated staff have worked tirelessly to create a supportive and nurturing environment that allows each child to reach their full potential. The Montessori curriculum is designed to foster independence, self-confidence and a love of learning and our team of educators continue to develop and refine our curriculum to ensure that it meets the needs of each child.

In 2022, as we emerged from the pandemic, we began to get back to some sort of 'normal' and were delighted to welcome families back on-site for various parent events such as Parent/Carers Day, a Montessori philosophy talk on 'Freedom within Limits', our Primary Coordinator presented 'Natural Consequences vs Punishment' to families, Beyond ISMS (Alumni Evening) and our Stage 3 Drama Night. We held our annual ISMS Athletics Carnival at King George Park and it was lovely to see all our children come together and enjoy a day of fun and activity.

One of our most significant developments beginning in 2022 was the implementation of a pilot program for our 'All Day Montessori' model. This program is designed to support the needs of our children and offer an authentic Montessori approach in our Preschool and Kindergarten (3-6 years) environment, whilst also supporting our working families, many of whom are transitioning back into the workforce following work from home during the pandemic.

We were delighted to once again hold our annual Graduation Ceremony and Graduation Dinner for the 2022 Graduates and their families. This year the event was held in the beautiful surroundings of the Wild Life Sydney Zoo at Darling Harbour. There are not many events where you get to dine amongst the koalas! The graduate speeches once again highlighted their joy at the years spent at ISMS and the maturity shown in the delivery of these speeches emphasised the confidence and independence they have to go forward into the world.

Our School community is a vital part of our success as a school. We continued to foster relationships with families and community members through communication, parent teacher conferences and School events. We value the input and involvement of our families and are grateful for their continued support. I would especially like to mention our School Parent Liaisons, who give freely of their time in order to support the School and families, ensuring that community connection is maintained. This community connection was further enhanced in 2022 with the introduction of our new community engagement platform, ConnectISMS, which provides a window into our School.

We take pride in maintaining a safe and comfortable learning environment for our students and made several improvements to our facilities, in particular, enhancing our Stage 1 outdoor learning spaces and preparation work, and commencement of, exterior painting.

It is with heartfelt thanks that I mention the School Council, ISMS staff and ISMS students for their extraordinary work over the past year. The School Council work tirelessly behind the scenes to support the governance of the School and ensure its long term success. Our dedicated staff and wonderful students have come together to create a vibrant and dynamic learning community. We are committed to continuing to provide a quality education centred on the Montessori philosophy and look forward to the many opportunities the next few years will bring.

Jenny Hall

Acting School Principal



REPORTING AREA 2.

Contextual Information about the School and Characteristics of the Student Body

CORE GUIDING PRINCIPLES

The Montessori pedagogy delivered at ISMS adds great value to the education of each child by adhering to the educational philosophy and teaching method conceived over 100 years ago by Dr Maria Montessori in Italy.

Based on following the natural sequence of development of the child, this educational philosophy emphasises one-to-one teaching, concrete learning leading to the abstract, self-motivation and free choice within an agreed plan of daily work relating to the curriculum. The School also reflects the goals and outcomes set by the NSW 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.

