



**ELONERA  
MONTESSORI  
SCHOOL**



**Elonera Montessori School**  
Annual Report 2021

# Elonera Montessori Annual Report 2021

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## Chairperson's report

When I worked as a newspaper and magazine journalist, the "Year in Review" features each December were always met with mixed emotions: as a reader, we appreciate looking back over the year-that-was and to recollect the pathway through them, as a writer they always presented a challenge on how to distill the breadth of the year succinctly and without missing anything out. So, it is with the 2021 Elonera Limited Annual Report.

The ongoing COVID-19 Pandemic overshadowed much of our year and resulted in periods of home-learning for students, staff, and parents. Lockdowns and stay-at-home orders taught us that a school is much more than pure academia and buildings. Elonera Montessori School is a place of love and support which is willingly given daily by all our amazing staff; it is the wider community that provides comfort, friendship, reassurance, and certainty, and it is the students who see school as their constant in a turbulent world. All members of our community were grateful to see lock-down restrictions ease and for students to return to the classrooms in the latter part of the year.

Following the financial results of 2020, the Board, with the assistance of management, took a conservative approach to Elonera Limited's accounts in 2021, due to uncertainty surrounding the government's continued willingness to apply relief funding and the impact of COVID-19 shutdowns on families. Renovations that were paused or scaled back, have now been undertaken in 2022. The Board will continue financial conservation and has very little tolerance to running a deficit budget. We aim to build and maintain a surplus with a view to appropriately funding aspirational strategic and master plans.

The past year saw a significant change to our school leadership team. Following the departure of our former principal Sabine Adigun, the Board of Directors appointed Interim Principal Dr Frank Pitt, who, prior to his retirement, successfully lead Wollongong's St Mary's College. Frank's career had been varied, but I'm sure it was never as strange as when he became interim principal of a Montessori school thrust into government-mandated state lockdowns and student online learning, during a global pandemic.

Despite restrictions on gathering together on campus, Frank's weekly Friday letters connected us as a community through reflections on parenting, education, art and creativity, pizza and choc-tops. Renown for his kindness and depth of educational experience, Frank (and his hat) became a constant fixture at the Elonera front gate, greeting students, who due to COVID-19 restrictions could no longer be escorted into their classrooms by parents, and in doing so imbued reassurance and a sense of routine about the day ahead. The Board is grateful for Frank's willingness to pause his retirement plans to share his expertise, wisdom, calmness and time with our staff and students.

Behind the scenes, Elonera's administration team, headed by Business Manager Barry Scolnik, worked to ensure the business of school management, continued as seamlessly as it could. Barry's superpower is his optimism and can-do attitude; it's infectious and has been welcomed by all who meet him.

Ordinarily the Board, which is comprised of volunteer parents and alumni, meets monthly. However, during these times, the frequency of meetings and checking-in increased to ensure school business was adequately attended to. The Board's primary focus is strategic direction and good financial oversight. To ensure those goals are met, during the past year we have focussed on embedding good governance and review mechanisms through expert committees, some of which have been meeting bi-monthly. Board members and parents with professional expertise in the areas of Risk, Technology, Building and Finance have been instrumental in establishing clear flows of information, policy review and development, and, at times, the practical work of rolling out school improvement initiatives. Implementing school management system Compass, and the High School/IB partnership with University of Wollongong, have been two such projects. The Board is very thankful to all the committee members who freely give their time and expertise to our organisation.

Our student numbers cap (an historical council anomaly regarding the number of students we can have on campus, which does not apply to any other schools in our immediate area) matter continues as a Board priority; the duality of its simplicity and complexity cannot be overstated. However, we are investigating a number of options with outside experts and with Wollongong City Council, to remove all restrictions. This work necessarily leads into imagining the next phase in Elonera's evolution: our strategic and master plans.

Our previous strategic plan helped establish broad guideposts for our future, this new iteration will include voices from across all our community, will better define our goals and our successes in achieving them. It will be overlaid with an aspirational master plan, which in consultation with you and experts in educational and community design, will articulate the physical stages of growth for our Mount Ousley campus.

In 2021, the Board engaged AISNSW to help scaffold the next stage of our strategic planning work to ensure we hear meaningfully, from all stakeholder groups. This work started with Frank and is continuing under the leadership of our new Principal, Helen Carmody, who was appointed in Term 4, 2021.

The Board has sole responsibility for the employment of our Principal and we believe Elonera can only benefit from Helen's experience across a range of educational philosophies, her dedication to staff wellbeing and development, and her determination to see young people aim their sights higher than mere test results. The Board and Helen are aligned in the belief that Elonera's strength is to educate the 'whole person' - we all realise success manifests differently in every single one of us: what matters most is enabling our students to articulate, to realise and to celebrate their own - and their peers' - successes.

In all, 2021 was challenging, but provided growth and leadership opportunities which cemented our resolve to consider educational differently, and to ensure staff are always supported in their dedication to Elonera's students and their families.

Go gently and with kindness,

Elizabeth McIntosh-Muldoon

Chairperson



## Principal's report

The 2021 school year has been a time of many challenges and wonderful opportunities. With the further spread of COVID 19, we experienced lengthy periods of lockdowns with the majority of students working from home. Teachers and teacher assistants provided and supervised online lessons, while managing face to face lessons for students who needed to be to be at school. To say that this was a difficult time for schools and families, would be understating the stress on families, students, and school staff. However, despite the many hurdles, Elonera Montessori School remained a happy, compassionate, and positive community.

Our programs, including NIDO, OOSH, the Primary School, High School and the IB went from strength to strength in 2021. We saw an increase in student numbers across all programs and some very good results in NAPLAN and the IB. Our year, like that of most schools in the country, was marked by the effects of COVID and periods of lockdown, making connecting with our school community more difficult. However, with cooperation from parents, and the resilience of our students, the 2021 school year finished on a high note. We were able to organise and run our Christmas Twilight Market, conduct our graduation day festivities, hold our annual picnic, and farewell our Year 12 students at their formal.

The second half of 2021 saw significant planning in the High School and IB programs to provide enhanced opportunities for our students. High School staff worked hard to review the model of education in the High School, with a working party established to review the structure and opportunities available to students. The school day was reviewed, with a stronger focus on the three-hour Montessori work cycle, and a daily check in with teachers to support students.

With enhanced indoor and outdoor learning spaces providing comfortable and attractive furnishings, students have the opportunity to complete mandated courses, in pleasant and comfortable settings. The High School program will be monitored closely by the School Management Team, to identify strengths and to look to further support students who may be struggling with learning. The High School staff are to be congratulated on the wonderful work they have done, in providing enhanced learning opportunities and innovative new experiences, to support learning and teaching at our school.

The staff of Elonera Montessori School have worked diligently to provide the best opportunities that they could for their students, while working under very difficult circumstances. The re-introduction of lockdowns required staff to both work with students who were engaged in working from home as well as teach students who were presenting for school each day. This was both exhausting and taxing on teachers and they are to be congratulated for their commitment and dedication to their students. Their efforts were greatly appreciated by students, parents, and executive staff.

The School Board was a wonderful support to the school throughout 2021. Led by Elizabeth McIntosh – Muldoon, a dedicated and hardworking Chair, the Board improved both the opportunities and the facilities for students and staff in 2021. The Board Directors are a well-qualified and hard-working group, who worked diligently with the staff and families, throughout a difficult year. Their support was outstanding and greatly appreciated by our community.

The Board conducted an exhaustive search for a new principal for 2022. The result was the appointment of a very experienced and well qualified principal to lead the school into the future. The Board's focus has been to continue to build positive and lifegiving relationships in our community. In every instance the Board has the students and staff at the centre of their deliberations and their decisions have been focused on supporting positive and innovative education at Elonera Montessori School. I am grateful for the support the Board has provided to me personally and to our community more generally.

Students are at the heart of any school, and we have a vibrant community of children and young people, who bring life to our school. The resilience of our students, and their positive attitude throughout the lockdown, was wonderful to see and resulted in great progress being made. Their return brought back life and vitality to our school and was a stark reminder of the nature and purpose of schools, to educate and learn from our students. We thank them and congratulate them for their contribution to our community in 2021.

