



**ELONERA
MONTESSORI
SCHOOL**



Elonera Montessori School

Annual Report 2022

Elonera Montessori School - Annual Report 2022

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Chairperson's Report



We believe a Montessori education is *the best* launchpad we can provide our children for the future. We believe the International Baccalaureate program offers the best opportunity for young people to prepare themselves for a varied, flexible, and constantly changing work environment. Elonera Montessori School has chosen to double-down with one pathway from Nido to IB, which brings together the best teaching pedagogy the world has on offer. You have made a wonderful choice for your child.

An Elonera education gifts your child the opportunity to be immersed in an environment where they discover themselves, the world and their place within. We focus on individualised and non-competitive learning, and always through the lens that collaboration moves us forward together. We follow the observations of Maria Montessori:

“There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.”

Elonera students are among 26,000 Australian children being educated in the Montessori philosophy across more than 360 schools and childcare centres. In Australia there are currently 209 IB schools and world-wide more than 1.95 million students are enrolled in IB programs. We know Elonera offers a unique, authentic, high-quality Montessori and IB education from 18-months to 18-years. The next phase of Elonera's journey is to ensure that experience is available to as many families as possible.

At each Directors meeting, we start by sharing, in 30-seconds or less, “One Good Thing” which has happened in our lives that day or week; it's a good way to focus on a single positive and joyful moment. My One Good Thing for 2022 was the hugely positive way our community reaffirmed their commitment to a Montessori education for their children and young people, and the flow-on effect of volunteers coming forward to support our community school.

The Board is tasked with ensuring the school is continuously developing, moving forward and thriving. The Board sets the framework, risk profile and funding, while our amazing Elonera team operates the school and educates our young people on a daily basis.

I can say with confidence that Elonera is making significant strides in our strategic goals, including supporting the learning and development of our students,

providing a great working environment for all staff, the continued evolution of the governance of the school and expanding the vision of what a world-class Montessori and IB education looks like. We are in an era of sustainable school operations, where we have graduated from running the school, to growing the school.

It has been exciting to see our Twilight Tour families travelling from outside the Illawarra to explore our school - something about our vision of “One School from Nido to IB” is resonating with them. Families are coming to, and staying with Elonera, with the intent that their young learner will become a graduating alumnus. Ensuring parents and students see the benefit of an Elonera education - which supports them from the Parent-Toddler-Program and Nido through to both the International Baccalaureate Diploma and Careers programs is a key focus of the Board and EMS’s senior leadership team. Principal Dr David McGregor joined us in January 2023 and has deep experience in IB and Community schools. He is focused on developing and deepening the EMS community’s understanding of the alignment between the Montessori and IB philosophies we’ve actively chosen to embrace.

We want to create an even more compelling Montessori environment and experience for our children and young people. This is, of course, to encourage our existing families to commit, yet to also attract new families to our school and community. If we can successfully deliver on our vision, it will allow us to plan, continually improve and thrive.

Our vision is contained in our existing **Strategic Plan** which provides us the guide rails for growth:

- Best-practice Montessori education and experience for our students
- Valuing our staff
- Pride in our facilities and resources
- Valuing our families and the community
- Continuously improving governance and operations
- Communicating effectively and building relationships

As we move forward, our volunteer Board will look to our community to raise their sights - and their hands - to support our school.

Ensure you *opt-in* to our school community, read the Compass notifications and the fortnightly edition of Elmonti, respond to surveys, and give your opinions. Join a Board Committee, nominate for the Board of Directors, volunteer with Friends of EMS, fundraise, utilise Edstart. Consider how your talents can be shared in our community - and consider how our community can help you develop your talents.

While we are looking to those with project management, communication, building industry, legal, environmental, governance and financial expertise - we are also very excited to hear from community members willing to give something new a go. We welcome problem-solvers, creative thinkers, community activators, entrepreneurs; our parent and volunteer community should mirror our children's Montessori classrooms. We should model the behaviour and safe-space risk-taking that we expect of our children.

We recognise that parents and carers have many plates spinning at once. For those of you who can carve out time to help accelerate our school as a fantastic launchpad for your children then please get in touch - we would love to hear from you. If donating your time is not possible, and your family is able, consider a donation to the Building Fund. We renovated the Stage 3 bathrooms and kitchens over the Christmas holiday on the back of donations - that helps re-direct core funding toward direct teaching and learning resources.

We are an independent community school. But as Maria Montessori points out, we're not an island - we are connected.

"We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity."

If 2022 taught us anything, it is that we have a school filled with passionate parents, all connected with a single aim: to ensure our children have the best launchpad in life. That's all any parent wants.