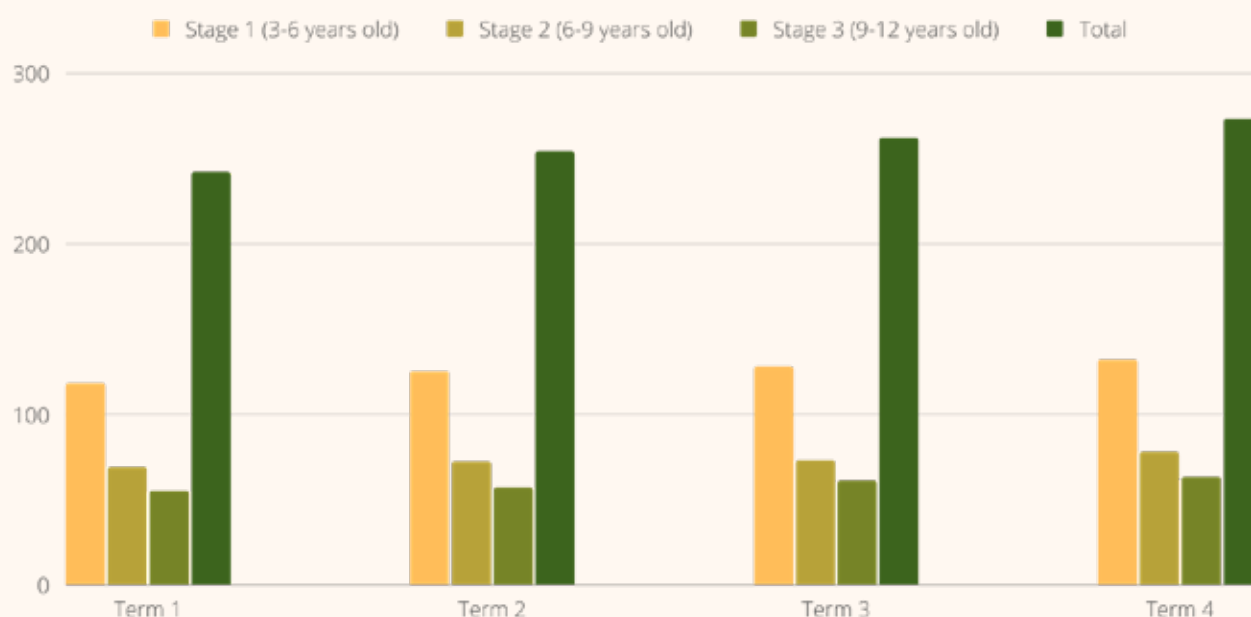


REPORTING AREA 2. Contextual Information about the School and Characteristics of the Student Body

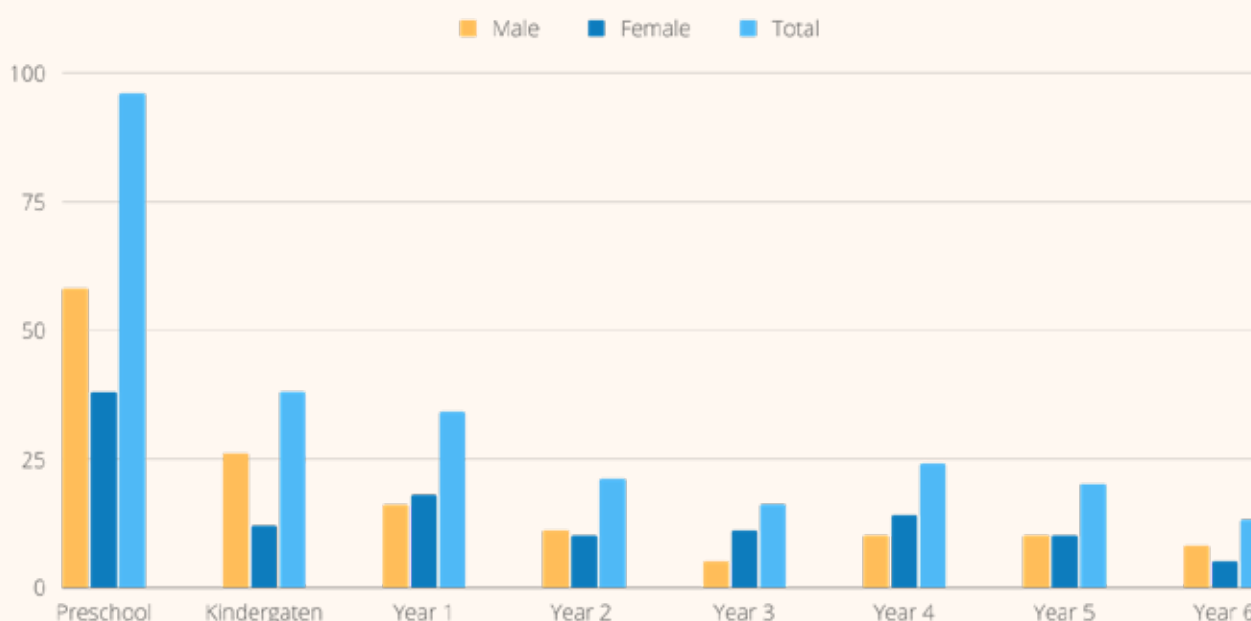
CHARACTERISTICS OF THE STUDENT BODY 2022

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. In 2022, the student body consisted of 144 males and 118 females, 262 students in total.