To conclude, 2021 has been a difficult year, and yet, it has been a year when we have learned much. We have come to recognise the value of community and the importance of being able to work together. We have learnt that we are a resilient community, who can manage difficult circumstances, and achieve positive outcomes. Finally, we have recognised the importance of valuing people and continuing to recognise that everyone has a place in this wonderful school.

Dr Frank Pitt

Interim Principal



## 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 12 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 as well as 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 2021	End of 2021
<b>Nido</b>	25	24
<b>Stage 1A</b>	21	25
<b>Stage 1B</b>	22	25
<b>Stage 1RV</b>	23	25
<b>Stage 2A</b>	22	23
<b>Stage 2E</b>	22	22
<b>Stage 2G</b>	18	16
<b>Stage 3L</b>	19	19
<b>Stage 3M</b>	18	19
<b>Stage 4 and 5</b>	37	33
<b>Stage 6</b>	13	12
<b>Total</b>	<b>240</b>	<b>243</b>

## High School

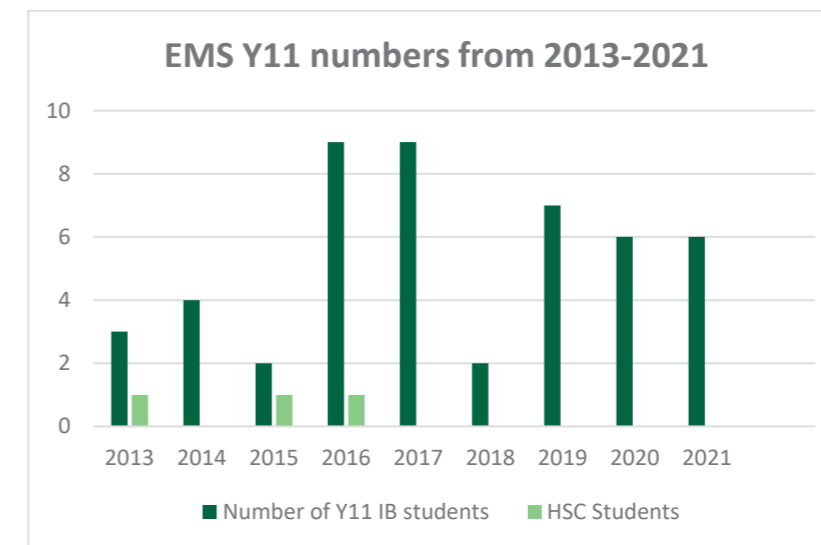
The RoSa was awarded to Year 10 students who left our program in order to enter our school's International Baccalaureate Diploma Programme. Three students were awarded the RoSA at the end of Year 10 as they moved into the Diploma Programme for the start of 2022.

## IB

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At Elonera Montessori School, students study the IB Diploma Program (IBDP) in the final two years of their schooling. They do not participate in the Higher School Certificate. The IB Diploma final score is converted to an ATAR.

In 2021 we had six Year 11 students and six Year 12 students in the IBDP. Of the six students five studied the full IB Diploma Programme (DP) and one took the reduced IB Course Programme. Numbers at IB level continue to fluctuate. The school's focus is to increase and improve retention at Years 11 and 12.

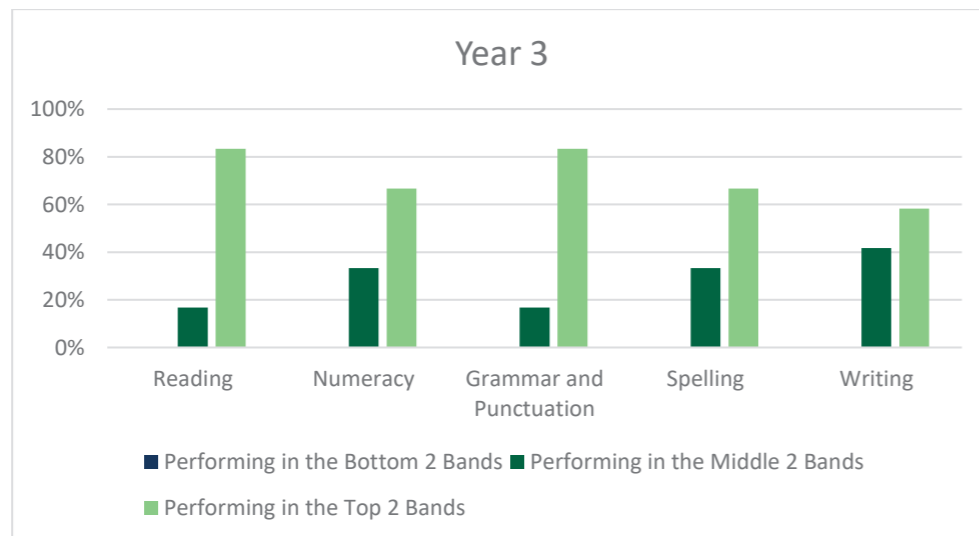


## NAPLAN

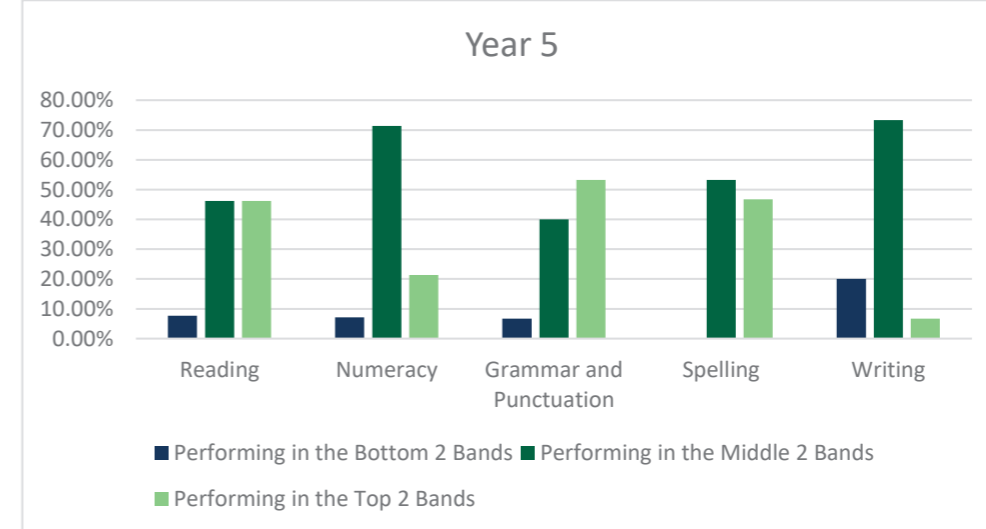
In 2021 students undertook the National Assessment Program in Literacy and Numeracy (NAPLAN) in a paper format. Our Year 3 and 7 cohorts consistently achieved higher than the national average in all areas (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). The Year 5 student group also performed higher than the national average in Reading, Spelling, Grammar and Punctuation, and Numeracy. The Year 9 students performed higher than the national average in Reading, Writing, Spelling, and Grammar and Punctuation.

Curriculum Area	Year 3	Year 5	Year 7	Year 9
<b>Reading</b>	National band 5 School Band 6	National band 6 School Band 6	National band 7 School Band 7	National band 7 School Band 8
<b>Numeracy</b>	National band 4 School Band 5	National band 6 School Band 6	National band 7 School Band 7	National band 8 School Band 7
<b>Grammar and Punctuation</b>	National band 5 School Band 5	National band 6 School Band 7	National band 7 School Band 7	National band 7 School Band 8
<b>Spelling</b>	National band 4 School Band 5	National band 6 School Band 6	National band 7 School Band 7	National band 7 School Band 8
<b>Writing</b>	National band 4 School Band 5	National band 5 School Band 6	National band 6 School Band 7	National band 7 School Band 8

