



Annual Report

2010

Inner City Montessori Association t/a Inner Sydney Montessori School
44 Smith Street
Balmain NSW 2041

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Educational and Financial Reporting

Introduction

The Inner Sydney Montessori School will maintain the relevant data and will comply with reporting requirements of the Minister for Education.

This reporting will include public disclosure of the educational and financial performance measures and policies of the School.

Policy and Procedure to ensure participation in annual reporting process

- The Principal is the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board of Studies and other stakeholders as required.
- For each reporting area, one of the following: the Principal, Bursar, Head of Curriculum, and Enrolment Registrar is responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator, 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 to ensure ongoing compliance, relevance and usefulness is the final responsibility of the Principal, after discussion with the other staff involved.
- Preparation of the report in an appropriate form to be sent to the Board of Studies is the task of the Principal's Assistant under the direction and final decision making of the Principal.
- The School operational calendar shows the annual schedule for how the 30 June deadline will be met:
 - Delivery of information for each reporting area to the manager.
 - Preparation and publication of the report – office copy and electronic on internet and intranet.
 - Distribution of the report to the Board of Studies and other stakeholders.

Requests for additional data from the Minister for Education

To ensure that any requests from the Minister for additional data are dealt with appropriately, the School will identify the staff member responsible for coordinating the School's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form. (Currently the Principal)

DEEWR Annual Financial Questionnaire

The School Bursar is responsible for collecting the data, completing the return in the appropriate form and returning the questionnaire to DEEWR after gaining the approval of the Principal.



Reporting Area 1: Messages from key school bodies

PRINCIPAL'S REPORT 2010 – Cathy Swan, Principal

The School operated successfully in 2010. The NSW Board of Studies curriculum was effectively taught using the Montessori pedagogy and we successfully obtain accreditation by BOS. NAPLAN testing demonstrated that proper outcomes were met at all year levels, as will be shown later in this report. Solid student attendance and retention demonstrated that children were well supported and happy at school. In a continuation of the school commitment to the integration of children with disabilities and additional needs, the school implemented a progressive range of activities to assist in the areas of social, physical and educational development. To further develop and support our children and staff we employed an Additional Needs director and assistant dedicated to this area.

The children in their final year at the ISMS, Year 6 in public schools, travelled to Canberra to study the role and functioning of our federal government. Enrichment in other areas of curriculum and interest was added when they visited Questacon and other educational-touristic attractions in the nation's capital. The experience of living away from home for three days added significantly to their growing feelings of independence and growth into adulthood. Later in the year the whole of the age 9 to 12 classes enjoyed going to camp at Berry Sport & Recreation centre for three days. In 2010 the school continued to facilitate extra-curricular activities in the areas of language and music.

The total enrolments of the School in 2010 reached 254, of whom 182 were enrolled in Primary years K-6. In 2011 we expect enrolments to increase as our primary retention remains strong.

There are three main groups of staff at Inner Sydney Montessori School. They are the Directors, or main classroom teachers; the Assistants to the Directors; and the Administration Staff. There was expansion in the administration with the appointment of a new Bursar, Enrolments Registrar and Property Maintenance Manager has established an experienced operational team.

Staff attendance at the Montessori Australia Foundation annual Conference and Refresher marks the significant Montessori professional development event of the year. This year's focus was Montessori and Special Education: Following the Child. The Conference was attended by all Montessori staff including administration. The weekend followed with Refresher workshops for each Stage 0-12 for Directors, Assistants, and also Administrators.

I was a presenter at this Refresher and spoke to other Montessori administrators on the importance of "Nurturing Your Parent Community".

The building works as part of the Building the Education Revolution were completed in 2010. The school now has an official hall with music room plus new classrooms, the works included the renovation of administration offices and staff amenities. We would like to acknowledge the work of our Council, in particular our Property Sub-Committee, led by Wally Scales. This work has enabled us to expand our primary school and given our primary children much needed space for sport, play and music.