ISMS ENROLMENT PROFILE SUMMARY



ISMS ENROLMENT PROFILE BY YEAR LEVEL

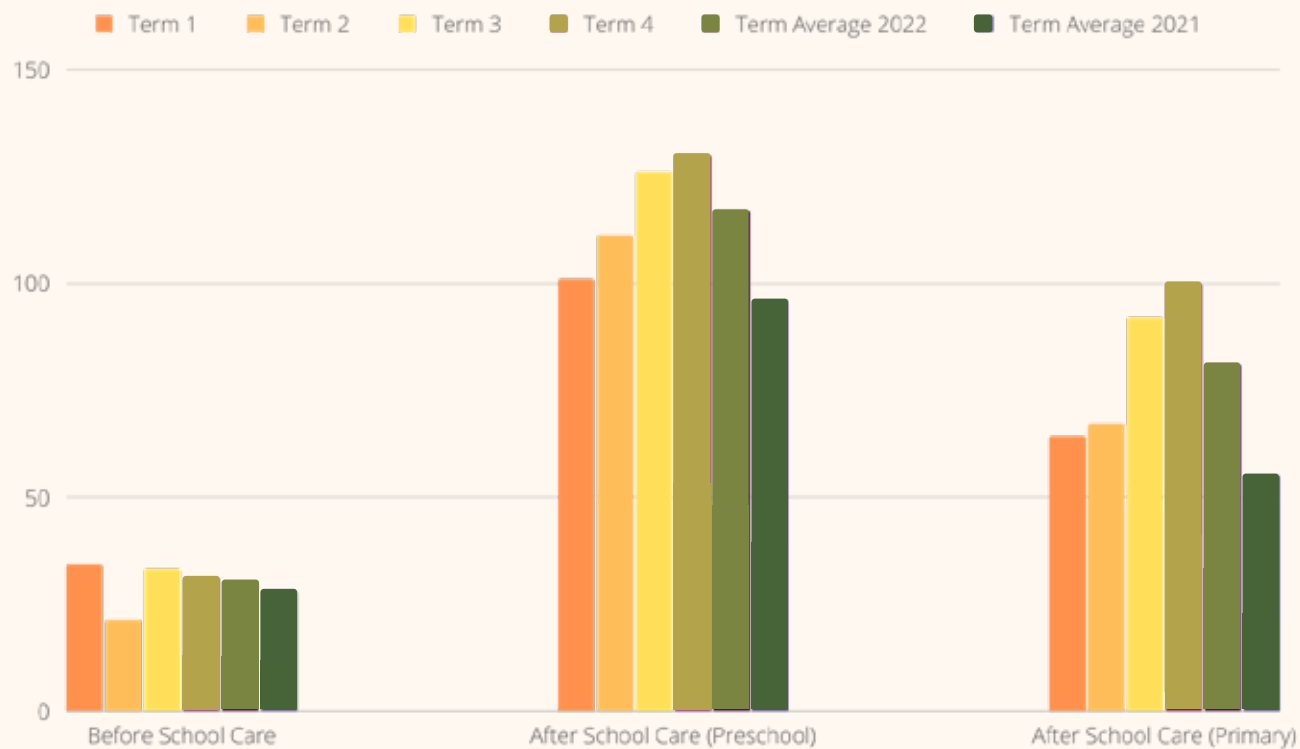


REPORTING AREA 2.




Contextual Information about the School and Characteristics of the Student Body

BEFORE AND AFTER SCHOOL CARE

This graph represents average Before and After School Care bookings per week.



HOLIDAY CARE

STUDENT GROUP	NUMBER OF STUDENT BOOKINGS
Lilyfield (Preschool)	 486
Balmain (Preschool)	 915
Balmain (Primary)	 894

REPORTING AREA 3.

Student Outcomes in Standardised National Literacy and Numeracy

NAPLAN

In 2022, ISMS students in Years 3 and 5 sat the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

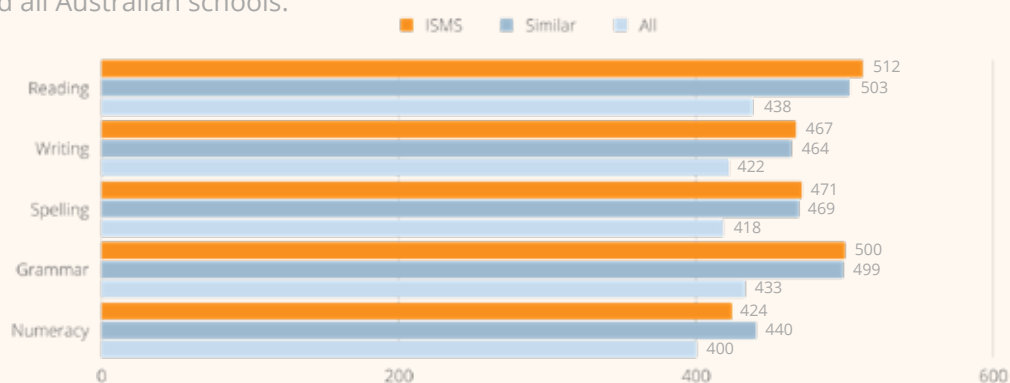
The Montessori pedagogy emphasises developing a love of learning and teaches independence and skills in seeking out learning experiences. Success is measured in terms of the progress made by the individual child, not in competitive terms measured against other children.

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 and 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 2022, 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.