Go kindly and go boldly,

Elizabeth McIntosh-Muldoon

Chairperson, Elonera Limited

Committee Reports

Risk Committee

Parent volunteers established the EMS Risk Management Framework in 2021. During 2022 the Risk Committee switched its focus to the more strategic side of its role by beginning the development of a Risk Appetite and Tolerance Statement.

Risk appetite and risk tolerance are terms used to describe an organisation's willingness to take risks. Risk appetite is about the level of risk an organisation is willing to take to achieve its goals, while risk tolerance is about the level of risk it can afford to take. Both are important considerations in making decisions. For example, what level of risk appetite should EMS take when it comes to introducing new and innovative teaching methods? Are we willing to experiment with new technologies and teaching styles in pursuit of a better learning experience for our students, provided they align with Montessori principles? Or should we steadfastly maintain existing practices to ensure a predictable, consistent experience for staff and students?

While we may (hypothetically) decide to not only accept, but actively take some risk to achieve innovation in teaching methods (i.e. have a high risk appetite), we may have a low risk tolerance in other areas. For example, when it comes to student safety, we have a range of policies and protocols with no or minimal tolerance for non-compliance.

Publishing a statement about our risk appetite and tolerance across a range of areas relevant to EMS operations sets a decision framework. That promotes consistency in how we approach our strategic goals without exposing EMS to unacceptable risk. Importantly, it also provides more certainty for all EMS stakeholders about how they can expect decisions to be made and the parameters the school will operate within. The Risk Committee will be continuing this important work into 2023.

Finance Committee

Our school is in a good financial position and this Board is looking to the future. We are looking to thrive, grow and ensure the interconnectedness of the Montessori and IB philosophies is well supported in every classroom. Overall, the Board will continue with its plan for sustainable growth through existing and new students, to increase the educational experience for all students and to ensure Elonera Montessori School is the employer of choice for our staff.

Please see the audited financial accounts for more detail.

Technology Committee

Several technology improvements are taking place throughout Elanora which affect your children, directly in the classroom and in the background through reduced administration and better record-keeping. Some highlights include:

Compass: The rollout of Compass in key administrative areas has continued this year. We have focussed on improving our student record keeping and support to ensure teachers have access to the information needed to provide the best possible individual learning experience to every child. Additionally, nearly all events, excursions and extra-curricular activities are now entirely managed through Compass.

Improvements to Communications: The effort to consolidate our communications channels is well underway. We're using Compass for everything from excursions to announcements, and most recently have been trialling a built-in instant messaging system for parents to engage with each other in the post-COVID world.

Vivi: As part of upgrading some of our infrastructure, we've implemented Vivi across the school. This allows for easier and purpose-built screen mirroring and collaboration within the classroom. We were able to utilise existing projectors and TVs to give a greatly upgraded experience, without the expense of replacing everything.

Cyber Security: With the recent data breaches at large corporations, cyber security is as important as ever. Leadership and IT staff have attended industry conferences where other schools and organisations have shared skills and advice. We have begun auditing our systems and implementing modern strategies to ensure data is kept safe.

Consolidation and Cohesion for Digital Systems: Being a diverse school dealing with childcare, NSW Education Standards, Montessori and IB requirements, it is unavoidable that we will need multiple systems in place. A key area of development is introducing custom-built automated services to ensure all systems are synchronised and have up-to-date information. This has and will continue to lower the administrative burden on teachers and support staff.

Building Committee

Our Building Committee is small and keen! It has been focusing on the student number cap historically associated with our campus and classroom acoustic issues in the High School. Much work was undertaken to complete a NSW Government funding application to build an additional Nido centre on land EMS owns on Aristo Crescent. While our application was ultimately unsuccessful, our follow-up with the NSW Government was insightful and will help us in future applications.

It has also led the Committee to begin laying the foundations to Masterplan for our campus. A Masterplan will help us best utilise our physical space, now and into the future. It's a wonderful opportunity for our community to deeply consider Elonera's ambitions and constraints and how to best address them in a built environment.

Principal's report

As we look back on 2022, I would like to take this opportunity to reflect on the progress and achievements of our Elonera Montessori school community. This year has been challenging, but it has also been filled with many wonderful moments and accomplishments.

Firstly, I would like to commend our dedicated staff who have worked tirelessly throughout the year to provide the best possible education for our children. Their passion and commitment to both the Montessori Method and International Baccalaureate Program have ensured that our students receive a well-rounded and holistic education. From the youngest children in Nido who are just learning to walk to our IB students that are going out into the world, our teachers have supported them on every step of their journey.

Our students have made significant progress this year, both academically and socially. In the Montessori environment, we focus on each child's individual needs and abilities, and I am pleased to say that our students have excelled in this environment. Seeing children running into school in the morning is the best way to start the day. It was clear to see the connection that our students have with school when they created and ran their own stalls at the annual Twilight Markets. Term 4 saw the beginnings of our own 'Student Voice', a weekly meeting that allows students to share ideas with representatives from around the school. The students have shown great enthusiasm and curiosity for learning, and their growth and development have been remarkable.