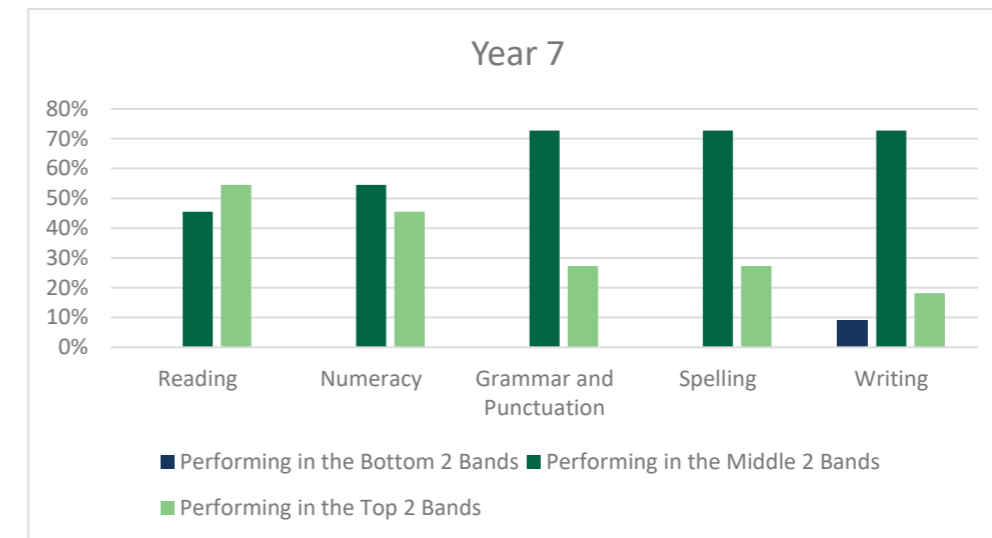
Year 3	Performing in the Bottom 2 Bands	Performing in the Middle 2 Bands	Performing in the Top 2 Bands
<b>Reading</b>	0%	16.7%	83.3%
<b>Numeracy</b>	0% Organisation	33.3%	66.7%
<b>Grammar and Punctuation</b>	0%	16.7%	83.3%
<b>Spelling</b>	0%	33.3%	66.7%
<b>Writing</b>	0%	41.7%	58.3%



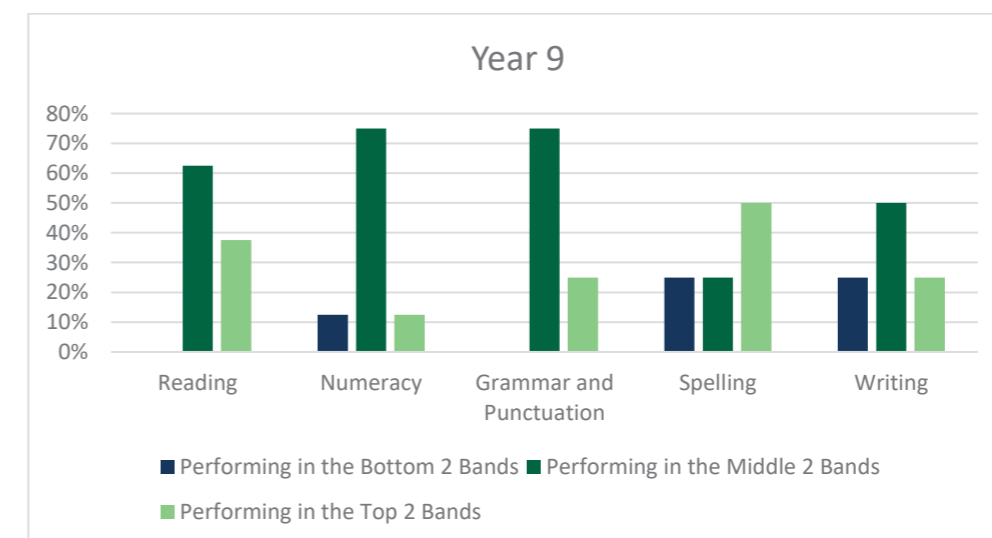
Year 5	Performing in the Bottom 2 Bands	Performing in the Middle 2 Bands	Performing in the Top 2 Bands
<b>Reading</b>	7.7%	46.2%	46.2%
<b>Numeracy</b>	7.1%	71.4%	21.4%
<b>Grammar and Punctuation</b>	6.7%	40.0%	53.3%
<b>Spelling</b>	0%	53.3%	46.7%
<b>Writing</b>	20%	73.3%	6.7%



Year 7	Performing in the Bottom 2 Bands	Performing in the Middle 2 Bands	Performing in the Top 2 Bands
<b>Reading</b>	0%	45.5%	54.5%
<b>Numeracy</b>	0%	54.5%	45.5%
<b>Grammar and Punctuation</b>	0%	72.7%	27.3%
<b>Spelling</b>	0%	72.7%	27.3%
<b>Writing</b>	9.1%	72.7%	18.2%



Year 9	Performing in the Bottom 2 Bands	Performing in the Middle 2 Bands	Performing in the Top 2 Bands
Reading	0%	62.5%	37.5%
Numeracy	12.5%	75%	12.5%
Grammar and Punctuation	0%	75%	25%
Spelling	25%	25%	50%
Writing	25%	50%	25%





## Attendance

Policies provide clarity for parents and students regarding attendance. Regular notification is 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 Primary School aged children is managed by Transparent Classroom and the roll is marked at 9am. Roll marking in the High School is performed at 8:45am and is managed by Managebac. Students that are marked as absent will have an email sent home to the primary care giver informing them of the absenteeism. Parents are encouraged to use the Parent Portal 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. Leave for this purpose is classified as an approved absence.

Year Level	Attendance Rate
Kindergarten	88.34%
Stage 2	85.30%
Stage 3	90.72%
Stage 4	90.28%
Stage 5	81.08%
Stage 6	95.38%
Whole School	86.98%

## Graduate outcomes for Year 6

School	Number of Students
Elonera Montessori Stage 4	5
Smith's Hill	1
Wollongong Performing Arts	1
Total graduates	7

## Graduate outcomes for Year 10

School	Number of Students
Elonera Montessori IB programme	3
Total graduates	3

## Graduate outcomes for Year 12

School	Number of Students
Completing Tertiary Studies (Including Biological Science, Business and Law, Pharmacology, Neurobiology and finally, Mathematics, French and English,)	5
Total graduates	5



## Elonera Montessori School Board



### ELIZABETH MCINTOSH-MULDOON

Elizabeth is chairperson of Elonera Limited and has been a company director since 2019. She and her family have been involved at Elonera Montessori School since 2015, first with PTP, then Nido and now with two children in Stages One and Two. Elizabeth is a former print and radio journalist with work and volunteer experience in Australia, Scotland, Vietnam and Kenya. As a political-medical journalist with an industry magazine, Elizabeth developed an interest in legal reporting, and after a family relocation to San Francisco, where she worked as a claims investigator for a medical defence organisation, she pivoted to law with a specific focus on medical negligence. Elizabeth is currently taking time away from legal practice to focus on family and study. She has recently undertaken training with the Australian Institute of Company Directors and is working toward graduate accreditation which focuses on good governance practices and developing strategy-lead boards. She is also an advisory board member to Eureka Ideas Company, which is a membership-based consortium of international development specialists and has previously volunteered with other Illawarra and South Australian not-for-profit organisations.



### LINDA VORRIAS

Linda has been part of the EMS community for the past eight years and has a son in the high school. Linda joined the Board in 2018 and volunteers with the school's fundraising committee. For the past two and a half years she has been working at a not-for-profit organisation, Wollongong Homeless Hub and Housing Services as an Events Coordinator, Receptionist and Administration Assistant. In previous years she has been involved with other not for profit Boards including KidzWish and also the Secretary and Treasurer for Corrimal Rangers Soccer Club. Along with independent school specific governance training, Linda holds a Diploma in Journalism, Editing and Proofreading. Linda's motivation to join the EMS Board is to help secure the school's strong future and to strengthen her commitment to the Montessori philosophy.



### GERARD DUCK

Gerard has had a long association with EMS since oldest daughter Lily joined the Parent-Toddler program in 2006. While Lily graduated with the IB Diploma in 2021, Gerard still has Stuart, Callum, and Perry at the school. Over the years Gerard has attended all manner of EMS events from end of year concerts to trivia nights, markets, working bees and enjoyed plenty of treats at Father's Day events. Gerard joined the Board at the 2020 AGM and 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 at EMS Gerard hopes to support the ongoing development of the school and repay some of the tremendous benefits the family have experienced from its long association with EMS.