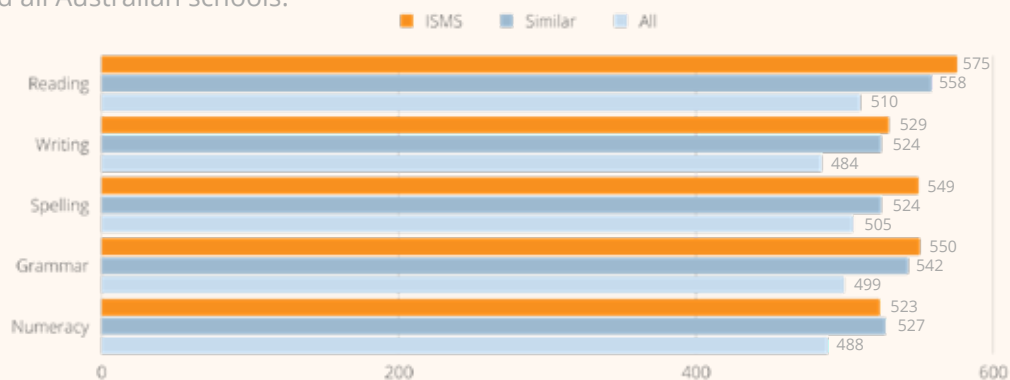
YEAR 3

ISMS had 16 students in Year 3 and the table below outlines their results in comparison to similar schools and all Australian schools:



YEAR 5

ISMS had 20 students in Year 5 and the table below outlines their results in comparison to similar schools and all Australian schools:



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 2022:

PROFESSIONAL LEARNING	NO. PARTICIPANTS
Identify and Respond to Children and Young People at Risk CHCPRT001	62
Hand on Heart: Provide CPR HLTA1D009	56
Hand on Heart: Provide First Aid in an education and care setting HLTAID012; Provide First Aid HLTAID011; Provide basic emergency life support HLTAID010	14
Embedding Aboriginal and Torres Strait Islander Perspectives In the Montessori 6-12 Years Classroom	5
Food Safety and Handling	3
MSCA Montessori 6-12 Years Writing Workshop	3
SMTC Montessori 3-6 Years Orientation Certificate	3
CELA Compliance in Everyday Practice	2
MultiLit Spell-It Workshop	2
Positive Discipline Classroom Practitioners' Course	2
Seven Steps to Writing Workshop	2
SMTC Workshop – Big Work in Cosmic Education	2
AISNSW MEA Interpretation (Teachers)	1
AISNSW MEA Interpretation (Support and Operational Staff)	1
AISNSW Middle Leaders Course	1
AISNSW The Power of Purpose PDHPE K-10 Conference	1
AMI 0-3 Years Montessori Refresher – The Language Environment	1
AMI 3-6 Years Montessori Refresher	1

REPORTING AREA 5. Teacher Professional Learning, Accreditation and Qualifications

Childhood Potential Montessori Conference	1
Copyright for Educators	1
Experienced Teacher Inquiry Pathway Professional Support Workshop	1
Genrefication Showcase	1
Grammar and Punctuation Fundamentals	1
Kodaly Music Refresher Day	1
Koori Curriculum	1
Koori Curriculum Book Summit	1
LawSense School ICT Law	1
Montessori Practice in Action	1
SMTC Montessori 0-3 Years Orientation Certificate	1
SMTC Montessori 6-12 Years Orientation Certificate	1
SMTC TIPS (Theory into Practice Series) – Building Concentration	1
SMTC TIPS (Theory into Practice Series) – Montessori Training	1
SMTC Workshop – Supporting All Children and Meeting Their Needs	1
Supporting Children with Dyslexia in a Montessori Environment	1
THRASS Foundation Level Training	1
Using Digital Technology to Engage Learners	1
Work Health and Safety in Schools	1
Workshop with Gianfranco Conti	1

REPORTING AREA 5.

Teacher Professional Learning, Accreditation and Qualifications

TEACHER ACCREDITATION AND QUALIFICATIONS

LEVEL OF ACCREDITATION	NO.
Conditional	1
Provisional	5
Proficient Teacher	23
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	29

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	NO.
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	29
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

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

STAFF COMPOSITION

ISMS had a staff retention rate of 65.52% in 2022 compared to 79.5% in 2021.

The ISMS workforce consists of teachers, classroom assistants, support and operational staff, with both traditional tertiary and Montessori qualifications. ISMS has no indigenous or Torres Strait Islander staff members.

School Staff	No. of Individuals	Full-time Equivalent
Teaching Staff	23	18.9
Non-teaching Staff	28	24.07
Total	51	42.97



REPORTING AREA 7.

