

*Thomas More Christian  
Montessori School, Bega*

Educational and  
Financial Report

2021

## **Educational and Financial Report 2021**

### **School Policy**

#### **Policy**

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time. The school's annual report is made publicly available on the school's website <http://www.begamontessori.nsw.edu.au/> which is currently under revision.

### **Procedures**

#### **Annual Report**

Procedures for implementing the policy include:

- identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to NESA
- setting the annual schedule for
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - distribution of the report to NESA and other stakeholders

#### **Requests for additional data from the NSW Minister for Education and Training**

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 NESA in an appropriate electronic form. This person for 2021 is Dr Kevin McCulloch, TCM School Business Assistant.

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## **DEST Annual Financial Return**

The school will identify the staff member responsible for completing the questionnaire, in consultation with Mark Kenmir and Company Accountancy and independent auditor, Alpine Auditors, Cooma. This staff member is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form. This person is Dr Kevin McCulloch, TCMC School Business Assistant.

## **Messages From Key School Bodies**

### **Chairperson of the TCMC School Board Mrs Debbie Backhouse**

Our Mission is to educate, nourish, and inspire our students to develop their full potential. Our school promotes the values of a Montessori education at all Cycle levels where the encouragement of students to learn in a safe, nurturing and self responsible environment is offered to every individual child, and where student discipline is viewed as freedom within limits.

Maintaining adherence to the mission of the Thomas More School Inc. Association is a continuing focus for the School Board, teachers, teacher assistants, ancillary staff and parents.

Our teachers continue to promote a quality learning environment and communicate to each student the significance of their own individual work and choices. Each student is encouraged to set realistic goals and to achieve them gaining ever increasing self mastery in all areas of the curriculum.

Our teachers continue to recognize within the Montessori Philosophy and Methodology of teaching and learning the spiritual nature and behavior of children at not only 3 to 6 years of age but also beyond, as well as enhancing the academic progress of students in all of the NSW NESA curriculum outcomes

Our School Board promotes a Christian education for students based on the life of Jesus Christ, the values of giving service to others and the values of being a loyal Australian citizen. The following school pledge said by the students and teachers is encouraged:

I love God and my country, I honour the flag. I will seek truth and knowledge with courage  
I will give service to others and cheerfully obey my parents, teachers and the laws.

Board members continue to further develop their executive skills relating to Financial Management, Long Term Planning, Independent Decision Making, Knowledge and Security of School Operations and Support of School Principal.

## **Value Added Information**

### **School Principal Mrs Donna Marie Mc Culloch**

Our mission is to provide a complete Montessori program which considers the emotional, intellectual, physical, and social development of the total child by addressing the uniqueness of each in a nurturing, emotionally secure and academically excellent environment.

We believe:

- The spirit/ psyche of the child in all its aspects is our first priority.

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- All children need affirmation to have a positive self-image so they may know of themselves, "I am lovable and OK."
- Children learn best in an environment of love, security, understanding, and consistency.
- Education is not acquired by listening to words but by experiences in which the child is a participant in his/her environment.
- Children should be treated with respect.
- Children need to be listened to in an atmosphere in which they feel safe in expressing dissenting view points.
- Success builds confidence.
- A spirit of cooperation rather than competition is the best atmosphere for learning. ● Children need to learn how to think for themselves and how to solve problems in original and creative ways.
- Children should be taught to respect the rights of others and to appreciate the contributions of all life.
- Teachers should encourage and inspire children to do not only the minimum, but also their best.
- Learning should be a happy, joyous experience!

### **Contextual Information**

The Thomas More Christian Montessori School offers an education that encourages children to realize their potential and seeks to promote

- Self confidence and self esteem
- A sense of responsibility for themselves and their actions
- Independence
- Co-operation, respect and concern for others and a sense of community
- Initiative and self motivation
- A joy of work and a love of learning
- Creative intelligence and imagination

### **Key Features**

- Qualified Montessori Teachers
- A registered Prep to Year 6 Primary School
- Strong focus on Mathematics, Reading, Creative Writing, Grammar and Spelling and Sciences
- Extensive provision of other Curriculum subjects especially Physical Education, Vocal and Instrumental Music.
- A strong gardening program for the students
- High quality Montessori teaching materials
- Comprehensive MRX assessment of student progress
- Christian values

## **School performance in statewide tests and examinations**

### **Literacy & Numeracy Assessments in Years 3 and 5 in 2021**

#### ***Naplan results 2021***

In 2021 3 year 3 students participated in the Naplan Tests.