Our school's extracurricular activities have also flourished this year and we thank our performing arts groups for keeping us entertained at large and small school events, we hope that the orchestra, drama group and choir programs continue to build and allow our students to showcase the great talent and creativity that they have. We also thank our newly formed production crews for all of the behind the scenes work that allow our performers to shine. These activities provide opportunities for our students to develop new skills and interests and to express themselves in unique ways.

In 2022 it is clear that we have all faced unprecedented challenges. However, amidst the difficulties and uncertainties, we have seen the formation of some remarkable community groups that have come together to better understand who we are as a community school and to support each other. Thank you to the Board for facilitating these groups and to the parents for joining and contributing

in such a positive way. The school Board has had a busy year and we are grateful for all the tireless work that they do for our school community. Their hard work and dedication are greatly appreciated, and we look forward to continuing to work together to provide the best possible education for our students.

As we look to the future, we must acknowledge the immense work that has been building in the background over 2022 as we prepare to introduce the Careers Program in 2023, an exciting addition to our already rigorous IB curriculum. The careers program will complement the Montessori approach of hands-on learning and provide our students with a competitive advantage as they prepare for life beyond school. In addition to the Careers Program, we are also reintroducing our Montessori Parent Toddler Program that was paused due to COVID restrictions. This program is designed to provide our youngest students with an introduction to the Montessori philosophy while also fostering a strong connection between parents and their children.

It has been a pleasure to witness the growth and development of our school community this year. I look forward to welcoming our incoming principal David McGregor with great anticipation, and I am confident that our school community will continue to thrive and succeed.

Kati Passot

Acting Principal



Stage 3L, 2022

Students

Elonera Montessori, located 80 km south of Sydney between the mountains and sea is a dynamic school with over 240 students from our Long Day Care service to High School & IB. We provide a stimulating and positive learning environment for ages 18 months - 18 years.

Our philosophical framework is the Montessori approach to learning. We are a multicultural school that has no religious affiliations. Our curriculum is designed to prepare students both for further learning and for life. We have a strongly held set of universal values, including self-respect, respect for others, honesty, integrity, empathy, compassion, and a sense of international understanding. We are a close-knit community of students, educators, parents, and friends of the school who are committed to diversity.

Three-year age groupings are fundamental to the successful implementation of the Montessori Method. Other key components include a unique curriculum, low student to adult ratios, individualised programming and assessment, an uninterrupted work cycle as well as teachers trained both traditionally and with the Montessori method. Elonera is an authorised International Baccalaureate World School and has offered the Diploma Programme (Years 11 and 12) since 2012.

Student Breakdown

Area of the School	Start of 2022	End of 2022
Nido	24	24
Stage 1A	24	22
Stage 1B	23	26
Stage 1RV	23	29
Stage 2A	22	19
Stage 2E	22	23
Stage 2G	16	15
Stage 3L	23	23
Stage 3M	23	23
Stage 4	27	29
Stage 5	22	22
Stage 6	7	6

High School

2022 was a very exciting year in the High School at Elonera. We piloted a brand-new program that we call Thinking Circles with our Stage Five students. The program encouraged higher-level thinking, empathy, and cohesion within our student cohort. We also started an outdoor education program with Outward Bound, where our students travelled to Tharwa, ACT, to embark on a three-day experience. The program's targeted outcomes for Outward Bound were aimed at building resilience and team cohesion skills.

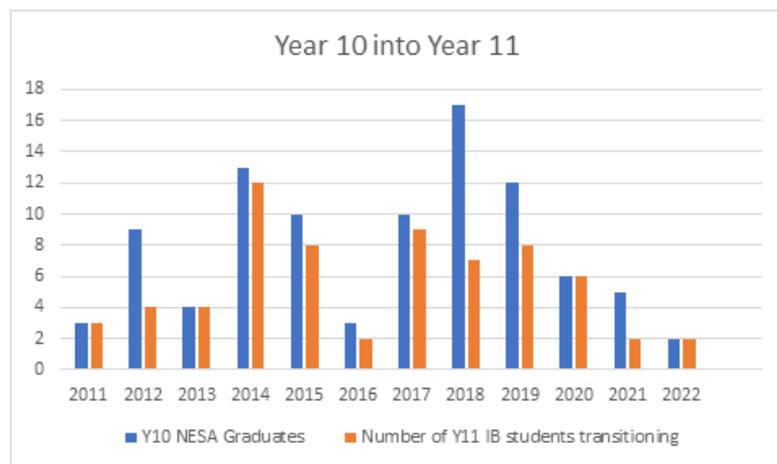
We were proud to continue another successful year of our Occupations Programme within the High School. This programme is aimed at providing students with hands-on practical life skills as well as developing a firm understanding of the way that microeconomy works. For Occupations in 2022, we focused on woodworking, writing/performing/presenting a Drama production at Town Hall, cooking, gardening/permaculture, mural making and chicken keeping. Our students then hosted a Twilight Market, where they had the opportunity to sell items created in Occupations to the local community.