Student Attendance and Management of Non-attendance

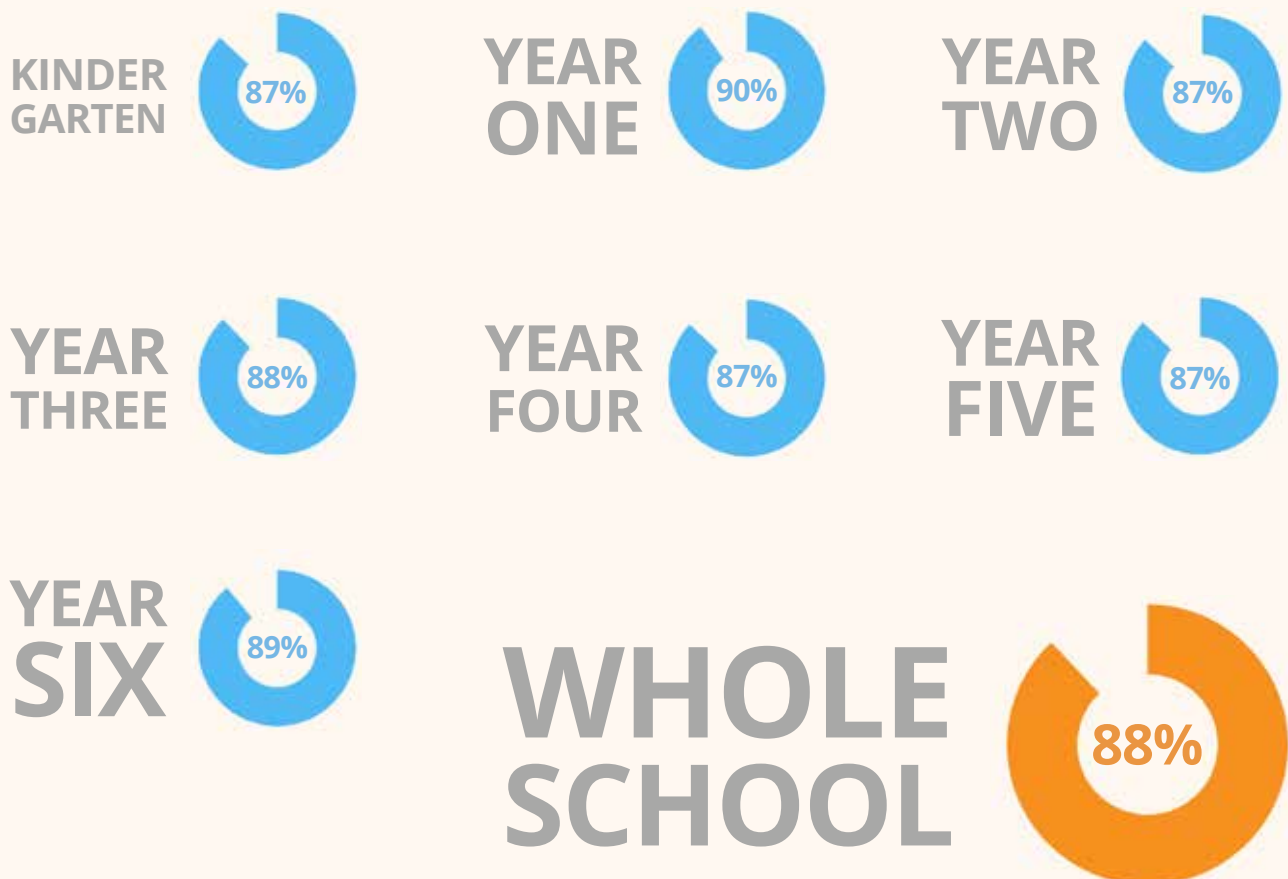
STUDENT ATTENDANCE

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 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, email 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.

STUDENT ATTENDANCE RATE



1. 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, Stage 1 Preschool and Kindergarten program. 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 equivalent to commencement in Year 1 of a traditional school.

STUDENT POPULATION

ISMS started 2022 with 242 students and finished the year with 273, of whom 132 were in Stage 1 and 141 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.

Once offers are finalised for current families, any remaining vacancies are opened to the public. 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.

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).

REPORTING AREA 8.

Enrolment Policy 2022

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 the Registrar and/or a member of the Executive Team.

APPLICATION FORMS

Application forms are accessible via the School website.

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 for the commencement of Year 1. 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, YEARS 1 - 6)

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 preschools 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 a School tour prior to application submission
- Provide Information Pack 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 other online forms.

ROLE OF THE STAFF

Discuss philosophy and functioning of the classroom with the family.

FOR PROSPECTIVE FAMILIES

- Parents are encouraged to 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 OR DELEGATE

- 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 tour (Pre-Primary and Primary), where practicable.
- II. School observation booked:
 - a) Small group led by the Registrar or a member of the Executive Team
 - b) Observations occur fortnightly during term time
- III. Enrolment Pack provided at School Tour including Schedule of Fees

REPORTING AREA 8.

