

*Thomas More Christian
Montessori School, Bega*

Educational and
Financial Report

2025

Educational and Financial Report 2025

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.com/> 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

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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 2025 is Mrs. Donna McCulloch TCMC School Principal.

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 Mrs. Donna McCulloch TCMC School Principal

Messages From Key School Bodies

TCMC School Board

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.

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.
- 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

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- 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, Peace Education, Christian Education and Vocal 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 2025

Naplan results 2025

In 2025 we had no Year 3 or Year 5 students who sat for the Naplan Test.

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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.

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 logged by our school secretary, Ms. Pia Lindstrom.

Professional Development workshops were held in 2025 for all teachers and staff to continue to update their skills in using MRX, the Montessori recording system which has now been adopted for TMCM.

Our Cycle 1 teacher commenced the IMT Montessori Training Course for Age 3-6 and is still working on its completion commencing her Internship In July 2026.

Our Cycle 2 & 3 teachers commenced the Elementary 2 & 3 Montessori Training Course for ages 6-12 with Montessori Trainer Susan Whitacre from San Diego. They attended fortnightly Zoom Sessions with her from August through December 2025.

The Cycle 1 & Cycle 2 staff attended the Montessori Australia Conference titled "Uniting Minds, Shaping Futures" in Sydney.

The Cycle 1 & 2 staff members also observed in the Central Coast Montessori obtaining valuable first hand knowledge through their observations and then returning to implement best record keeping practices that they observed.

Teaching standards

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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	4
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	
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., B.A., (USA) Dip 3-6 and 6-9 years Montessori Education. Proficient Teacher status NSW Education Standards Authority (NESA)

Phillip Chapman, B.Ed (HMHE). NAMC, Age 9-12, Proficient Teacher Status NSW Education Standards Authority (NESA)

Jane Guest, BA Fashion and Textiles, Colchester School of Art, Teacher Training, Essex Primary SCITT, Teacher Qualification, Essex County Council and REACH 2, Post Graduate Certificate in Education CTTC and University of Suffolk, Montessori Professional Learning pkg, Montessori Training Australia, Age 3-6 Montessori Training from the Institute of Montessori Training, Bzn , Montana in progress, Provisional Teacher status with NSW Education Standards Authority (NESA)

David Foster, Bachelor of Education – Primary Australian Catholic University, Signadou Campus, Age 6-12 Montessori Elementary 1 & 2 Training with Susan Whitacre , SD CA in progress. Provisional Teacher status with NSW Education Standards Authority (NESA).

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Workforce composition

School Staff 2025

Principal	1.0
Teaching Staff full time	2.3
Part Time Business Consultant	0.1
Office Secretary	1.0
Teacher Assistant	1.0

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.

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.

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- 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). 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 electronically in MRX and in the Daily Attendance file on her computer. She records:

- 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:

- 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.

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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 electronically 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 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.
- 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.

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Exemption from 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: January 2027

Thomas More Christian Montessori School. Bega NSW

Student Attendance Rates.

86.67 per cent of students attended school on average each school day in 2025.

Year Level	Attendance rate	STATS data provided to ACARA 2025
Year 1	92.50%	
Year 2	94.00%	
Year 3	87.33%	
Year 5	74.00%	
Year 6	80.50%	

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 25 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**
- **Complaints and Whistleblower Policies**
- **Child Protection & Procedures**
- **Enrolment Policy and Procedures**

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

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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:

Policy	Changes in 2023	Access to full text 2025
Child Protection Policy encompassing • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation	All teachers and teacher assistants completed on line courses in signs of children at risk and reportable allegations	Issued to all staff and members of the School Board Posted to School Website as of October 2024
Security Policy encompassing Policies on the following have been developed within the Child Protection policy: • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities	Fire procedures have been revised to include facilities and building alterations in lower building. Cleaning contractors have been requested to report on any risk management matters to the School Principal Donna Mc Culloch	Issued to all staff and members of the School Board Posted to School Website by October 2024
Supervision Policy encompassing Policies on the following are being developed within the school Student Welfare policy:		Extended text is available in 2025 as a separate section in the "School Student Welfare " document