Year Three: Subjects;	Reading	Writing	Spelling	Gand P.	Number
Student A	B5	B5	B4	B5	B4
Student B	B4	B4	B4	B5	B4
Student C	B7	B3	B4	B7	B5

In 2021 3 Year Five students participated in the Naplan Tests.

Year Five Subjects	Reading	Writing	Spelling	Gand P	Number
Student A	B6	B5	B4	B6	B6
Student B	B7	B5	B6	B6	B7
Student C	B5	B5	B5	B6	B6

B represents Band level achieved

## **Thomas More Christian Montessori School, Bega NSW**

### **Professional Learning, teaching standards, attendance and retention rates**

#### **Professional learning:**

Continued weekly staff meetings throughout the year assisted in addressing the need to understand the curriculum connections between NESA and Montessori syllabuses as well as to link the Montessori Scope and Sequences of the KLA's delivered to NESA outcomes. The AOM (Age of Montessori) Montessori teacher training course presented by the Principal Mrs Donna Mc Culloch continued to be used as the direction for the day to day classroom training of Mrs.Christa Forsyth and Mrs. Cathy Jones and curriculum development discussion at staff meetings . The Cycle 2/3 classroom was divided into two classrooms in 2020 with Mr. Ramirez taking the Cycle 3 classroom and Ms Martinelli taking the Cycle 2 classroom. Both teachers worked with Principal Mrs Donna Mc Culloch to develop and organize the presentation of Courses of Study Outlines, Scope and Sequences related to NESA Outcomes, teacher and student lessons planning and the assessment of student achievement during and at the completion of work units and the link of this assessment to the Half Yearly reports. All teachers continued to provide Online Learning through the year when it was required.

#### **Description of the Professional Learning Activity**

All teaching staff and teacher assistants completed Child Protection Courses online targeting signs of children at risk and reportable allegations.

WHS- at staff meetings there was continuation of the provision of information that assists teachers in understanding their role in matters relating to Child Protection, and Risk Management.

Maintenance issues related to school building and premises were reported to Dr Mc Culloch at these meetings.

In 2021 Mr Ramirez Cycle 3 teacher continued to work on his Proficient Teacher Accreditation requirements.

Professional Development workshops continued in 2021 for 4 teachers to establish and develop the use of the MRX System of student evaluation.

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### 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 Recognitions (AEI-NOOSR) guidelines, or	5
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
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 (Manual, page 39)	

### Teacher Qualifications

Donna Mc Culloch ( Principal ) M.A. (USA) Dip 3-6 and 6-9 years Montessori Education.

.Certificate of Proficiency

Kevin McCulloch (Business Assistant) Ed.D (USA) B.A. B.Ed T.P.T.C. T.T.L.C. (VIC) Dip.

3-6 years Montessori Education (USA) Certificate of Proficiency

Wilfran Ramirez (Conditional) BA. (USA) Dip 6-9 Years and 9-12 Years Montessori Education

(USA) MWEI Masters in Montessori Education, 2020

Christa Forsyth, Postgraduate Certificate of Education (TESOL) Deakin University, June 2013,

Certificate of Proficiency

Cathy Jones, Bachelor of Education (Primary 1997) Major in Physical Education, Minor in Special

Education, Certificate of Proficiency

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## **Workforce composition**

### **School Staff 2021**

Principal	1.0
Teaching Staff full time	2.0
Teaching Staff Part time(2)	1.0
Part Time Business Assistant	0.4
Office Secretary	1.00
P.E Teacher Assistant	0.1
Music Teacher Assistant	0.1

## **Student Attendance, retention rates**

### **School attendance**

## **Attendance and Exemptions Policies and Procedures**

### **Policy:**

The Principal of the Thomas More Christian Montessori School ( Donna McCulloch) or her delegate maintains a register, in hard copy form, of the enrolments and daily attendances of all children at the school, which includes information for each student as required in Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Where the parents of a student of compulsory school age seek an exemption from attendance at school or an exemption from enrolment, the Principal ( Donna McCulloch) or her delegate will process the parent's application in accordance with the guidelines from NSW Department of Education.