### STEVE CARTWRIGHT

Steve joined the EMS Board in 2021. He also heads the EMS Finance and Technology Committees. He and wife Elena have two children in EMS who are currently in Stage 2. Steve brings a wealth of experience in the areas of business management, finance and technology. He is currently the Managing Director of the Morgans Financial Wollongong Office and is responsible for business development, human relations, client management, defining the strategic vision of the business, technology design and implementation, and space design. He has also served on the Morgans Financial Branch Governance Committee for the rollout of a nation-wide software initiative. In addition, 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. Steve knows that by working together, EMS will become a beacon of learning success and prosperity for students, staff and the community.



### KATHARINE CORONEOS

Katharine joined the EMS Board in April 2020 and has been involved with Montessori education since her sons, Isaac and Huon, 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. Katharine 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. EMS Board is Katharine's first board position, although she has had extensive past experience reporting to boards - including a stint as a volunteer with the Sea Shepherd to support that CEO in people-related strategies and initiatives. Katharine holds a Masters of Commerce and Human Resources from the University of Wollongong and is passionate about ensuring what made Elonera great, continues to make Elonera great.



### JOSY LUDWIG

Josy and EMS are synonymous. As the founding teacher of Elonera, Josie has been involved since the school started and has seen the school evolve from a cohort of 15 primary school children to more than 150 across preschool 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.



### JOHN LEEUWERIK

John Leeuwerik and his family have been involved with Elonera since his two children were in the Parent Toddler Program more than seven years ago. He has two children - one in high school and the other not far behind in the upper-primary. A commercial, industrial and residential builder by profession, John brings his expertise in these areas to the Elonera Limited Board, and as chairperson of the Board's Building Committee. John has served the EMS community for nearly two years on the Board, and many more as a dedicated parent. He has previously also held roles on the South Coast Chinese Language School board where both children studied Mandarin.

## Staff

### Head count and Full-time-Equivalent (FTE)

Our staff are a multicultural workforce and come from a variety of backgrounds such as Sri Lanka, Germany, Austria, Italy, Canada, Switzerland, China, the USA and South Africa. We have 1 male and 10 female teachers in the Early Years and Primary, in the High School we have 8 female and 4 male teachers. None of our staff identify as Aboriginal or Torres Strait Islander.

Area of the School	Head Count	FTE
Early Years - teachers	4	3.2
Early Years – support staff	11	7.2
Primary - teachers	6	5
Primary – support staff	6	3.6
High School – teachers	12	6.6
High School – support staff	1	0.6
OOSH	6	0.7
Admin	6	5.4

### Teacher accreditation status

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	1
Proficient Teacher	20
Total number of teachers	22

### Qualifications

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

Professional Development	Number of Staff Attend
First Aid Training	45
Identifying and Responding to Children and Young People At Risk	46
Personalised Learning Processes for Aboriginal Students	19
Allocating Grades Consistently	17
Conscious Marketing for Montessori and Independent Schools	3
Montessori – The Golden Triangle	3
Aboriginal Education Matters	3
MICHAEL WASKI – Making Math More Approachable for All Our Students	2
Success with Dyslexia	2
Montessori 0-3 Assistant Training	1
IB mathematics AI Category 2 Online Course	1
International Baccalaureate – English A	1
FRINGE BENEFITS TAX 2020 - '21	1
Dyscalculia: The Dyslexia of math by Shirley Houston	1
Improving daily spelling and NAPLAN results	1
Supporting freedom and self-discipline	1
Geo111: Topo Map Skills	1
Managing School Construction Projects	1
Understanding Interventions & Therapies in a Montessori Setting	1
In Depth Beekeeping	1
Disability Legislation	1

## School Community

### School Policies

All our school policies are available to parents on the school server or via the school website.

Key School Policies	Changes made in 2021	Policy Number
<b>School Complaints or Grievance Procedure</b> 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.	Full review, minor updates relating to position title and contact person for students.	5.17
<b>Parent Handbook</b> A comprehensive guide for new and current parents that covers a range of policies and processes at Elonera	Updated to be in line with current attendance and enrolment policies and minimum attendance for preschool children.	7.3 7.3.1 7.3.2
<b>Stage 1 Parent Handbook</b> <b>Nido Parent Handbook</b>		
<b>Fee Policy</b> The school fees are used to provide resources, materials and equipment as well as maintain the facilities and ground. They are an important source of revenue to pay teachers, support staff, administrative staff and ground staff.	Payment plans, Edstart, penalties for late payments	2.5
<b>Sleep and Rest Policy</b> All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.	Included sleep checks and the use of cameras to monitor sleeping children	5.28
<b>Child Protection Policy</b> The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.	No changes made.	5.1
<b>Staff Code of Conduct</b> Outlines the standards of behaviour expected of all employees of the School. It sets out general expectations of the standards of behaviour required.	No changes made.	5.2

<b>Child Safe Environment</b> Children have the right to a safe and supportive environment.	No changes made.	5.3
<b>Inclusion Policy</b> Elonera Montessori school has a process in place that ensures that we include students with special needs or vulnerabilities and have as partners the parents, teachers, students and professionals.	No changes made.	5.5
<b>Bullying and Harassment Policy</b> 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.	5.6
<b>Emergencies and Evacuations</b> Elonera Montessori school has developed specific emergency and evacuation procedures, practices and guidelines for staff to follow in case of emergency.	No changes made.	5.13
<b>Medical Conditions Policy</b> The school will minimise risk by providing a safe and supportive environment for all children and families. Staff will be trained and supported to respond to and manage medical conditions to ensure the safety and wellbeing of children, staff and visitors.	No changes made.	5.19

### Enrolment Policy

#### Statement

Elonera Montessori School admits students of any race, gender, religion, national and ethnic origin to all rights, privileges, programmes, and activities available to students at the school in line with Montessori method and philosophy. We are proud to have such a diverse mix of people in our school community. All admissions are considered individually, based upon the Montessori classroom environment, the existing number of children, staffing, and the timeliness of intake.

## Promoting Respect and Responsibility

The Elonera Montessori School Charter of Respect was developed in partnership with families and endorsed by the School Board. It was developed as a code of behaviour for parents and students and was sourced from the student rights and responsibilities document as well as the Schools Fundamental Values and Beliefs document. It is the responsibility of the governing body, principal, educators, parents and members of the school to model and encourage appropriate behaviour that is clearly stated in our Charter of Respect.