The National Schools Pride funding saw the refurbishment of our Lilyfield campus staff facilities. The garden playground space at Lilyfield campus was overhauled with new soft-fall covering being replaced.

Solar panels were installed on the roof of our preschool playground area as part of the National Solar Schools Program, this now feeds back to our energy meter with the ability to log into the portal and monitor the energy produced.

Classrooms were further upgraded and all rooms had air-conditioning units installed.



We introduced a bus run for our Primary children between Lilyfield and Balmain in the morning, to assist and support our parent body need and reduce congestion in our neighbourhood.

As part of our commitment to our parent body and to offer support and develop their parenting, we held my four part parenting series titled Four Goals to Gracious Parenting, held in Term 2 and I also conducted a Book Group which met weekly with myself for two terms.

We continue to promote Montessori pedagogy by hosting many overseas and local visitors from Montessori schools, local and overseas governments, council and academic staff.

Cathy Swan
Principal



School Council President's Report for the year ended December 2010

After a year of cement trucks, builders, contractors and others our new building works are complete. We now have a new hall and class rooms, upgraded reception and administration area and staff common room. The building process was professional managed and overseen by council member Wally Scales who, together with Cathy Swan and Emma Gilbert, worked tirelessly to bring the project in on budget and to the standard we expected. I would also like to pass on the School's thanks to our project manager Dean Duckworth and builders Farindon Constructions.

It was also a year that Nick Economidis stepped down as President of the school Council after 4 years. There are a lot of examples of the School's achievements has made under his leadership, however, as incoming President, I have a great appreciation for the model for governance he shaped for the school that we will benefit us for years to come.

During the year, the School was re accredited by the Board of Studies and in the process put in place a lot of systems and procedures to improve the running of the school. We also upgraded our School accounting system, introduced a new billing system and commenced work on SchoolPro a customer relationship management (CRM) software tool that will provide us valuable information on such things as enrolments, retention and skills that we can draw upon.

Having budgeted for a loss for the 2010 financial year it is pleasing to report that the School earned an operating surplus for the year of \$90,529. This is attributable to higher government grants than expected and a lower depreciation charge, in the main.

One of the things on our Council action plan last year was the appointment of an external board member. The appointment of external board members is something that both MAF and AIS see as essential from a governance point of view.

Before Christmas, Cathy came across Robin Hill in her travels around Balmain. Robin has wide experience originally as an educator, then in various forms of mediation including (dispute and grievance resolution) and policy and business planning. She currently runs her own business consultancy in Balmain and also runs her own art gallery. Robin has met with the full council and also the members of staff and faculty at the strategic planning day where she kindly acted with great skill as our facilitator. Robin is nominated with the full support of the Council and the Principal.

There have also been a number of other changes to the council with Council's thanks going to Gill Larkins and Peta Gibson who have left the council. James Scott, a chartered accountant was appointed by the Council as the school's new Treasurer and Joshua Brassington, who has extensive property experience, was appointed as part of our succession plan to bolster our property expertise on Council.

The Council has also resolved to form a Foundation to assist with fund raising. The Foundation will consist of three funds, an Education fund, Scholarship fund and Building fund. The formalities of the formation of these funds are currently underway. More details on the operation of the Foundation will be provided as they are finalised.

Thank you to the continuing Council members for their contribution and commitment of both time and expertise.

Finally, thanks to Cathy and the directors, teachers, faculty and staff of the School for their dedication and care in making the School a great place to be.

Graham Spring
President of Council



Reporting Area 2: Value Added Information

The Montessori pedagogy used 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 Rome. 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 Inner Sydney Montessori School students' sound academic performance, as reflected in the NAPLAN test of Years 3 and 5 is discussed later in this report.