In 2022, we had eleven Year 10 students who received their ROSA Award. Out of those students, 5 enrolled into our IB programme and 3 enrolled in our Careers IB Programme.

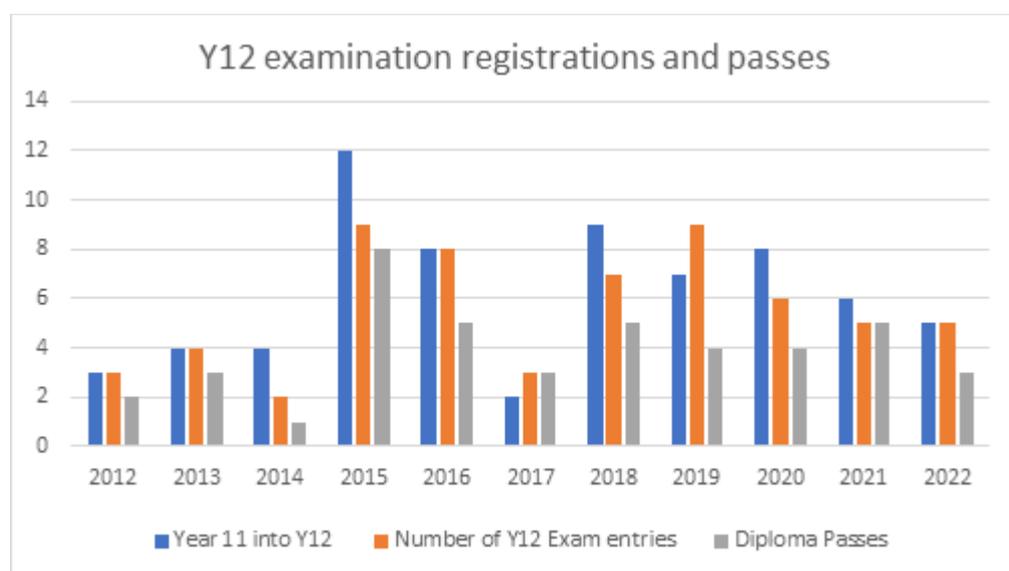


IB

In 2021 we have been working towards being an IBO authorised school for the IB Careers Programme. This is our new academic programme which we have implemented to reduce attrition between Year 10 and Year 11. Some students are not necessarily suited to the academic focus of the IB Diploma and the IB Careers Programme has allowed us to retain Year 10 students that would have ordinarily left, as seen on the graph below. We have introduced a new IB course, Standard Level Chemistry to widen our programme.



All five of our Year 12 students graduated in 2022 and took their IB examinations, we saw no student losses from this group. Three of the five students passed (achieved above a 24) and received their IB Diploma certificate. All students subsequently were accepted onto tertiary courses at UOW studying English, biology, nursing, and sports science. The IB Careers Programme will impact positively on our registrations and IB passing grades as students that aren't suited to the Diploma are now studying the more appropriate IB Careers Programme.



NAPLAN 2022

The table below shows the average student results at Elonera Montessori School for 2022.

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	453	448	479	453
Year 5	587	519	563	547	520
Year 7	561	550	538	529	564
Year 9	591	507	550	565	568

NAPLAN participation for this school is 97%

NAPLAN participation for all Australian students is 95%

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	453	448	479	453
Year 5	587	519	563	547	520
Year 7	561	550	538	529	564
Year 9	591	507	550	565	568

NAPLAN participation for this school is 97%

NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Further information regarding 2022 NAPLAN results or Elonera Montessori school can be found on the My School website: www.myschool.edu.au

Attendance

Policies provide clarity for parents and students regarding attendance. Regular reminders are provided in the newsletter and via personal communication to parents regarding the responsibility of all to ensure that students attend classes on time, and regularly. Documentation is requested from parents to ensure that we meet the NSW Education Standards Authority (NESA) requirements.

All preschool-aged children are signed into the service by parents using Xplor. Attendance for school aged children is managed by Compass and the roll is marked at 9:00am in the Primary School and 8:45am in the High School. Students that are marked as absent will have an automatic SMS sent home to the primary care giver informing them of the absenteeism. Parents must use Compass to inform the school in advance of the absence. Families are encouraged to holiday or travel during school vacations. If travel outside these periods is necessary, parents must apply to the Principal for approval to take their child out of school. If approved, leave for this purpose is classified as an approved absence.