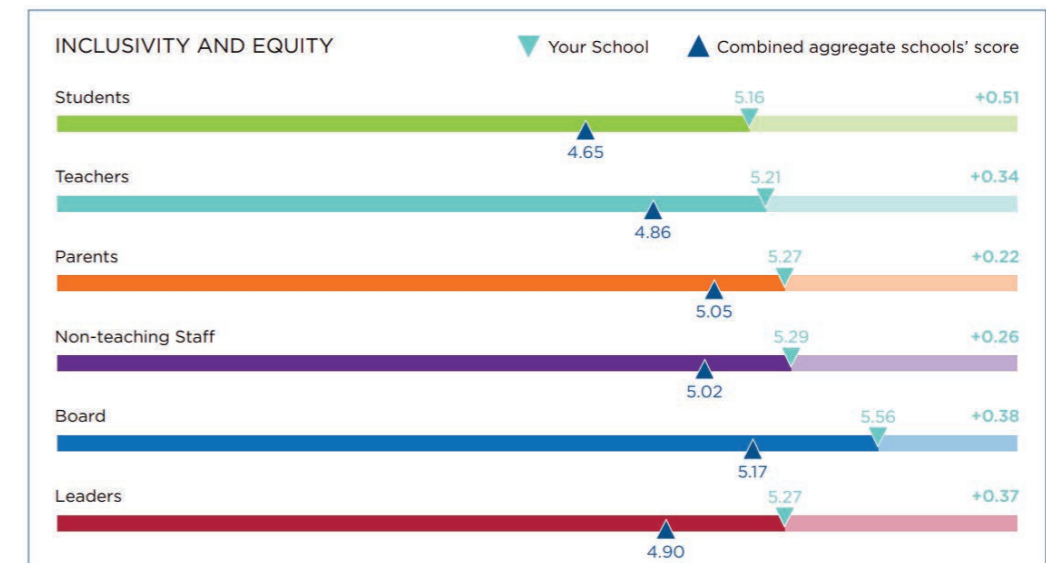
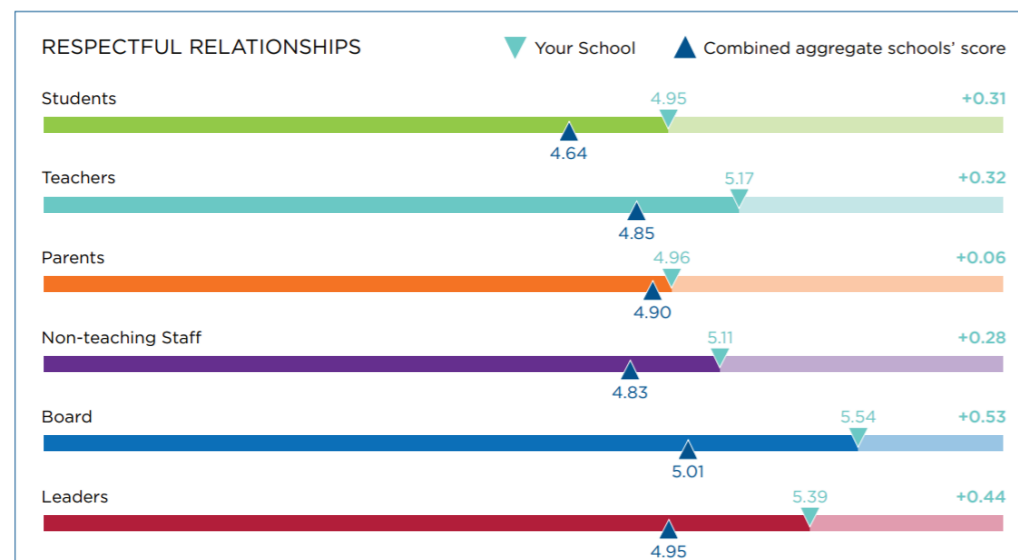
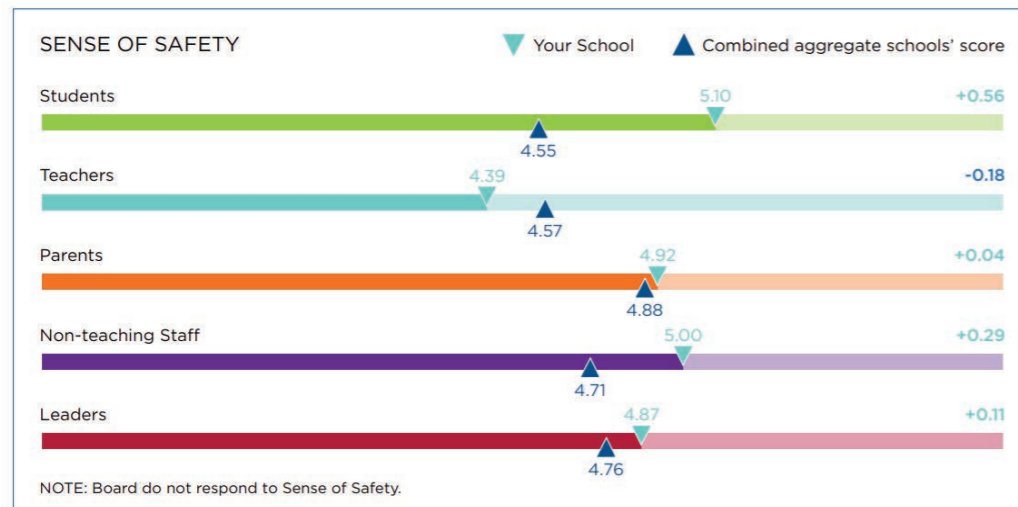
## School determined improvement targets

Area	Priorities	Achievements
High School – outdoor environment	Development of an outdoor classroom with input from students.  Development of the high school garden and outdoor space.	<ul style="list-style-type: none"> <li>Students designed and painted the school mural.</li> <li>A waterproof covering was added to the outdoor area to allow students to work all year.</li> <li>Students designed and built raised beds to plant and produce crops.</li> <li>New chicken coop was designed and built by the students.</li> </ul>
High School – indoor environment	Students wanted to reduce the noise levels in the GLA.  Redesign of the space with student input.	<ul style="list-style-type: none"> <li>Installation of a divider in the high school GLA to cut down noise levels.</li> <li>Students collected pictures and drew diagrams of possible layouts. Furniture was ordered for a Jan 2022 delivery.</li> </ul>
Staff wellbeing	Allow for staff to have place to gather together.	<ul style="list-style-type: none"> <li>Outdoor furniture to allow staff to eat together.</li> </ul>
Beautification	Ongoing maintenance and repairs throughout the whole school campus	<ul style="list-style-type: none"> <li>New flooring for Stage 1A, 1B, 2E, 2G, 3L and 3M</li> </ul>

		<ul style="list-style-type: none"> <li>New shelving for Stage 1B</li> </ul>
Materials, learning resources and equipment	New sporting equipment.  New and replacement Montessori Materials	<ul style="list-style-type: none"> <li>New volleyball nets and equipment installed in HS area.</li> <li>Ping-Pong tables for HS area.</li> <li>Basketball hoops installed in IB area.</li> <li>Montessori materials purchased for High School mathematics, all Stage 1 classes and all primary classes.</li> </ul>
Minor Capital Works	Reduce noise in the new Early Learning building  Shade Sails	<ul style="list-style-type: none"> <li>Installation of doors in the new Nido and Stage 1RV classrooms.</li> <li>Additional shade sails installed in the new Early Learning outdoor environment.</li> </ul>
IT	Microsoft Teams  Network Infrastructure  Hardware	<ul style="list-style-type: none"> <li>The suite of resources with from Microsoft Office , in particular, Microsoft Teams proved invaluable for the move to remote learning.</li> <li>Upgraded the wires , cables and network boxes.</li> <li>Purchased new laptops and computers to ready orselves for NAPLAN online 2022.</li> </ul>

## Parent and Community Feedback

In 2021 Elonera Montessori School partnered with the Association of Independent Schools to conduct an independent survey. The focus was on collecting quality data from our key stakeholders, students, teachers, parents, non-teaching staff, the school board and school leaders and comparing this to an average from other schools. It was a wonderful opportunity to hear from our community about what we are doing well and will help form the strategic vision of the school moving forward.



## Business manager report and financial statements

### REVENUE

	2020	2021
Revenue	4,680,482	4,920,960

Tuition and Fees	1,881,923	2,686,063
NSW State Government Grants	557,489	389,115
Commonwealth Government Grants	1,070,423	1,486,897
Other Income	1,170,647	358,885

### ASSETS

	2020	2021
Assets	7,510,094	6,471,397

Land & Buildings	5,880,879	5,939,967
Plant & Equipment	160,310	196,438
Cash, Receivables & Prepayments	1,468,906	334,992