The school continues to run seminars to highlight student awareness of global community issues. In Montessori education, understanding of the interdependent nature of human life is very important and becomes a focus of many lessons. Students participated in a selection of activities and also fundraised for many charities and aid organisations including:

RSCPA fundraising
Bandaged Bear
National Walk Safely to School Day
Worldly Soles
Westmead Children's Hospital
Haiti earthquake victims
Sea Shepherd

The Peer Support Program was successful in 2010 with students from the ages of 5-12 benefiting from the social interactions while the graduates (Year 6) gained valuable leadership experience. Year 4 students participate in a Community Awareness Program during this time gaining insight and experience with community and environmental.

We renewed our Asthma Friendly Status to ensure that students with asthma are in a safe school environment.



Reporting Area 3: School performance in national tests and examinations

In 2010 ISMS students in years 3 & 5 sat for the NAPLAN tests in literacy and numeracy. The Montessori pedagogy emphasises developing in children a love of learning and teaches independence and skills in seeking out learning experiences. Success is measured in terms of the progress made by the individual child, not in competitive terms, measured against other children. Because of this position of educational philosophy Montessori schools are not keen to submit children to situations that can be regarded as ranking them or putting them in a competitive situation. Nonetheless, ISMS recognises the purposes and benefits of the legislation mandating the tests and also the fact that our children will move on to mainstream schools for secondary education. We therefore willingly prepared them for the NAPLAN tests and completed the process successfully.

In 2010 ISMS students who were present on each day sat for the day's 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 20 students in Year 3. The Mean Score is the sum of all the candidates' scores divided by the number of candidates.

	<u>Reading</u>	<u>Overall Literacy</u>	<u>Numeracy</u>
State	422.6	422.63	402.3
ISMS	462.5	431.7	430.4

It can be seen that ISMS is performing above the State mean in both literacy and numeracy. Comparing boys and girls, boys outperformed girls in literacy and numeracy:

Literacy – boys 432.96, girls 430.6
Numeracy - boys 459.2, girls 406.8

Year 5

ISMS had 10 students in Year 5. The Mean Score is the sum of all the candidates' scores divided by the number of candidates.

	<u>Reading</u>	<u>Overall Literacy</u>	<u>Numeracy</u>
State	496.9	503.03	499.5
ISMS	534.3	515.87	502.9

It is clear from these scores in which the ISMS mean is well above the State mean that our children are learning well across all areas of literacy and numeracy. Comparing boys and girls, girls outperformed boys in literacy and numeracy:

Literacy – boys 500.26, girls 526.23
Numeracy – boys 483.5, girls 515.8



Reporting Area 4: Professional learning and teacher standards

Professional Learning Activity	No. of staff participating
Pastoral Care:	
First Aid	18
Diabetes Australia	37
Understanding Aspergers and Autism	1
Anaphylaxis Training	25
Curriculum:	
Montessori refresher conference (3 day course) covering all key aspects of the Montessori philosophy	35
Geometry & Research Workshop MAF	2
Child Protection Training and Reportable conduct	35
Reading Schemes	2
Leadership Conferences – domestic and international:	
MAF Leadership Forum	1
Schools and the Law	1
Business Managers Retreat	2
Consultants Workshop	1
Executive Assistants AIS	1
Incident Investigation, Public Relations and the Courts AIS	2
Diploma of OHS & School Compliance	1

Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas skills Recognition (AEL-NOOSR) guidelines, or	15
Teachers who have qualifications as a graduate from a higher education institution within Australia or as recognized within the National Office of Overseas skills Recognition (AEL-NOOSR) guidelines but lack formal teaching education qualifications, or	5
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

All teachers in the third 'Teaching Standards' category have been employed due to their expertise in the content area. The teachers in the third category are or will be undertaking studies to complete teaching qualifications to meet the requirements.

Reporting Area 5: Teacher attendance and retention rate

In 2010 the average daily staff attendance rate was 91%.

The proportion of staff retained from 2008 was 93%.



Reporting Area 6: Student attendance

The average daily attendance in 2010 in the 6-12 year old group ranged from 88.3% to 95.3%, these figures indicated boys had a higher rate of absence

Reporting Area 7: Post school destination

Not applicable as ISMS does not operate a secondary school.