The Principal ( Donna McCulloch) or her delegate may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

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## **Procedures:**

### **Register of Enrolments**

**The Register of Enrolments (in hard copy form) is maintained by the Principal, Mrs. Donna McCulloch. The following information is collected and recorded in the Student Register at the time of enrolment by the School Secretary.**

- name, age and address
- the name and contact telephone number of parent(s)/carer(s)
- date of enrolment
- for students older than six (6) years, previous school or pre-enrolment situation

At the time that a student's enrolment ceases, the following information is collected and recorded in the Student Register by the School Secretary:

- the date of leaving the school and the student's destination
- where the destination of a student below seventeen (17) years of age is unknown, (determined by the Secretary immediately upon the departure of the student or prior to it and sent by the Principal or her delegate using the form *Student Enrolment Destination Unknown*, downloaded from RANGS, also available in the Letters and Forms section of the AIS webpage, customised with school letterhead will be emailed to [attendance@det.nsw.edu.au](mailto:attendance@det.nsw.edu.au)). A copy of the completed form will be placed in the student's file and the Register will be noted "Dept. of Ed Notified".
- The following details will be completed on the form:
  - student's full name
  - date of birth
  - last known address
  - last date of attendance
  - parents' names and contact details
  - an indication of possible destination
  - what efforts the school has made to locate the child
  - other information that may assist officers to locate the student
  - any known work health and safety risks associated with contacting the parents, carers or student

### **Register of Daily Attendance**

The Register of Daily Attendance is maintained by the Principal Mrs. Donna McCulloch. The School Secretary records attendances and absences in the official roll book which is in the form of a hard copy roll. Some attendance data is also recorded electronically for her to copy in the official roll. The official hard copy roll includes the following information for each student:

- daily attendance, using the common code approved by the minister (available in the resource section of the AISNSW webpage), which may be recorded by noting daily absences
- absences
- reason for absence

The School Secretary files a copy of any documentation to substantiate reason for absence in the student's file on receipt of the documentation.

The Register of Enrolments is maintained in a secure area in the School Office. It has been maintained as one document continually since the school's inception. Should the register be moved to a different register it will be maintained for at least 5 years before archiving. The School Attendance Registers are retained in a secure area in the Office for at least 7 years after the last entry was made in respect of the students.

### **Monitoring and following up attendance**

The TMCM School has set out the following procedures by which it:

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- monitors the daily attendance/absence of students
  - identifies absences from school and/or class(es)
  - follows up unexplained absences
  - notifies parent(s) and/or guardian(s) regarding poor school and/or class attendance
  - transfers unsatisfactory attendance information to student files.
1. Each classroom teacher notifies the School Secretary by 9:30 am either electronically or by hand of the absences of the students in class each day.
  2. The School Secretary contacts a parent/guardian of each student that is absent each day after 9:30am by email or phone to follow up on all absences.
  3. The School Secretary places all attendance data in the official register manually using the appropriate code approved by the Minister of Education.
  4. The Principal checks all coding for accuracy on a regular basis, at least monthly.
  5. As soon as a reason for an absence is received, the Secretary records the reason for the Absence in the Official Roll. If the parent has not responded by 7 days, the absence will be marked as “unexplained”.
  6. The Principal, Mrs. Donna McCulloch, will follow up on unexplained absences from School with the parent or guardian after the 7 days have passed by phone if possible or by email/letter if not able to contact by phone.
  7. The Principal (Mrs. Donna McCulloch) notifies parents and/or guardians either by phone or email where a student has a poor record of school or class attendance. See NSW Compulsory School Attendance document as an appendix.
  8. The Principal (Mrs. Donna McCulloch) and Secretary are responsible to update the student file with all actions taken where unsatisfactory class or school attendance has been notified. Actions will be recorded on the Student Attendance Improvement Plan template (Template available as an appendix to this document).
  9. On absences where a student is absent for 100 plus 30 days, -Principal (Mrs. Donna McCulloch) will access the Mandatory Reporters section of the Keep them Safe website [www.KeepThemSafe.nsw.gov.au](http://www.KeepThemSafe.nsw.gov.au) to determine whether a report is required. The Principal cross checks with the attendance rolls on a regular basis (at least monthly) to determine patterns of absence.