Enrolment Policy 2022

- IV. School observation procedure:
- Parent arrives and is met by the host (Tour Guide), who provides parent with Enrolment Pack and provides a brief overview of the School
 - Tour group observes Infant Community, Pre-Primary and Primary classrooms (a selection of classes, not necessarily the whole School)
 - Parent may submit Application Form (including Birth Certificate) and fee to secure place on the waitlist
- V. Application Form received: once a tour is completed and Application Fee and Birth Certificate are submitted, child is waitlisted
- VI. "Receipt of Application" 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:
- Sibling status
 - Position on waitlist
 - The age of the child on application
 - Age and gender (for reasonable class balance)
 - Commitment to the 3-12 program
 - Commitment and involvement of parents
 - 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:
- The child's readiness
 - Sibling priority (please note that priority is only given if a sibling has completed Stage 1)
 - Reasonable balance of gender
 - Montessori school transfer
 - 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
 - Facilitate access to the parent engagement platform

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) Parents are asked to provide details of the child's needs and provide any assessment reports from other involved professionals at time of application. These are viewed by the Principal or Registrar and Director of Learning Support
- 2) The Principal and the Director may discuss the child's application
- 3) 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
- 4) When the child starts at the School all relevant staff members collaborate to draw up a Personalised Learning Plan (PLP)
- 5) 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

REPORTING AREA 8.

Enrolment Policy 2022

- 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.

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 Primary children are due and payable according to the Memorandum of Conditions. Discounts are offered for early payment.

Fees for Preschool children are due each fortnight paid by Direct Debit and in accordance with the Memorandum of Conditions.

The preschool program is an Approved Child Care Service approved by the Department of Education to receive and pass on child care subsidy (CCS).

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

Non-payment of fees are managed in accordance with the Memorandum of Conditions.

(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 and Business Manager are 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 or Business Manager. The Principal and Business Manager 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 and Business Manager may recommend to the Finance Committee that some form of fee relief be provided.

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.

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 to families and staff on ConnectISMS and hard copies are held on all campuses. The ISMS Policy Suite 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 a student's welfare are implemented, the following policies and procedure documents are highlighted as being in place in 2022. All staff members have been briefed on 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

Anti-Bullying Policy	3.7.1
Behaviour Management	3.7.3
Disability (Additional Needs)	3.6.2.24
Excursion (and Incursion)	3.6.2.10
Immunisation	3.6.2.17
Infectious Diseases	3.6.2.16
Medical Management	3.6.2.15
Overseas Tours and Excursions	3.6.2.26
Rest and Sleep Policy and Procedures	3.6.2.19
Safe Food Handling	3.6.2.21
Sun Protection	3.6.2.22
Support and Care (Pastoral Care)	3.6.2.1
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.

STUDENT DISCIPLINE

Behaviour Management	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.

COMPLAINTS AND GRIEVANCES RESOLUTION

Complaints	3.6.2.11
Staff Code of Conduct	3.6.2.4
Student Discipline	3.7.2

SUMMARY OF THE POLICY

STUDENT WELFARE

The School seeks to provide a safe and supportive environment which:

- 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.

CHANGES IN 2022

The Child Protection Policy was reviewed in 2022. Minor changes were made to the access and communication of this policy. The NSW Mandatory Reporter Guide information was also updated to confirm access via the Child Story Reporter website.

The Staff Code of Conduct Policy was reviewed in June 2022 with no changes made.

The Emergency and Evacuation Policy was reviewed in June 2022. The School risk assessments for emergency and evacuation were updated as part of this policy review and updated evacuations floor plans included.

The Determining Responsible Person Policy was reviewed in June 2022 with no changes made.

ACCESS TO THE POLICY

Families have access to electronic versions of policies through the School information platform, ConnectISMS. Staff have access to electronic versions of policies through the School information platform, ConnectISMS. Hard copies are available at all campuses.

REPORTING AREA 9.

School Policies 2022

SUMMARY OF THE POLICY

ANTI-BULLYING

- 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.

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.

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.

CHANGES IN 2022

The Student Discipline Policy was reviewed in June 2022 with no changes made.

The Staff Code of Conduct Policy was reviewed in June 2022 with no changes made.

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The Staff Code of Conduct Policy was reviewed in June 2022 with no changes made.

The Student Discipline Policy was reviewed in June 2022 with no changes made.

The Whistleblower Policy was reviewed in June 2022 with no changes made.

ACCESS TO THE POLICY

Families have access to electronic versions of policies through the School information platform, ConnectISMS. Staff have access to electronic versions of policies through the School information platform, ConnectISMS. Hard copies are available at all campuses.