Reporting Area 8: Enrolment Policies and Profiles

Enrolment Policy - Summary

The Inner Sydney Montessori School is a co-educational K-6 school providing an education underpinned by the philosophy of Dr Maria Montessori and fulfilling the educational requirements of the NSW Board of Studies. 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.

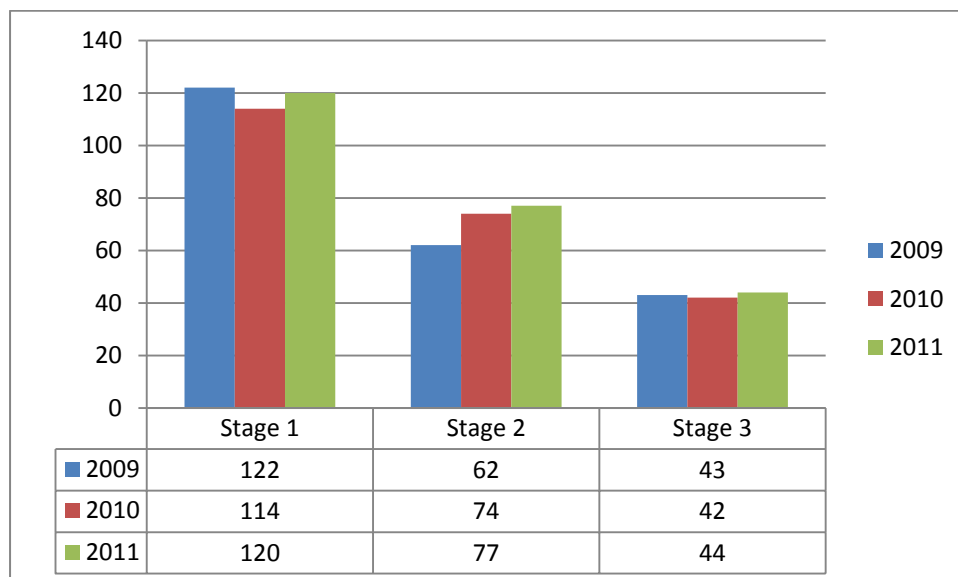
Procedures

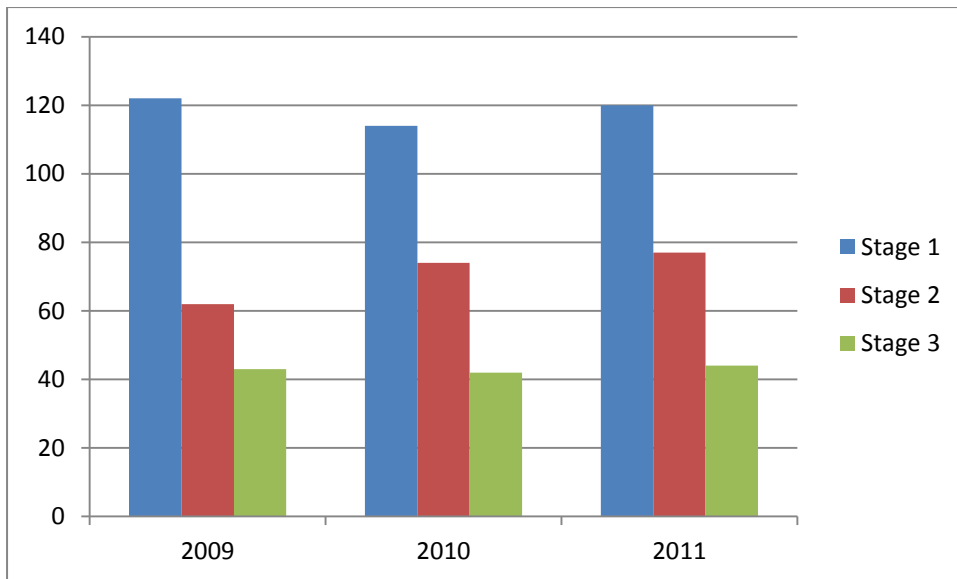
1. Process all applications within the School enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School ethos.
3. Consider each applicant's educational needs. To do this the School will gather information and 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.