### **Exemptions from attendance and enrolment**

**(All application forms and certificate for exemption forms are housed in the Staff Development Room in the applications and forms section in the Policies Folder behind the Attendance Policy)**

#### **A) Exemption from attendance**

- Parents may submit an application for exemption from attendance and supporting documentation, where requested, to the school Principal, Mrs. Donna McCulloch, prior to the proposed period of exemption.
- Applications for exemption from attendance for a total of under 100 days in a twelve month period will be considered by the Co-Principal, in accordance with the criteria in the guidelines from the NSW Department of Education.
- Where the application is supported, the Principal (Mrs. Donna McCulloch) will inform the parents and provide the original exemption certificate to the parent/s (available on the AISNSW website).
- Where the application is not supported, the -Principal (Mrs. Donna McCulloch) will notify the parents in writing of the unsuccessful outcome and inform them of their right to appeal.
- An application for exemption from attendance for a total of 100 days or more in a twelve month period will be considered for recommendation by the Principal, who will send it to the AIS Head Regulations and Programs, for further referral to the Minister’s delegate in the NSW Department of Education.
- Should the Minister not approve the Principal will cancel the exemption.

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- In all cases, copies of applications, exemption certificates, notifications or letters resulting from applications for exemption from attendance will be kept in the student's file
- Copies of relevant documentation, including the Minister's delegation and exemption certificate, will also be retained in the school files/attendance records.

### **Exemption for Extended Leave** (Could include the following circumstances)

1. participation in special events not related to the school
  2. domestic necessity such as serious illness of an immediate family member
  3. attendance at funerals
  4. travel in Australia and overseas
  5. recognised religious festivals or ceremonial occasions
- Applications for family vacations outside of school holidays will be required for any vacation over 5 days, in which case the parents will submit an application for Extended Leave/Travel. There will be no application for extended leave required for 5 days or under. Mrs. McCulloch will monitor to see if there is a pattern of request for extended leave for 5 days or less and require an application for an exemption certificate for 3-5 days of absence if there is a pattern.
  - Where the application is supported, the Principal (Mrs. Donna McCulloch) will inform the parents and provide the original leave certificate to the parent/s (available on the AISNSW website and in the Forms Section of the Attendance Policy).
  - Where the application is not supported, the Principal (Mrs. Donna McCulloch) will notify the parents in writing of the unsuccessful outcome.
  - In all cases, copies of applications, certificates, notifications or letters resulting from applications for extended leave will be kept in the student's file.

### **B) Exemption from enrolment**

- Parents submit the application for exemption from enrolment and supporting documentation, where requested, to the school Principal (Mrs. Donna McCulloch) prior to the proposed period of exemption.
- In cases of:
  - exemption from enrolment due to circumstances including a delayed start to school, health, learning or social disadvantage
    - the Principal (Mrs. Donna McCulloch) will consider applications for recommendation and will send applications to the AIS Head Regulations and Programs, for further referral to the Minister's delegate in the NSW Department of Education.

In all cases, copies of applications, exemption certificates, notifications or letters resulting from applications for exemption from enrolment will be kept in the student's file

- Copies of relevant documentation, including the Minister's delegation and exemption certificate, should also be retained in the school files/enrolment records.

### **Review**

Date of Policy: August 2019

Proposed review date of Policy: January 2023

### **Endorsement**

Mrs. Debbie Backhouse \_\_\_\_\_

Date 13/06/2022

Mrs. Donna McCulloch \_\_\_\_\_

Date 13/06/2022

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### **Student Attendance Rates.**

89.29% per cent of students attended school on average each school day in 2021.

Year Level	Attendance rate	STATS data provided to ACARA 2021
Year 1	92.18%	
Year 2	91.67%	
Year 3	79.76%	
Year 5	96.03%	
Year 6	92.86%	

### **Management of non attendance**

The processes the school has in place to monitor attendance and strategies to improve unsatisfactory attendance are part of the evidence of compliance in relation to providing a safe and supportive environment. The main strategy is directed at keeping in close contact with parents through frequent teacher/ parent meetings with a clear system daily of knowing before 9.30 am if a child is absent, contact with parent/carer being made immediately by the Office Secretary as to the reason and immediate recording by the Office Secretary of the appropriate absence code and follow up by the Head of the School if required.