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REPORTING AREA 10. School Determined Improvement Targets

1. TEACHING & LEARNING

GOALS	ACCOMPLISHMENTS
Respond to the changing syllabus requirements within the NESA Curriculum Reforms	K-2 English and Mathematics changes implemented;
Continued implementation of 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;
Enhance the opportunities for creative and performing arts in the School	Co-curricular Drama is now offered for Stage 2 and 3 children;
Offer a varied and comprehensive co-curricular program	Developed a program of in-house and provider led co-curricular activities on offer daily before and/or after school hours;
Utilise grant to employ a School Counsellor	Employed a School Counsellor on a short-term contract to support student welfare;
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 NESA requirements;
Review the Transition Policy and processes	The newly named Primary Progression Policy has been drafted and is being reviewed by the Executive Team;
Ongoing development of a student library on the Balmain Campus which is accessible for all ISMS students	The library is now fully operational and is used across the whole School;
Develop outdoor learning opportunities for children in Stage 1	The Outdoor Learning Program was reviewed and redeveloped to facilitate all day opportunities for outdoor learning including cross-class collaboration. Initial phase implemented, supported by purchase of new materials.

2. STAFF & PROFESSIONAL DEVELOPMENT

Enhance professional development opportunities to support succession planning, particularly of Montessori trained teachers	Targeted sponsoring of staff to complete Montessori training at the Sydney Montessori Training Centre (SMTTC) and through the Montessori Institute (MI);
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REPORTING AREA 10.

School Determined Improvement Targets

3. FACILITIES

GOALS

Continually work towards ensuring and improving our School's safety and compliance

Continually identify areas for improvement at all campuses

Design and establish an additional outdoor learning space to further facilitate indoor / outdoor learning

ACCOMPLISHMENTS

Ensured adequate ventilation through all classrooms and offices was available throughout COVID-19 and incorporated these practices into business as usual practices. Continual review of our mobile protection and Cyber Security platform. Continual review of our risk register program;

Commencement of exterior painting subsequent to required building repairs and preparation;

Maintained and enhanced our Yalbalinga outdoor learning space through upkeep of related premises and surfaces and the purchase of new equipment.

4. COMMUNICATION

Enhance community engagement and facilitate the flow of information between the School and families

Timely and meaningful provision of student learning outcomes for younger students

Continue to develop the Parent Education program focusing on the parent's Montessori Journey

Our community engagement platform, ConnectSMS, was implemented and is now used across the whole school to exchange regular information on a class and School level;

Consolidated the use of Xplor to support enhanced communication between School and parents in regard to Stage 1 curriculum and progress towards learning outcomes;

Where practicable, returned to on-site delivery of our annual program. Refined our offering for 2023 to embed our delivery and promote in advance.

5. GROWTH & SUSTAINABILITY

Optimise our use of Funnel software to support enrolment pathways and enquiry conversion rates

Increase human resources to support enrolment growth

Staff attended regular provider training and workshops. Utilisation of all modules and implementation of automated processes. Filtered all enquiries through Funnel;

Developed and recruited for a new role - Communication and Marketing Manager.

6. COMMUNITY AND BRAND

Grow our social media presence (Facebook and Instagram)

Build brand awareness in the local and wider community

Social media continues to grow with a large following as a result of consistent, tailored and targeted updates;

Launched a series of new social media advertisements as well as billboard advertisements near our campuses and on main roads. Hosted a stall at the Parent Baby Child Expo and ran a sustained online campaign through Inner West Mums.

RESPECT AND RESPONSIBILITY

Respect and responsibility are at the heart of all we teach and live by in Montessori education and within our School. There is a great emphasis on recognising and valuing the worth of each individual – student, staff member and parent/carer. The community's role is to care for each of its members and each of its members contribute meaningfully to the community. This reflects the interdependency of all living things.

Within our School, respect and responsibility flow through the fundamental practices of grace and courtesy. Grace and courtesy is embedded into the Montessori classrooms through care for the environment, care for self, group discussion and problem-solving, collaboration and positive leadership. Our School's Respectful Guidelines continue to provide staff and students with a shared understanding of how to treat each person and our environment.

RESPECTFUL GUIDELINES

- 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 that allow them to discover their own innate abilities and, therefore, establish recognition of their independence. The children's learning experiences 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 Parents and Carers Day, Harmony Day, Reconciliation Week and NAIDOC week are but a few of the occasions intended to acknowledge and celebrate family, culture and develop understanding, acceptance and peace.

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 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. To further promote a sense of responsibility, our Stage 3 children collaborate with staff on planning the Kid's Kafe food menu and placing orders for each week's meal. Our graduating children also participate in 'Green Grads' program which involves the children preparing and selling boxes of seasonal fruit and vegetables.

Each term, the children in Stage 2 and Stage 3 engage in 'Team Building' activities led by our PDHPE Director. These sessions involve games and activities which require the children to work together to achieve a common goal or outcome. Team building activities promote a sense of inclusion, acknowledgement of others, patience and cooperation.

REPORTING AREA 12.