Student Population

The School has 254 students of whom 182 are enrolled in the primary school. There are approximately equal numbers of boys and girls throughout the School. The School follows a specific philosophy of education and as such attracts parents/guardians desirous of educating their child within this philosophy.

Enrolment Profile graphs below





Waiting List and Enrolment

Pre-Primary Waitlist

To apply for admission to the School and to have the child's name included on the waitlist, a parent must hold current membership of Inner Sydney Montessori Association (I) and pay a non-refundable fee for each child. A parent must also attend an observation session. The School follows the standards as determined by the Disability Standards for Education 2005 (Standards). Detailed guidelines are available from the School Office.

Offer of Place

An Introduction to Montessori Evening is held each year, which must be attended by the parents of those children on the waitlist who will turn 3 and commence Pre-Primary the following year.

The Principal offers places based on the following selection criteria:

- Sibling status (with conditions as set out below)
- Position on the waitlist.
- The age of the child when entered on the waitlist.
- Commitment to the 3-12 educational program.
- Commitment of parents to the School and the Montessori ethos.

When all other factors are equal, the date of registration determines priority. However, the School retains the right to consider specific enrolments on an individual basis.

Offers for older children are subject to availability and dependent on a successful interview and orientation period.

Primary Waitlist

The School operates a separate waiting list for Primary (Years 1-6). There is no wait list fee for children already enrolled in Pre-Primary (Year 1 minus 2 to K) at the School. Students of ISMS Pre-Primary are given priority of place.

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



Offers of Place

Parents of children on the Primary waiting list will be asked to attend an observation of one of the 6-9 classrooms and also attend the Primary Environment Evening.

All ISMS Pre-Primary children are observed in their Pre-Primary setting (if possible) and follow the School Transition Policy when transferring internally into Primary classes.

An offer of place is made based on the following criteria:

- The child's readiness
- Sibling priority (please note that generally priority is only given if a sibling has completed Stage 1)
- ISMS priority
- Montessori school transfer
- Commitment of parents to Montessori education.

Places are only offered to children not currently attending the School when we have been unable to fill all available places from those at the School or siblings of those at the School.

Conditions of Acceptance:

First Child Entering the School

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

- A non-refundable placement fee (per family) 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 membership must be kept current for the duration of the child's attendance at the School.
- Parents are requested to support and participate in the school community in a variety of ways and are encouraged to attend parent education evenings organised by the teaching staff to deepen their knowledge of Montessori education at ISMS.
- Parents are asked to participate in fundraising activities and working bees or to pay levies.

Siblings

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

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 Principal 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.

Transfers

There is no automatic right to transfer between 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.



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.

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.

Fee Policy

(a) Payment of Fees

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

Fees are due and payable according to a payment plan that is agreed between the family and the school. Discount offered for early payment.

Some families of Pre-Primary children may be eligible for government subsidies through the Family Assistance Office. Further details may be obtained from the School Office.

Fees for children commencing School after the commencement of term (at the request of the School) are reduced pro rata on a weekly basis after Week 4. 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 by the School Council, having regard to:

- ICMA's status as a non-profit organisation.
- Compliance with government funding and other regulatory requirements.
- The financial needs of the School.
- Application and enrolment levels.
- Other relevant criteria.

The School Council also determines the conditions that apply to fees including interest charged in relation to late payment, discounts, prepayment arrangements and other similar conditions.

(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 Bursar 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 fees. Families who have concerns about 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 enrolments and applications.
- Other relevant criteria.

In appropriate circumstances, the Principal may recommend to the Finance Committee (the Principal, the Treasurer and the Bursar) that some form of fee relief be provided. The Principal and Bursar 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 12 months only. At the end of an initial 12 month period, arrangements are reviewed by the Finance Committee and extended only if appropriate. All fee relief arrangements must be documented by way of a letter signed by the Principal, President or Treasurer. All fee relief arrangements are dealt with in the strictest 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.