Attendance By Year Group

Year Level	Attendance Rate
Kindergarten	85.44%
Year 1	88.31%
Year 2	86.92%
Year 3	88.94%
Year 4	85.34%
Year 5	86.85%
Year 6	83.96%
Year 7	83.74%
Year 8	81.38%
Year 9	73.11%
Year 10	75.82%
Year 11	65.53%
Year 12	81.05%

Graduate outcomes for Year 6

School	Number of Students
Elonera Montessori Stage 4	6
Woonona High School	3
Bulli High School	1
Holy Spirit College	1
Edmund Rice College	2
Relocating out of area	1
Total Graduates	14

Graduate Outcomes for Year 10

School	Number of Students
Elonera Montessori IB Programme	8
Total Graduates	14

Graduate Outcomes for Year 12

School	Number of Students
Completing Tertiary Studies at UOW	5
Total Graduates	5



Elonera Montessori School Board



ELIZABETH MCINTOSH-MULDOON, Chairperson

Elizabeth is Chairperson of Elonera Limited and has been a Director since 2019. She is also the chair of the Building Committee and a Finance Committee member. Elizabeth and husband Nick have been involved at Elonera since 2015, first with PTP, then Nido and now with two children in Stage Two. Elizabeth has undertaken the well-regarded Director's Course offered by the Australian Institute of Company Directors and is also an advisory board member to Eureka Ideas Company, a membership-based consortium of international development specialists. She has professional qualifications in both Journalism and Law and has worked as a solicitor in the Illawarra, in a quasi-legal role in America and as a journalist in Australia and Scotland. Elizabeth also has volunteer teaching experience in both Kenya and Vietnam.



GERARD DUCK, Deputy Chairperson

Gerard has had a long association with Elonera with his eldest child a proud EMS student right through from PTP to the IB Diploma. With three children still at Elonera across a number of Stages, Gerard remains keen to see EMS thrive and joined the Board at the 2020 AGM. He brings experience from a previous board role in a not-for-profit allied health association as well as substantial experience working with boards in public health services. Gerard is currently the Director of the Strategic Analysis and Investment Unit in the Strategic Reform and Planning Branch of the NSW Ministry of Health. He has undergraduate and post graduate qualifications in Exercise Science and Rehabilitation as well as a Master of Health Leadership and Management, and has completed several professional development programs in leadership, including the NSW Health Senior Executive Development Program. By contributing on the Board of EMS Gerard hopes to support the ongoing development of the school and repay some of the tremendous benefits he and his children have experienced through our community.



LINDA VORRIAS

Linda joined the Board in 2018 and has sat on numerous committees and working groups in the nine years she and her family have been involved in Elonera. Along with independent school specific governance training, Linda holds a Diploma in Journalism, Editing and Proofreading and has vast professional and volunteering experience in Not-For-Profit organisations including the Wollongong Homeless Hub and Housing Services, KidzWish and Corrimal Rangers Soccer Club. More recently, Linda has found her 'wings' and is working in the aviation industry. She and her husband have one child at Elonera, with their eldest a recent graduate alumnus.



JOSY LUDWIG

As the founding teacher of Elonera, Josie has been involved since the school started and has witnessed it evolve from a cohort of 15 primary school children to around 200 children and students from PTP to IB. Josy's Montessori roots are strong too – born and raised in The Netherlands, she attended Montessori schools from age 3-18 before finding herself in Wollongong and being part of an ever-expanding interest in child-focussed education. Adored by children, teachers and parents, Josie is grandmother, trusted advisor and friend to everyone at EMS.

In 2022 Josy retired from her Board duties after decades of generously giving her time and expertise to the growth and wellbeing of the school. The Board gratefully acknowledges Josy's dedication to Elonera and to her love and care for our students and staff.



STEVE CARTWRIGHT

Steve joined the Elonera Board in 2021 and heads the Board's Finance and Technology committees. Steve brings a wealth of experience in the areas of business management, finance and technology and is Managing Director of a financial services business. He has professional experience in systems development, human relations, client management, defining the strategic vision of the business, technology design and implementation, and space design. Steve has served on the Morgans Financial Branch Governance Committee for the rollout of a nation-wide software initiative. Additionally, Steve is also a Director of a local accounting firm and a software development company. With a Bachelor of Commerce from the University of Wollongong, and a Diploma in Financial Planning through Deakin University, Steve's financial acumen helps round out the professional skills on the Board of Directors. As Board Director, Steve's aim is to work with all stakeholders to redefine how twenty-first century technology can influence and benefit our students and our community - always with the core Montessori values in mind. He and wife Elena have two Stage 2 children at Elonera.