Parent, Student and Teacher Satisfaction

PARENT, STUDENT AND TEACHER SATISFACTION

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. As 2022 evolved, we were able to reintroduce these sessions on campus, as face-to-face events. 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 2022 which provided parents an avenue to express their satisfactions or concerns. ISMS continues to see a high level of involvement within our Parent Liaison body.

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.

TEACHER SATISFACTION

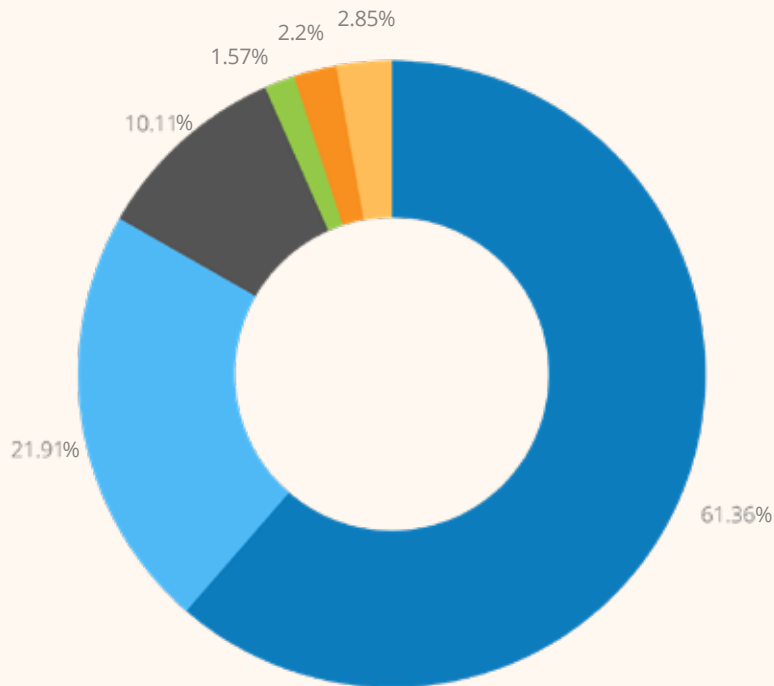
Teachers have regular opportunities to provide feedback at staff meetings and professional reviews throughout the year. Feedback would suggest that teachers were generally satisfied in all areas of the School. ISMS continues to work towards building relationships and fostering positive staff morale. 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

2022 REVENUE



School Tuition Fees

\$4,708,725

Government Grants & Subsidies

\$1,681,572

School Care Programs

\$775,892

Enrolments Applications & Memberships

\$120,187

Donations and Contributions

\$0.00

Commercial Rental Income

\$168,599

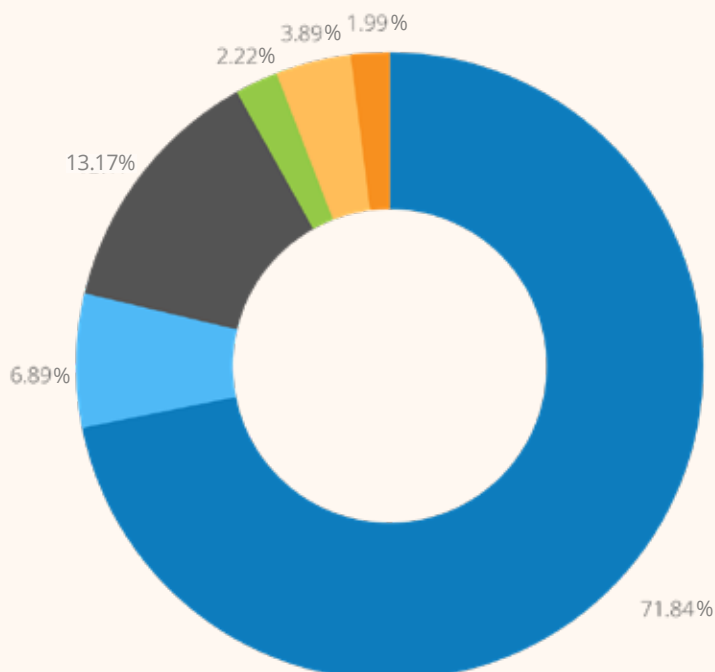
Other Income

\$218,625

Total

\$7,673,600

2022 EXPENSES



Employee Expenses

\$5,797,771

Property Expenses

\$555,657

Depreciation & Amortisation

\$1,062,833

Administration Expenses

\$179,468

Other Expenses

\$313,958

Tuition Expenses

\$160,752

Total

\$8,070,439







**Balmain Campus**

(Parent & Child Program, Preschool,
Primary and Administration)

44 Smith Street

Balmain NSW 2041

Lilyfield Campus

(Preschool and Kindergarten)

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