Reporting Area 9: Policies

A. Policies for 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 mission for providing for a student's welfare are implemented, the following policies and procedures were in place during 2010.

Policy	Changes in 2010	Access to full text
Child Protection policies: Responsible Person Child Protection Code of Conduct Child Protection Code of conduct staff	Revisions made during the BOS re-registration period	Copies of all policies were issued to staff during re-registration process. Staff reminded of child protection conduct and issues during briefing. Policy booklet available upon request.
Student welfare policies: ISMS Staff Student interaction ..Student Code of Conduct Safe & Supportive Environment Disability Sun Protection	Revisions made in consultation with staff and faculty during the BOS re-registration period	Copies of all policies were issued to staff during re-registration process. Policy booklet available upon request.
Management & Operations: Security policy Premises and facilities policy Grievance resolution policy Discipline and Appropriate Behaviour Board of Studies Returns	Revisions made during the BOS re-registration period	Copies of all policies were issued to staff during re-registration process. Policy booklet available upon request.
Discipline: Code of conduct student Discipline and appropriate behaviour policy	Revisions made during the BOS re-registration period	Copies of all policies were issued to staff during re-registration process. Policy booklet available upon request.



B. Policies for Student Discipline

Students are required to abide by the School rules and to follow the directions of teachers and other people with authority delegated by the School. Corporal punishment is not permitted under any circumstance.

All disciplinary actions that may result in any sanction against the student including suspension, expulsion or exclusion require processes based on procedural fairness.

The full text of the ISMS Discipline and Appropriate Behaviour policy and associated procedures are provided to all members of the School community through the:

- Staff Handbook
- Policy booklet
- Parent information handbook

A copy may be obtained by contacting the School Office.

The School discipline policies and procedures are reviewed at regular intervals.

Written documentation is archived with student records.

C. Policies for Complaints and Grievances Resolution

The School's policy for complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students and/or staff members. These processes incorporate principles of procedural fairness as appropriate.

The full text of the ISMS Grievance Resolution policy and processes for complaints and grievances resolution is provided in the:

- Staff Handbook
- Policy booklet
- Class policy booklet

The policy is reviewed at the commencement of the year to ensure compliance and appropriate detail and will be reviewed in 2010.



Reporting Area 10: School determined improvement targets

Achievements of priorities for 2010 annual report

Area	Goals	Accomplishments
Teaching and learning	<p>Improve literacy intervention strategies in Stages 1 and 2</p> <p>Professional development for all support staff</p> <p>Montessori in-service to be provided</p> <p>Increase facilities for research and digital experiences to continue</p>	<p>Purchased iMac computers for primary classes and MacBook computers for all teachers.</p> <p>Increased individual intervention.</p> <p>Additional needs teacher appointed providing educational support for students with special needs</p>
Student Achievements	<p>Provide broader cultural curriculum</p>	<p>PDHPE Program extended further using outsourced expert sports coaching in Years 1-6.</p>
Student welfare	<p>Improve interaction between all ages within school</p> <p>OHS consultative approach</p> <p>Increase parent library facilities</p>	<p>Develop School Band</p> <p>Support programs of one terms' duration</p> <p>Peer Support</p> <p>Appointed parent volunteer as library co-ordinator</p>
Enrolment development	<p>Hire Enrolment Registrar</p>	<p>Increased enrolment</p> <p>Ensure parents aware of philosophy of the School prior to primary enrolment</p>
Staff development	<p>Term 2 staff review with Principal had focal subject of personal and professional goals</p> <p>Annual review for all staff</p> <p>Continued IT professional development</p> <p>Review and implementation of staff induction process and procedure</p> <p>Job descriptions developed for all staff</p> <p>OHS training</p> <p>Child Protection Investigation training</p>	<p>First Aid Course offered to Staff</p> <p>New staff given Multilit training</p> <p>Computer skills training</p> <p>Additional needs training</p>
Administrative Development	<p>Jobs and roles audit for administrative positions</p>	<p>Re-define and review administration roles and procedures</p>