KATHARINE CORONEOS

Katharine joined the EMS Board in April 2020 and has been involved with Montessori education since her now-high school sons were in PTP. Manager of Human Resource Services with the University of Wollongong, Katharine brings a wealth of understanding on how to harness good people to do their best work at all stages of their careers. She has been involved in strategic planning, process improvement, recruitment and developing change and transition plans, among other things, to help future-proof a range of government, not-for-profit and private organisations. Katharine has also volunteered with Sea Shepherd, using her professional qualifications to support the Not-For-Profit's CEO with people-related strategies and initiatives. Katharine holds a Master of Commerce and Human Resources from the University of Wollongong and is passionate about ensuring what made Elonera great, continues to make Elonera great.

Katharine stepped back from her Director role in January 2023 to focus on her family's wellbeing following medical events which increased her caring responsibilities. The Board extends its gratitude to Katharine for her time, wisdom, and tireless efforts to move EMS forward.



DANIEL POTTER

Daniel is an arts management professional and holds a post-graduate degree in Arts and Entertainment Management. He started work in the creative industry as a 15-year-old lighting technician at the Illawarra Performing Arts Centre, transitioning into event logistics and management upon leaving school. This culminated in forming and leading a collective of young creative and event professionals to manage productions and events across the Sydney and Wollongong regions. In late 2007, Daniel started work with Merrigong Theatre Company as Production Coordinator, and in 2008 he took on the role of Production Services Manager. He moved to Venue and Production Manager at Belvoir in 2011 and soon after accepted the role of Director of Production. In this capacity, Daniel worked extensively with some of Australia's most renowned theatre makers and administrators, leading production and creative teams to countless opening nights across the country and internationally. Since 2015, Daniel has held the position of Executive Director/CEO of Shopfront Arts Co-op., a youth arts organisation based in Sydney. Daniel also serves on the boards of Beyond Empathy and as Chair of Theatre Network NSW. He is a current member of CreateNSW's Artform Advisory board for Theatre and Musical Theatre. More recently, Daniel launched Paper Jam Partners as a strategic and operational consultant to the arts, for-purpose, and not-for-profit organisations. Daniel joined the Board at the 2022 AGM and he and his wife have one child at Elonera with another joining in the not-too-distant future.

Staff

Our diverse staff bring a variety of experiences, perspectives and ideas that enrich the classrooms and schools. We are fortunate to have highly educated individuals that have a passion for Montessori and working with children. None of our teaching staff identify as Aboriginal or Torres Strait Islander.

Workforce Identification

Teachers	Head count	Full time equivalent
Early Learning	4	3.2
Primary	6	5
High School	11	7.8
Whole school	2	1.8

Support Staff	Head count	Full time equivalent
Early Learning	13	10
Primary	7	6.6
High School	2	1.6
Whole school	7	5.6

Teacher Accreditation Status

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	18
Total number of teachers	22

Qualifications

Name of Qualification	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	22
Teachers having a Bachelor degree from a higher education institution within Australia or one recognized within the AEINOOSR guidelines but lack formal teacher education qualifications	0

Professional Development

Area of Development	Number of staff
Child Protection	62
First Aid	41
Aboriginal Cultural Training	38
NSW New Curriculum – Primary English	11
NSW New Curriculum – Primary Mathematics	11
Supporting Diverse Needs of Students	7
IB Training	4
Montessori Assistant Training (0-3, 3-6 or 6-12)	4
Copyright	3
Embedding Aboriginal Perspectives	3
Montessori – Music	2
Montessori Adolescent Training	2
Montessori and Early Years Framework	2
AMI Refresher	2
Food Handling	1
Dealing with Difficult Parents	1
Cyber Security Training	1
MEA	1
Mental Health	1
Risk Assessment and Management	1
AIS Geography Conference	1
The Role of the Nominated Supervisor	1
Montessori – Foundation	1

School Community

School Policies

Enrolment Policy

1. Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at Elonera Montessori School.
2. The School will base any decision about offering a place to a student on:

Family relationship with the School:

- sibling of a current or ex-student;
- either of the parents attended the school;
- they hold attitudes, values and priorities that are compatible with the School's ethos.

The Student:

- the contribution that the student may make to the school, including the co-curricular activities; and
- The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement.

The School:

- ability to meet the special needs or abilities of the student.

Other considerations

- Order of receipt- when the application to enrol is received by the School.

3. The School will meet with parent/carer(s) of the student before offering a place.
4. The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
5. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

This policy will be reviewed annually.