### **Enrolment policy**

The Thomas More Christian Montessori is a comprehensive co-educational Prep - Grade 6 school providing an education underpinned by Christian values and operating within the registration requirements of the NESA. All applications are processed in order of receipt and consideration given to the applicant's support for the ethos and Montessori Philosophy and Methodology of the school, with siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school policies to maintain the enrolment. The Principal Mrs Donna Mc Culloch is the person responsible for making decisions about the content and application of the School Enrolment Policy. Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a time agreed upon by the parent and school. The School [will](#) meet with parent/carer(s) of the student before offering a place and will determine the school's ability to meet the special needs or abilities of the student. 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.

### **Procedures**

1. All applications are processed within the school's enrolment policy.
2. Consideration is given to each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consideration is given to the educational needs of each child enrolled. To do this, the school gathers information and consults with the parents
4. Identification is made of any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.

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5. Parents making the application are informed of the outcome.

### **Part Time Attendance Policy**

It is the task of the school to warmly welcome and establish a happy Montessori learning environment for each child.

A child at Prep level commencing school for the first time is introduced gradually into the Montessori environment to enable him/her to achieve success in their learning within the welcoming environment of the Montessori classroom

Days of attendance are chosen by the school so that the child's chances of success are maximised.

The Montessori environment requires an ability by the child to work by themselves as individuals within a harmonious group of other individual children. This requires that a child is able to have respect for the teacher and able to follow directions.

It is expected that parents encourage positively the days of attendance the child is given by the school to learn in this Montessori environment.

### **Student population**

The school had 34 students commencing Prep through to Year 6. There were approximately equal numbers of boys and girls throughout the school. Students came from the immediate local areas of the Bega District Valley as well as the coastal towns of Tathra and Merimbula.

## **School Policies**

### **Policies for**

- **Student welfare and Anti Bullying**
- **Discipline**
- **Reporting complaints and resolving grievances**

#### **A. Policies for Student Welfare and Anti -bullying**

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

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

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Policy	Changes in 2021	Access to full text 2021
<p><b>Child Protection Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating "reportable conduct"</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<p>All teachers and teacher assistants completed on line courses in signs of children at risk and reportable allegations</p>	<p>Issued to all staff and members of the School Board</p> <p>Parents may request copy by contacting the school Principal: Mrs Donna Mc Culloch</p>
<p><b>Security Policy encompassing</b></p> <p>Policies on the following have been developed within the Child Protection policy:</p> <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school-related activities</li> </ul>	<p>Fire procedures have been revised to include facilities and building alterations in lower building.</p> <p>Cleaning contractors have been requested to report on any risk management matters to the School Principal Donna Mc Culloch</p>	<p>Issued to all staff and members of the School Board</p> <p>Parents may request copy by contacting the school Principal: Mrs Donna McCulloch</p>
<p><b>Supervision Policy encompassing</b></p> <p>Policies on the following are being developed within the school Student Welfare policy:</p> <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on site and off site activities</li> <li>• guidelines for yard duty supervisors</li> </ul>		<p>Extended text is available in 2021 as a separate section in the " School Student Welfare " document</p>

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<p><b>Codes of Conduct Policy encompassing</b> Code of conduct for staff and students</p>	<p>Anti-bullying policy included in code of conduct.</p>	<p>Full text in: School Policy Folders</p>
<p><b>Pastoral Care Policy encompassing</b> The following areas are contained within the school Student Welfare policy</p> <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• Covid-19 Risk Assessments and Procedures</li> </ul> <p><b>Anti-Bullying</b> The school policy provides the process for responding and managing allegations of bullying. Constant communication with students and parents is the key strategy</p>	<p>Policies on the administration of medication, Immunization and exclusion for Infectious Diseases revised in 2020. Covid – 19 Risk Assessment and Procedures updated constantly in line with each PHO. Sanitization of all materials twice daily was enacted, hand washing, mask wearing when required and new air purifiers were installed in each classroom.</p> <p>Sick Bay facility provided in teacher’s work room.</p> <p>A greater focus on situations where bullying is likely to occur eg recess and lunch times</p>	<p>Full text in School Policy Folders</p> <p>The school’s anti Bullying policy can be accessed by request from the Principal Mrs Mc Culloch ,</p>

### **B. Policies for Student Discipline**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the Principal Mrs Donna Mc Culloch . Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

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

The full text of the school's discipline policy and associated procedures is available to all members of the school community through: The School Policy Folders.

The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non school persons, including parents, to enforce discipline at the school.

The discipline policy contains the processes for disciplinary action that are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student.