		Bursar employed Enrolments registrar employed Created new organisational chart
School Council development	Increase awareness of governance procedures Principal to present training to Council on Montessori principles and practices	Principal Training for AIS Child Protection Investigator and Authorised Supervisor

Reporting Area 11: Initiatives promoting Respect and Responsibility

The Inner Sydney Montessori School places great emphasis on respect and responsibility and encourages all students, staff and families to recognise that they are valued and an integral part of the school community. The philosophy underlying the School encourages the whole community to provide a caring and nurturing environment that engenders self and social esteem demonstrating mutual respect and responsibility.

The integrated curriculum provides all students with experiences and initiatives that encompass diverse cultural backgrounds and beliefs. The members of the School community are encouraged to share their knowledge to ensure inclusion of all students and their families.

Reporting Area 12: Parent, Teacher and Student Satisfaction

Parent participation and commitment to the School is both welcomed and encouraged during every family's time at the School. The School holds regular parent education evenings and parent meetings to provide opportunity for parents to express their views on matters. Parent involvement and attendance at these functions would suggest that parent satisfaction is high throughout the School. Parents' concerns are noted and responses are provided in a considered manner.

Informal discussions with students and graduating speeches reflect the high level of satisfaction amongst the students with many past parents and students visiting the School and staying in close contact with the School during high school and later years. Students have individual conferences with staff each term and the Principal welcomes feedback and discussion at any time.

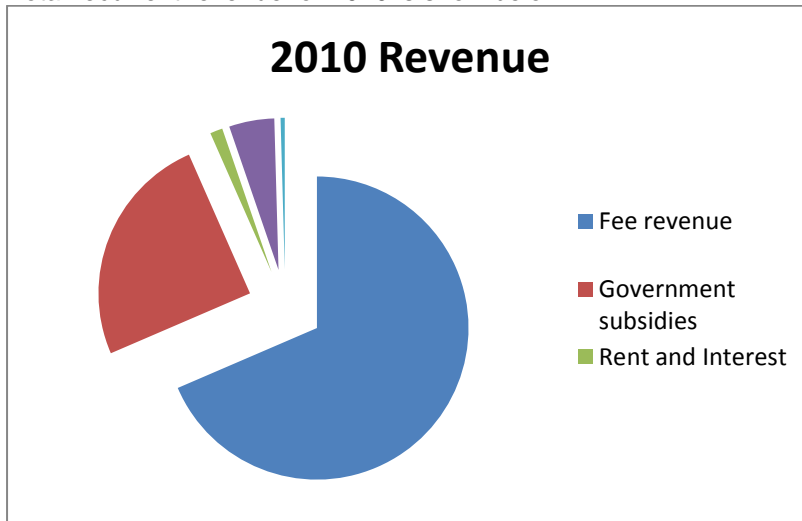
Informal feedback from teachers and general discussion at Staff Meetings suggest staff were generally satisfied with specific individual concerns addressed during staff reviews in Term 2. The Principals' Open Door policy ensures that all staff have the opportunity to discuss educational or personal issues as the need arises.