### EXPENSES

	2020	2021
Expenses	3,803,786	4,526,601

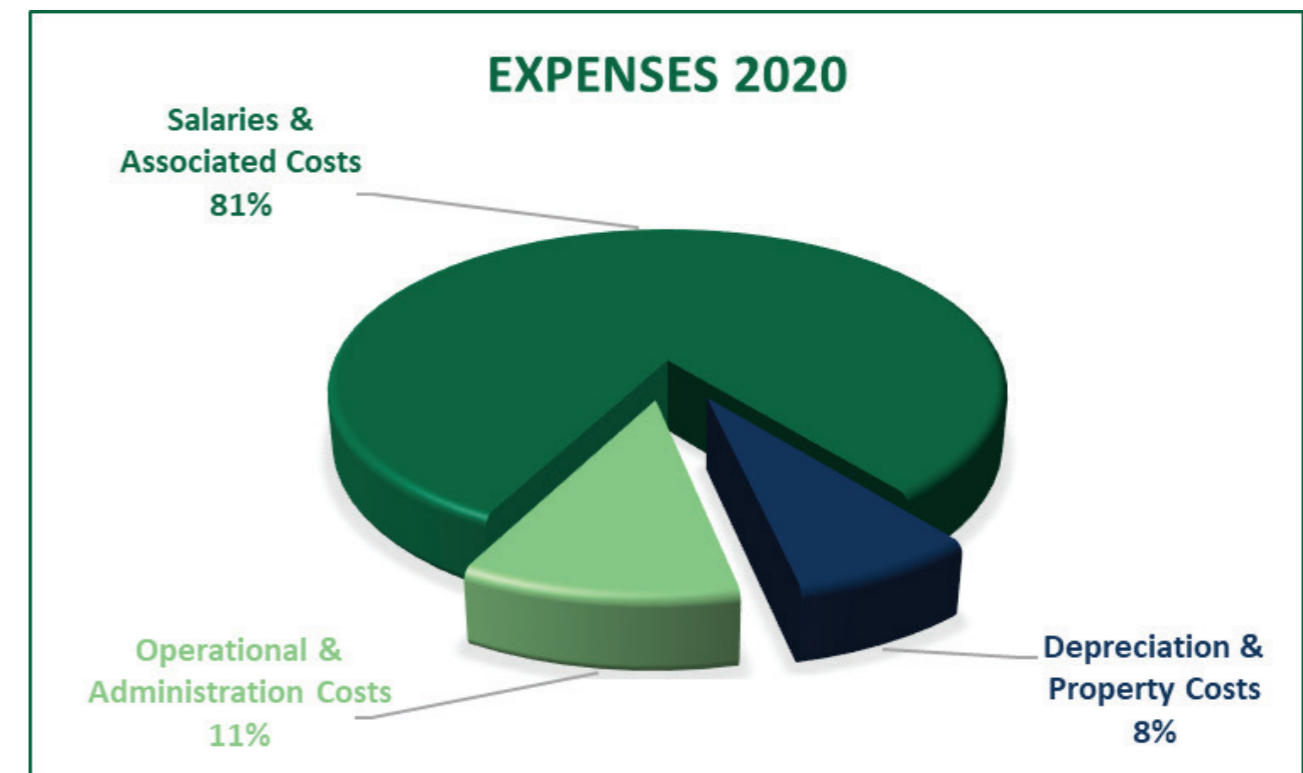
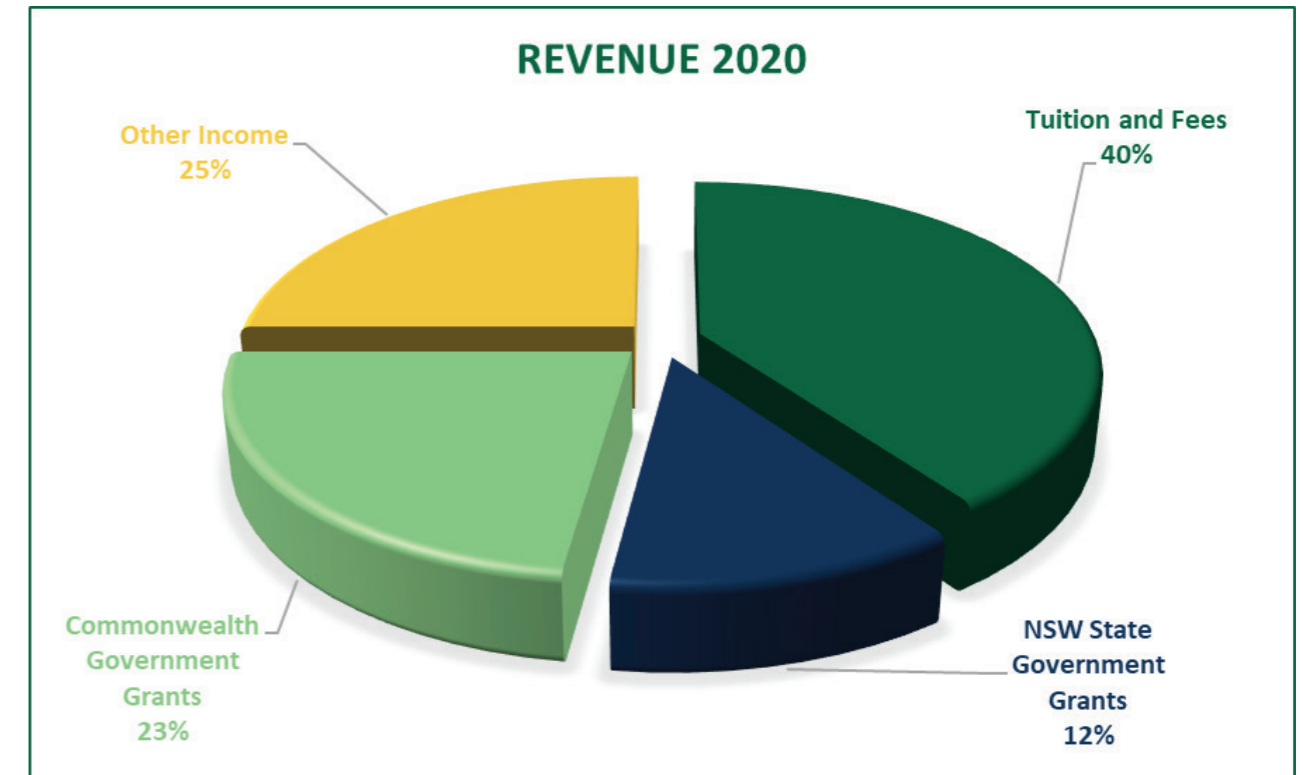
Salaries & Associated Costs	3,093,985	3,678,338
Depreciation & Property Costs	284,410	329,423
Operational & Administration Costs	425,391	518,840