The full text can be accessed by request from the Principal Mrs Mc Culloch,

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### C. Policy for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes a process for raising and responding to matters of concern identified by parents and/or students. This process incorporates, as appropriate, principles of procedural fairness in dealing with complaints and grievances. The school's policy and processes for complaints and grievances resolution is provided in a School Policy Folder and incorporates how parents raise complaints and grievances and how the school will respond. The full text of the school policy can be accessed by request from the Principal Mrs Donna Mc Culloch, Policies for student welfare, anti bullying, discipline and complaints and grievances will be disclosed publicly on the school website in 2021.

### School-determined improvement targets

#### Achievement of priorities identified in the school's 2021 Annual Report

Area	Priorities	Achievements
<b>Teaching and learning</b>	Continued clarification of Scope and Sequence across the six KLA's' Revision of all policies and procedures and documentation Documentation and linking of Units of work to Scope and Sequences using MRX. Further Development of Online Learning and Google Classroom when required throughout the year. Evaluation of each student's skill levels term by term	Creation of and implementation of Online Learning throughout the year when required. Improved curriculum planning Clearer knowledge of student achievement.
	Enhanced Science and Sports curriculum, Creative Arts for Years K-6 Greater use of internet for research and online learning. Instrumental and singing programs	Greater interest from students Increased self motivation
	Mapping of levels of achievement with Course Outcomes. e of MRX system	Programs redeveloped in light of all of the Online Learning that was required. More clearly defined areas of achievement
<b>Student achievements</b>	Improved literacy skills	Increased interest especially in home reading and in supporting the online learning at home.
<b>Student welfare</b>	Revisions including all Covid 19 Risk Assessments and Procedures.	All students and staff remained well throughout the year.
<b>Staff development</b>	Staff training in Montessori philosophy and methodology.	More effective teaching strategies with better results in literacy and numeracy.

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	Consistency in recording of staff meeting agenda	
<b>Facilities and resources</b>	Continued maintenance of school grounds and surroundings. Maintaining of School Garden during times of Online Learning.	Attractive school environment. Began design for building alterations to undercroft to provide extra classroom space and library facilities.

### 2021 Priorities areas for improvement

- Teaching and learning**
- teachers implemented learning from the 6-9 AMS Montessori curriculum course offered in 2020. and from Teaching Degree course respectively.
  - wider use of syllabus materials and resources in Literacy and Numeracy
  - Further development of Online Learning strategies and supports.
  - expansion of team teaching strategies

- Student Welfare**
- closer teacher and parent/guardian communication
  - continued awareness of codes of conduct by teachers and students
  - continued use of safe activities practices especially in light of Covid-19

- Facilities and resources**
- Extended use of multipurpose room for Parent/Child Development Room, music in classroom and undercroft play area, further purchases of Montessori materials and further development of grounds landscaping and gardening.

### Respect and Responsibility

The school wants all students to recognise that they are valued and are an integral part of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The school works with staff, students and parents in establishing a warm and caring school environment that embodies the principles of self worth and respect for others. Some key features of Montessori Philosophy and Methodology is respect by teachers for their students as well as students having respect for one another, and students developing a strong sense of responsibility through the opportunities of choosing their own extended work. In 2021 projects such as the development of the school garden were very successful largely due to the responsibility given to students for the design, upkeep and the science involved in maintaining the project.

### Parent, student and teacher satisfaction

The school continues its open door policy with parent involvement welcomed and encouraged. Further building construction and provision of more teaching space, frequent parent teacher meetings and the further development of the school grounds have created a positive, and cohesive school community.

Students are given many opportunities in the choice of curriculum content and research, recreational activities, day to day rules of conduct, excursion programs and planning of school grounds and facilities within and outside of the school building. Student decision making balanced by appropriate teacher modelling in a shared community of freedom within limits is an inbuilt feature of our Montessori school This feature brings satisfaction and self esteem to all of our students.

## **Thomas More Christian Montessori School, Bega NSW**

Frequent, courteous and clear communication between all staff members gave rise in 2021 to high teacher morale and effective planning of class lessons and day to day school management.