Other School Policies

Policy	Description	Changes made in 2022
Student Welfare Policy	Elonera Montessori School is committed to providing a safe, supportive, and inclusive learning environment that promotes the well-being and welfare of all students.	No changes made. Due for review in 2023.
Anti-bullying Policy	The School will minimise risk of bullying and harassment to provide a safe and supportive learning environment. Teachers must take all necessary steps to ensure that classrooms and playgrounds are free from all forms of harassment and discrimination. They must help students to develop ethical and safe behaviours when using digital technologies.	No changes made. Due for review in 2023.
Discipline Policy	The School expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.	Updated based on AIS advice. Due for review in 2023.
Complaints and Grievances Policy	Elonera Montessori School has in place procedures to ensure that it provides a "safe and supportive environment" for all students, parents/caregivers, and staff. These processes incorporate, as appropriate, principles of procedural fairness. Members of the School community may from time to time wish to submit a complaint about a school matter. The vast majority of concerns that arise need never take the form of a formal complaint. The teachers and the executive are available to discuss these concerns in more informal ways. All complaints and grievances will be dealt with confidentially.	No changes made. Due for review in 2023.

Policies are kept on the school intranet and copies can be accessed by contacting the administration office.

Promoting Respect and Responsibility

The Charter of Respect at Elonera Montessori School was collaboratively created with the involvement of families and received the official endorsement of the School Board. Serving as a set of guidelines for both parents and students, it draws upon the principles outlined in the student rights and responsibilities document, as well as the Schools Fundamental Values and Beliefs document. Upholding the Charter of Respect is a shared responsibility among the governing body, principal, educators, parents, and all members of the school community. It is crucial for each individual to exemplify and promote the expected conduct as explicitly stated within our Charter of Respect.

This year we asked for input on our new Parent Code of Conduct which serves as a guiding document, outlining the expected behaviours and responsibilities for parents within our educational environment. It draws inspiration from the core values and mission of our school, aiming to create a nurturing and supportive atmosphere for all students, parents, and staff. By adhering to this code, parents become integral partners in their child's education and contribute to a harmonious school experience. We believe that open lines of communication, mutual respect, and active engagement are vital for the success and well-being of our students.



Gardening in Stage 1A, 2022

School Determined Improvement Targets

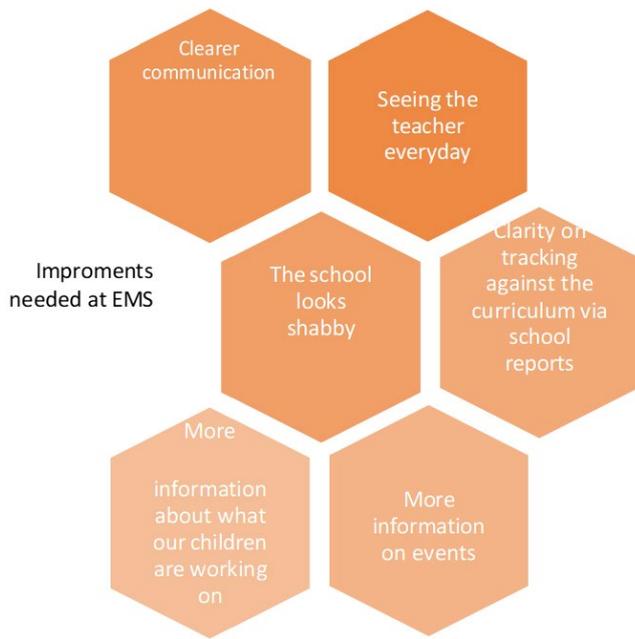
Priorities	Achievements
Early Years	
Preparation to reopen Parent Toddler Program in 2023	<ul style="list-style-type: none"> Redesign of the physical space Include in strategic direction of the school Recruitment process started
New shelving for 1B	<ul style="list-style-type: none"> Purchasing of new shelves to complement the shelves purchased in 2021
Montessori materials	<ul style="list-style-type: none"> Purchased for all Early Learning rooms
Outdoor equipment	<ul style="list-style-type: none"> Purchased outdoor equipment to complement the fixed equipment in the new building
Primary School	
Preparation of new bathrooms in 3L, 3M and 2E for 2023	<ul style="list-style-type: none"> Designs prepared in conjunction with staff
Montessori materials	<ul style="list-style-type: none"> Purchased for all primary classrooms
High School	
Working bee	<ul style="list-style-type: none"> Families designed and built new chicken enclosure High School raised garden beds replanted
Realisation of general learning areas	<ul style="list-style-type: none"> Students designed their learning space in 2021 and these dreams were realized in 2022 as the GLA (General learning area) was redesigned with furniture IB classrooms redesigned by the students
Development of High School Staff room	<ul style="list-style-type: none"> Desks, chairs and shelving purchased to allow the High School staff to have a separate staffroom
Whole School	
Working bee	<ul style="list-style-type: none"> Front school entry plants renovated and redesigned Front school logo removed to be replaced