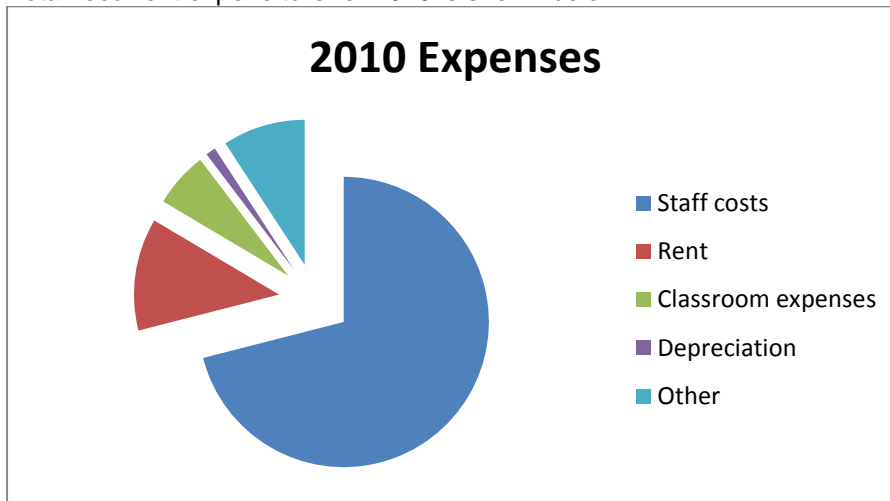
Reporting Area 13: Summary financial information

For the year ended 31 December 2010 total revenue \$3,873,629, with expenditure of \$3,783,100, which created a surplus of \$90,529.

Total recurrent revenue for 2010 is show below.



Total recurrent expenditure for 2010 is shown below.



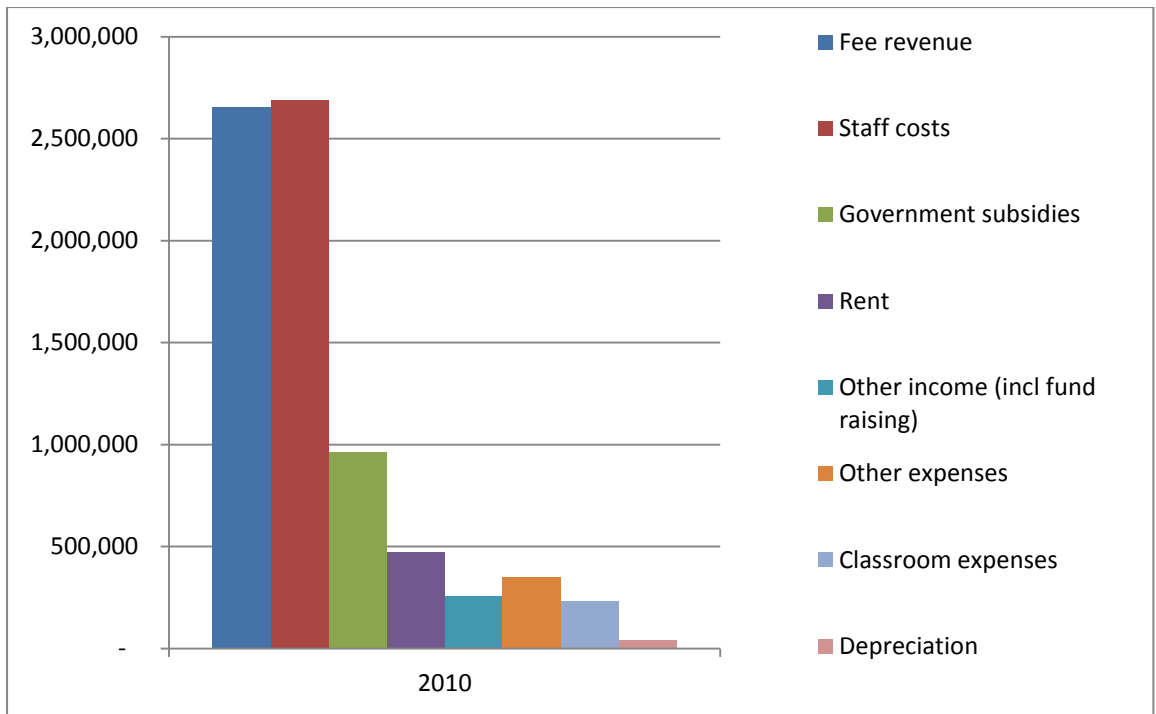


Chart compares revenue and expenses 2010



CONTACT DETAILS

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