**Thomas More Christian Montessori School, Bega NSW**

**Summary Financial Information 2021**

**Income**

<b>Fees</b>	<b>\$ 89,831.34</b>	<b>12.90%</b>
<b>State Recurrent Grants</b>	<b>\$ 108,208.92</b>	<b>15.54%</b>
<b>Commonwealth Recurrent Grants</b>	<b>\$ 447,769.00</b>	<b>64.32%</b>
<b>Private Income</b>	<b>\$ 4,128.37</b>	<b>.5%</b>
<b>Interest</b>	<b>\$ 120.16</b>	<b>.1%</b>
<b>COVID – 19 Cash Flow Boost</b>	<b>\$ 12,500.00</b>	<b>1.8%</b>
<b>COVID – 19 Jobkeeper Payments</b>	<b>\$ 33,600.00</b>	<b>4.84%</b>
<b>Total</b>	<b>\$ 696,157.79</b>	<b>100%</b>

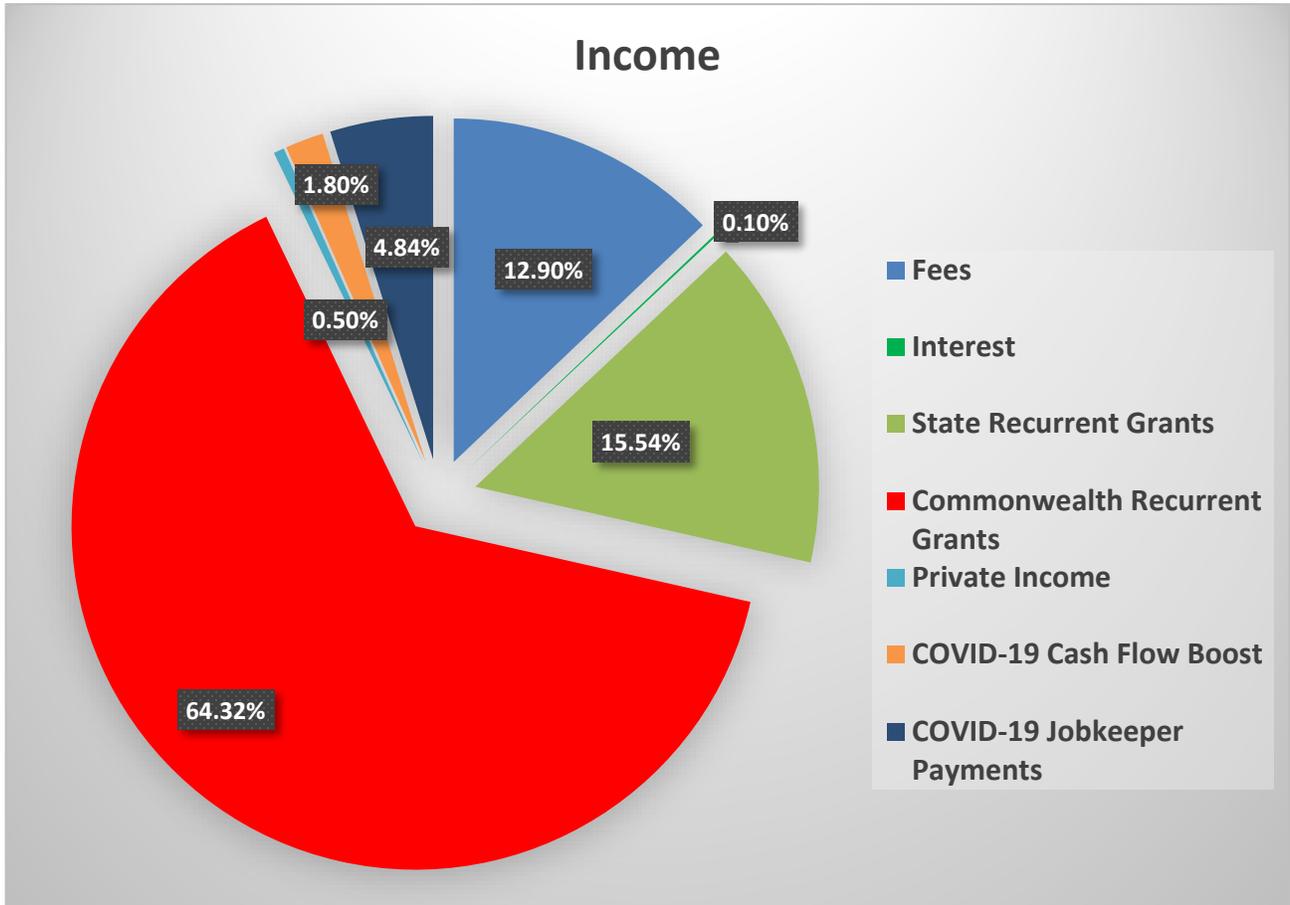
**Expenditure:**

<b><i>Salaries, Allowances and Related Expenditure</i></b>	<b>\$ 477,200.39</b>	<b>83.17%</b>
<b><i>Depreciation and Interest</i></b>	<b>\$ 24,995.49</b>	<b>4.36%</b>