IT	
Compass roll out	<ul style="list-style-type: none"> • Initial focus on attendance and communications • Added in events module to start planning, distributing and running excursions with online payment • School reports were created and distributed • Compass Chronicle used to record injury reports, communication records, individual plans and internal records
Software and hardware upgrades	<ul style="list-style-type: none"> • Roll out of Vivi, a device that allows screen mirroring and class collaboration • New server which complies with modern security and performance standards • Adobe to get full creative cloud licenses for all staff and students
New laptops	<ul style="list-style-type: none"> • Replacing older models to a newer version which more compatible with modern software
AV equipment	<ul style="list-style-type: none"> • Training and purchasing of new AV equipment

Parent and Community Feedback

Parent feedback is essential for creating a thriving educational environment that caters to the unique needs of each child. By actively seeking and valuing parent feedback, we are able to gain valuable insights into a child's development, strengths and areas for improvement. This partnership between parents and educators fosters a collaborative approach to education, ensuring that the child receives the support they need both at school and at home. Parent feedback helps us identify concerns or issues early on, enabling timely intervention and support. It also provides validation and affirmation to both the child and the educator, boosting confidence and motivation.





We value both informal parent feedback that occurs before and after school, as well as the more formal processes like parent surveys. Parent feedback allows for continuous improvement in education practices, as it helps us refine teaching strategies, curriculum and learning environments. By seeking parent feedback, we enhance communication, build trust and create a supportive learning environment that nurtures each child's growth and success.

Student Feedback

In a survey conducted with members of our student leadership team, several aspects of their school experience were evaluated to gauge their overall satisfaction and perception. The findings shed light on various areas, including how students are treated by staff, safety, student behaviour management, school enjoyment, and teachers' ability to motivate students.

Positive aspects include fair staff treatment, a sense of safety, and motivational teachers. Areas for improvement include consistent behaviour management and enhancing school enjoyment.

Focus	Never	Rarely	Sometimes	Usually	Always
1. Staff treat students fairly.	0%	0%	0%	75%	25%
2. I feel safe at school.	0%	0%	25%	75%	0%
3. Student behaviour is well managed at school.	0%	0%	25%	50%	25%
4. I like being at school.	0%	0%	25%	50%	25%
5. My teachers motivate me to learn.	0%	0%	25%	75%	0%

The school aims to address these areas and build upon its strengths to create a more positive student experience.

Staff Feedback

Elonera Montessori School is a thriving community dedicated to providing an exceptional educational experience for our students. Through staff feedback, we have identified some of the strengths that set us apart, as well as key goal to further enhance our school's performance. This report aims to highlight our strengths and outline the necessary steps to achieve our goals.

Strengths	Goals
Child-Centric Approach Teachers prioritise the well-being and development of each student.	Better Brand Marketing Develop strategies to effectively market the brand.
Student Confidence Teaching methodologies and practices cultivate student confidence and self-assurance.	Enhancing Organisational Skills Implement systems to enhance efficiency and resource management.
Strong Sense of Community Positive culture characterised by effective communication, respect, and teamwork.	Student Retention Continuously assess and address the evolving needs of students.
Relationships with Students and Families Build meaningful connections and personalised support for students.	Supporting Staff Professional Development Provide ongoing professional development opportunities for staff.
Opportunities for Creativity Embrace creativity as an integral part of teaching and learning.	Access to Updated Resources Assess and acquire new materials, technology tools, and educational resources.

Our school boasts numerous strengths, including a child-centric approach, a focus on student confidence, a strong sense of community, and the cultivation of creativity. By setting clear goals to improve our brand marketing, student retention, staff professional development, and access to resources, we are committed to further enhancing the quality of education we provide. Through these efforts, we aim to continue nurturing young minds, empowering them to become lifelong learners and contributing members of society.

Business Manager Report and Financial Statements

Revenue

Source	Amount
Tuition and Fees	\$3,060,919
NSW State Government Grants	\$466,049.94
Commonwealth Government Grants	\$1,859,358
Other Income	\$186,255
Total	\$5,572,582

Expenses

Source	Amount
Salaries & Associated Costs	\$4,360,890
Depreciation & Property Costs	\$429,276
Operational & Administration Costs	\$588,643
Total	\$5,378,809

Assets

Source	Amount
Land & Buildings	\$5,979,183
Plant & Equipment	\$287,076
Cash, Receivables & Prepayments	\$480,595
Total	\$6,746,854

Liabilities

Source	Amount
Creditors & Accruals	\$526,187
Borrowings	\$0
Employment Provisions	\$360,686
Total	\$886,874

Profit and Loss 2022