### LIABILITIES

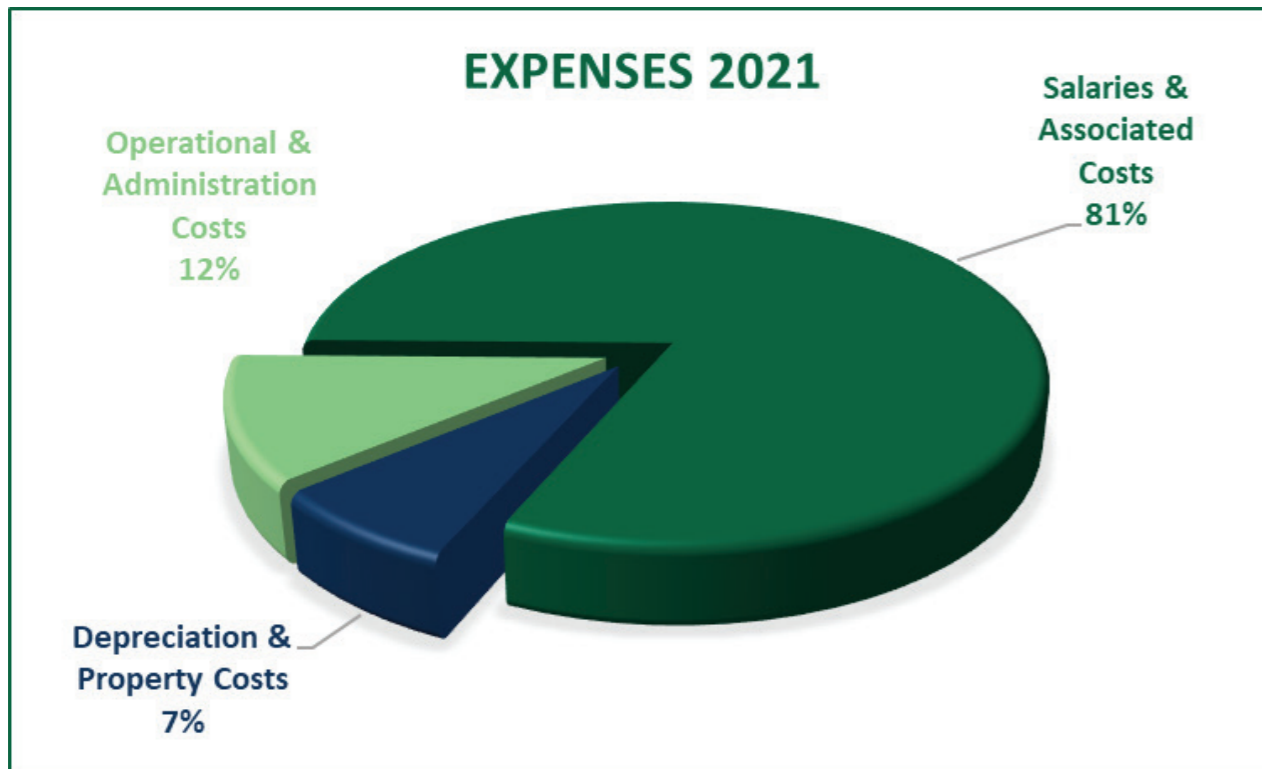
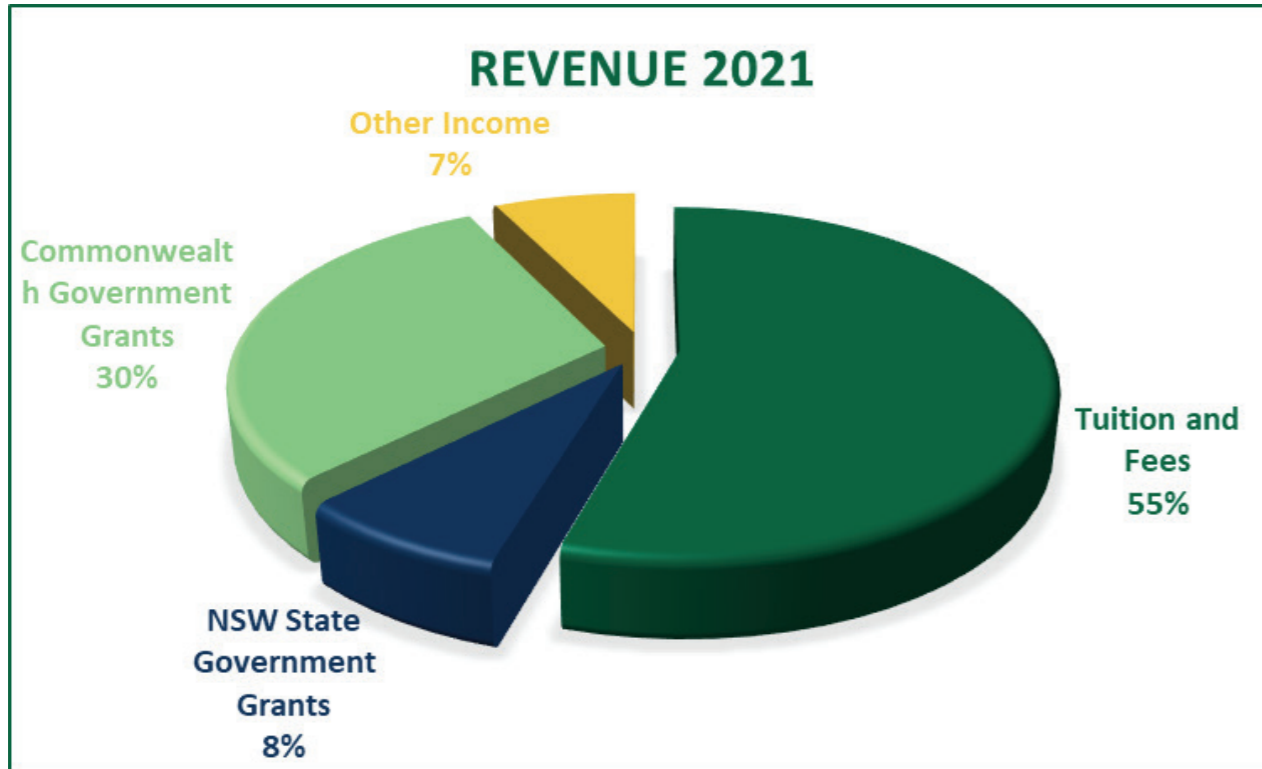
	2020	2021
Liabilities	2,238,251	805,189

Creditors & Accruals	448,629	389,917
Borrowings	1,504,471	0
Employment Provisions	285,151	415,272

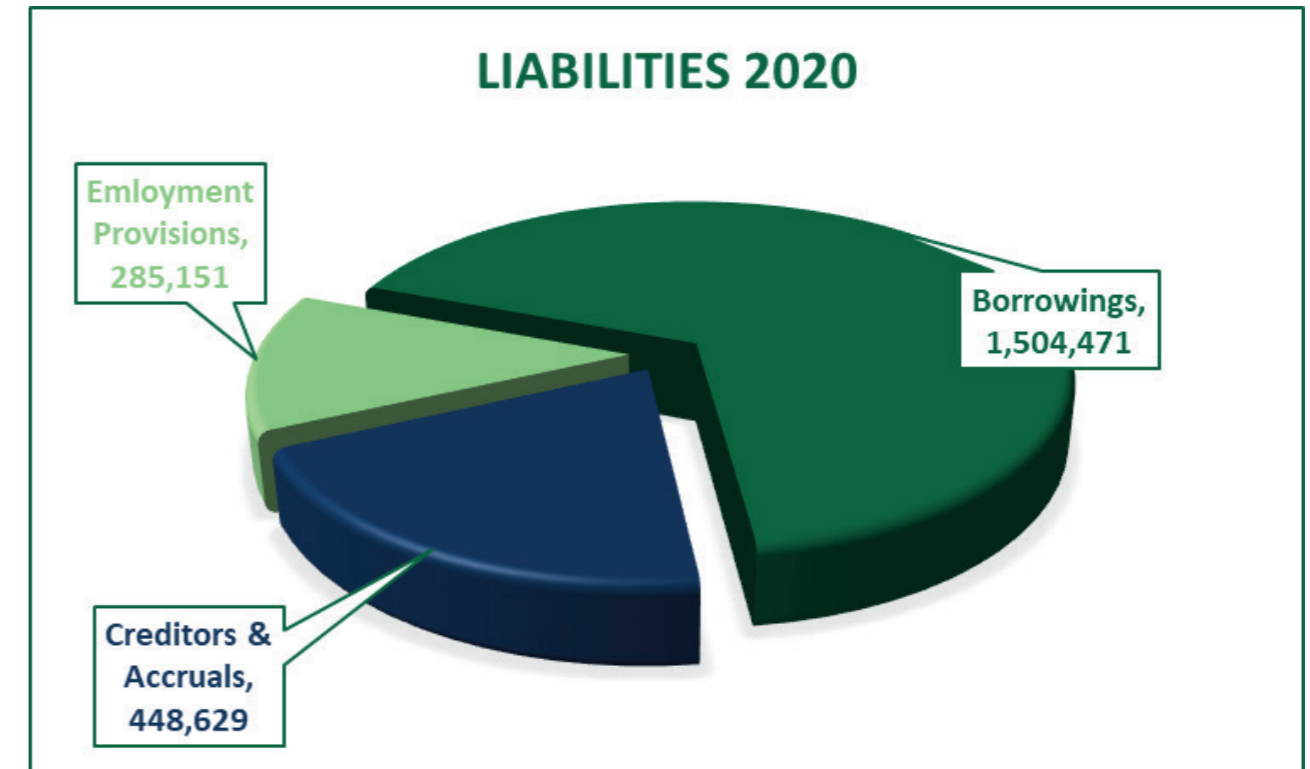
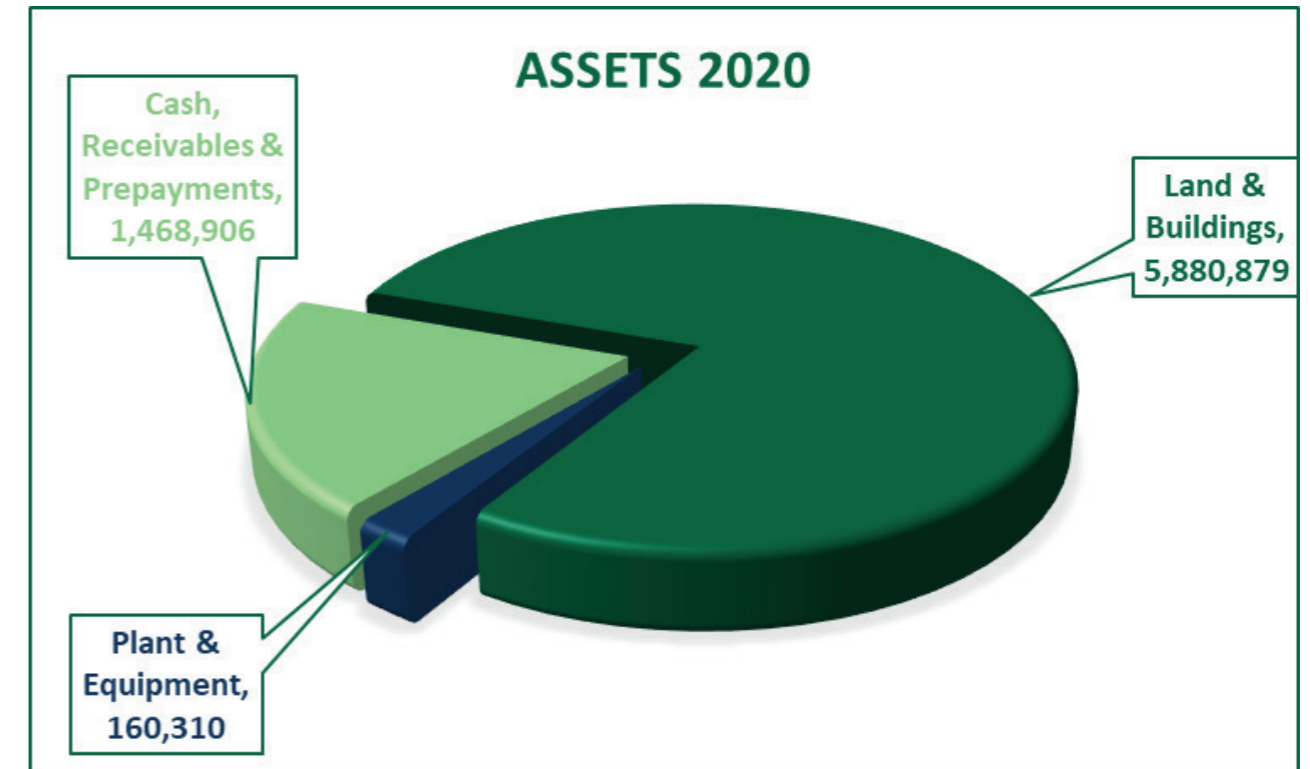
## Profit and Loss - 2020