<b><i>Non Salary Expenditure</i></b>	<b>\$ 71,533.58</b>	<b>12.47%</b>
<b>Total</b>	<b>\$ 573,729.46</b>	<b>100%</b>

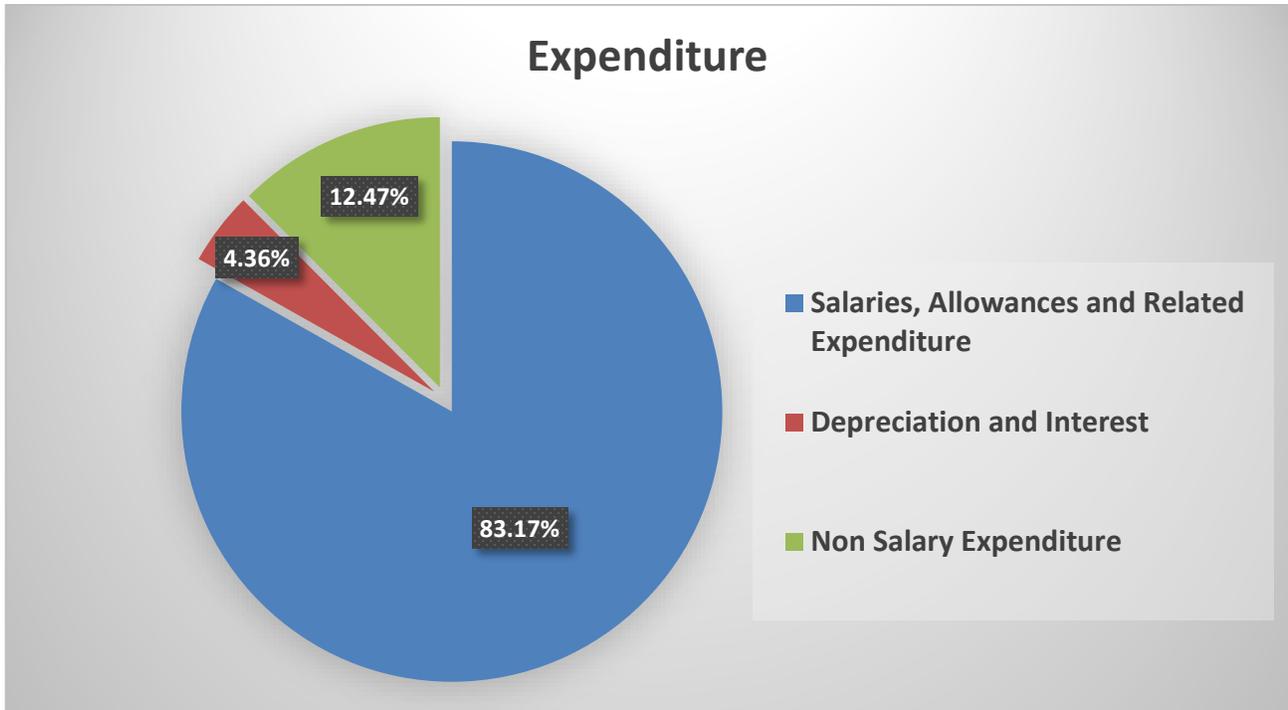
Percentages provided by Kevin Mc Culloch School Business Assistant 1/06/2022

**Thomas More Christian Montessori School, Bega NSW**

*Revise for 2021 Income and Expenditure*



**Thomas More Christian Montessori School, Bega NSW**



**Data to the Minister**

The TCMC School maintains a policy that the school Principal Donna Mc Culloch will provide data to the Minister that is relevant to any ministerial report to Parliament on the effectiveness of schooling in the State and that such data will be provided to NESA or appropriate electronic form unless otherwise agreed by NESA.