## Profit and Loss – 2021

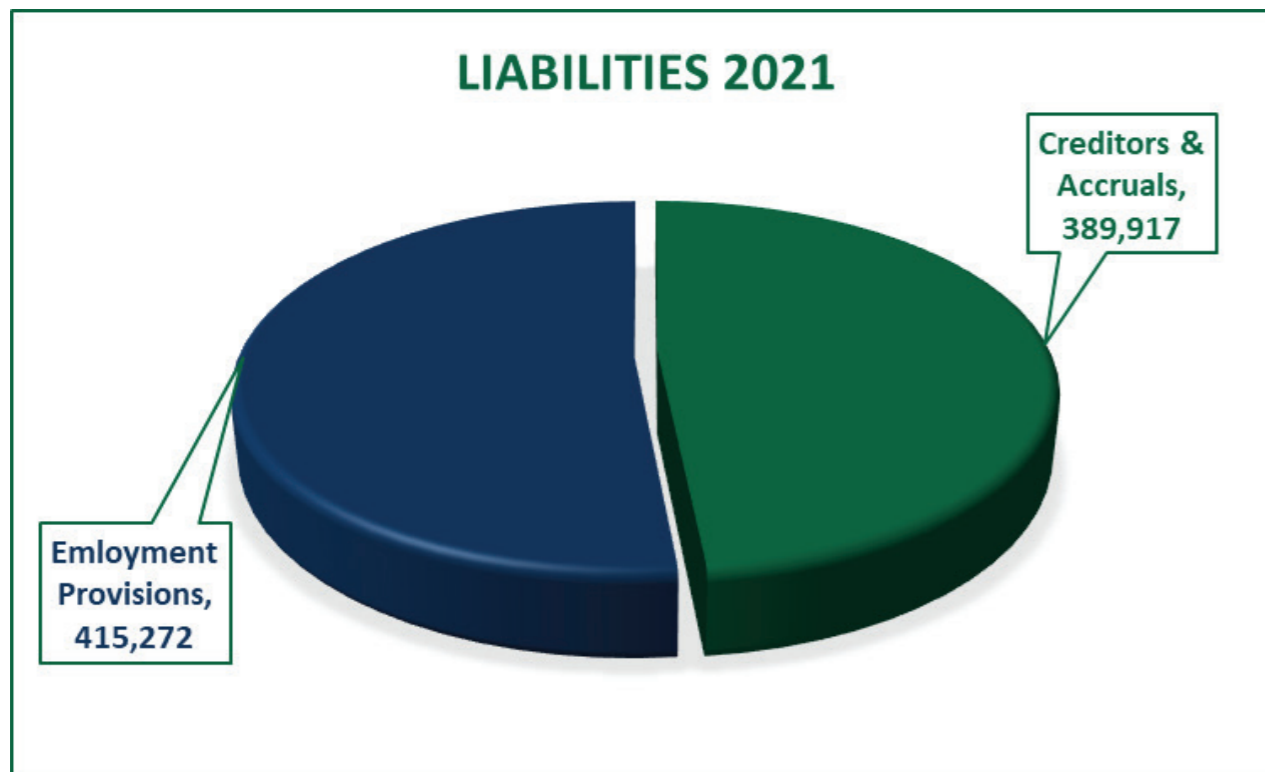
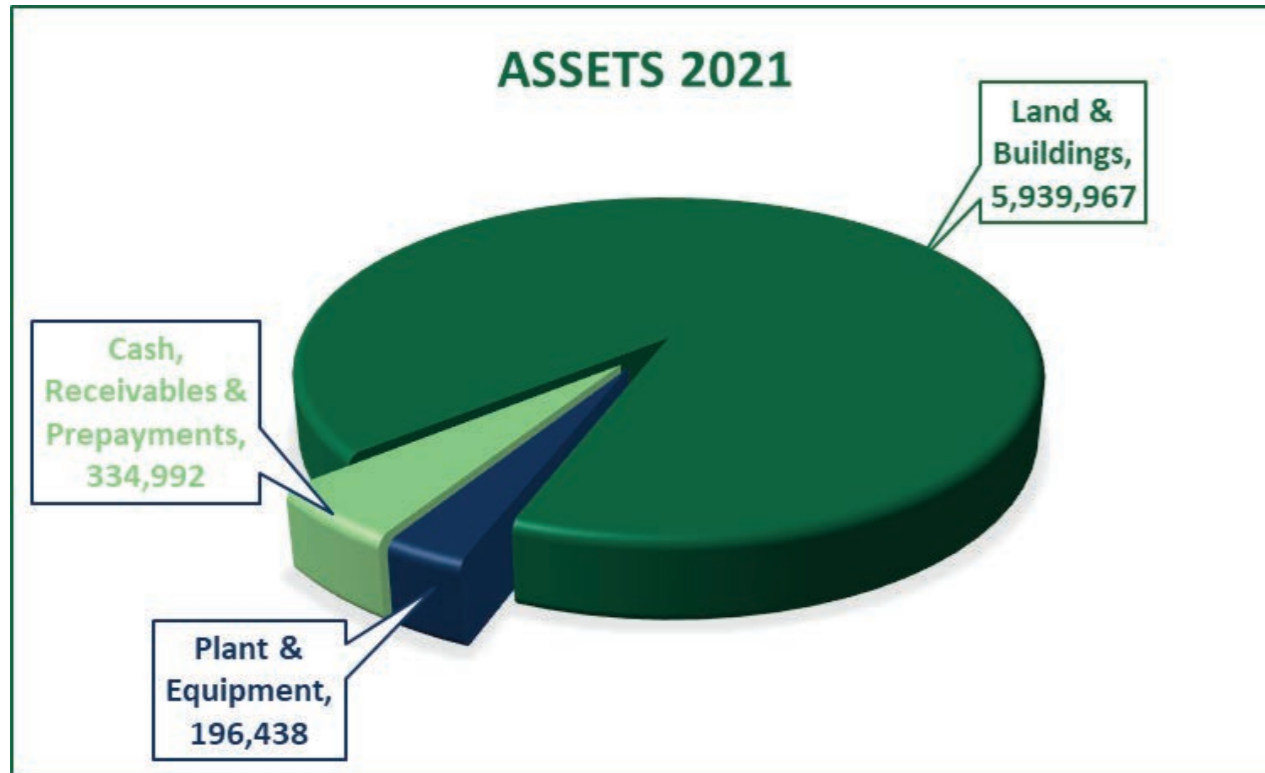


## Balance Sheet - 2020





Balance Sheet – 2021





**ELONERA  
MONTESSORI  
SCHOOL**

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