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- duty of care and risk management - levels of supervision for on site and off site activities - guidelines for yard duty supervisors		
Codes of Conduct Policy encompassing Code of conduct for staff and students	Anti-bullying policy included in code of conduct.	Full text in: School Policy Folders
Pastoral Care Policy encompassing The following areas are contained within the school Student Welfare policy - the pastoral care system - availability of and access to special services such as counselling - health care procedures Anti-Bullying The school policy provides the process for responding and managing allegations of bullying. Constant communication with students and parents is the key strategy	Policies on the administration of medication, Immunization and exclusion for Infectious Diseases revised in 2020. Sick Bay facility provided in teacher's work room. A greater focus on situations where bullying is likely to occur eg recess and lunch times	Full text in School Policy Folders The school's anti Bullying Policy is posted to School Website as of October 2024.

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 Website posted as of October 2025..

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.

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The full text can be accessed via the School Website.

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 on the School Website as of October 2024. There is also a Whistleblower Policy 2025 on the School Website as of October 2025..

School-determined improvement targets

Achievement of priorities identified in the school's 2024 Annual Report

Area	Priorities	Achievements
Teaching and learning	Professional Development in Montessori Education for New Staff Members and Mentoring by experienced Cycle 2/3 Teacher Documentation and linking of Units of work to Scope and Sequences using MRX. Literacy Assistance (1on 1) for students needing support.	Staff trained in Montessori Method academically and practically. Uniformity of vision for implementing the Montessori Method with emphasis on freedom within limits. Increased literacy skills for underachieving students.
	Enhanced Science and Sports curriculum, Creative Arts for Years K-6 Instrumental and singing programs	Greater interest from students Increased self motivation All students participating in end of year performance.
	Mapping of levels of achievement with Course Outcomes. Use of MRX system	More clearly defined areas of achievement
Student achievements	Improved literacy skills through Tutoring program.	Increased interest especially in home reading.
Student welfare	Revisions including relaxed rules regarding Covid-19.	All students and staff have navigated well through the increased incidences of Covid throughout the community.
Staff development	Staff training in Montessori philosophy and methodology.	More effective teaching strategies with better results in literacy and numeracy. Increase in positive attitudes in all students.

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Facilities and resources	Continued maintenance of school grounds and surroundings. Continued support from the new P & C Committee who assist with gardening.	Attractive school environment. BGA Grant Approved in 2023 and Building almost completed by December 2024.
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2025 Priorities areas for improvement

- Teaching and learning**
- teachers implemented Montessori Curriculum planning and classroom management strategies learned through Montessori training and mentoring.
 - United vision established and implemented for freedom within limits.
 - IMT training for Cycle 1 and Susan Whitaker's Elementary Montessori Training for Elementary ! & 2 Training for the 'Cycle 2 and Cycle 3 students.
 -

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. Further purchases of Montessori materials for all Cycles. After the uniting of Cycle 2 & 3 classrooms with same subject areas for all grades together, further classroom adaptations for practical care of environment including new cubbies. 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 2023 the Canberra Excursion (the first in many years) increased each student's interest in many subject areas and gave further impetus to each student to take responsibility for their learning. The excursion not only sparked the student's interest, but gave them a strong sense of community through their shared experiences.

Parent, student and teacher satisfaction

The school continues its open door policy with parent involvement welcomed and encouraged. Working together with the P & C and School Staff on the Canberra Excursion, Bush Dance, frequent parent teacher meetings, and the further development of the school grounds have created a positive, and cohesive school community.

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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.

Frequent, courteous and clear communication between all of our new staff members gave rise in 2025 to our ability to continue to build on the gains made in 2024.

Summary Financial Information 2025

Revenue

Federal Govt. Recurrent Grants	67.54%
Net Tuition Fees	10.34%
State Govt.Recurrent Grants	17.26%
Other Income	4.80%
Interest Received	.062%

Total	100 %
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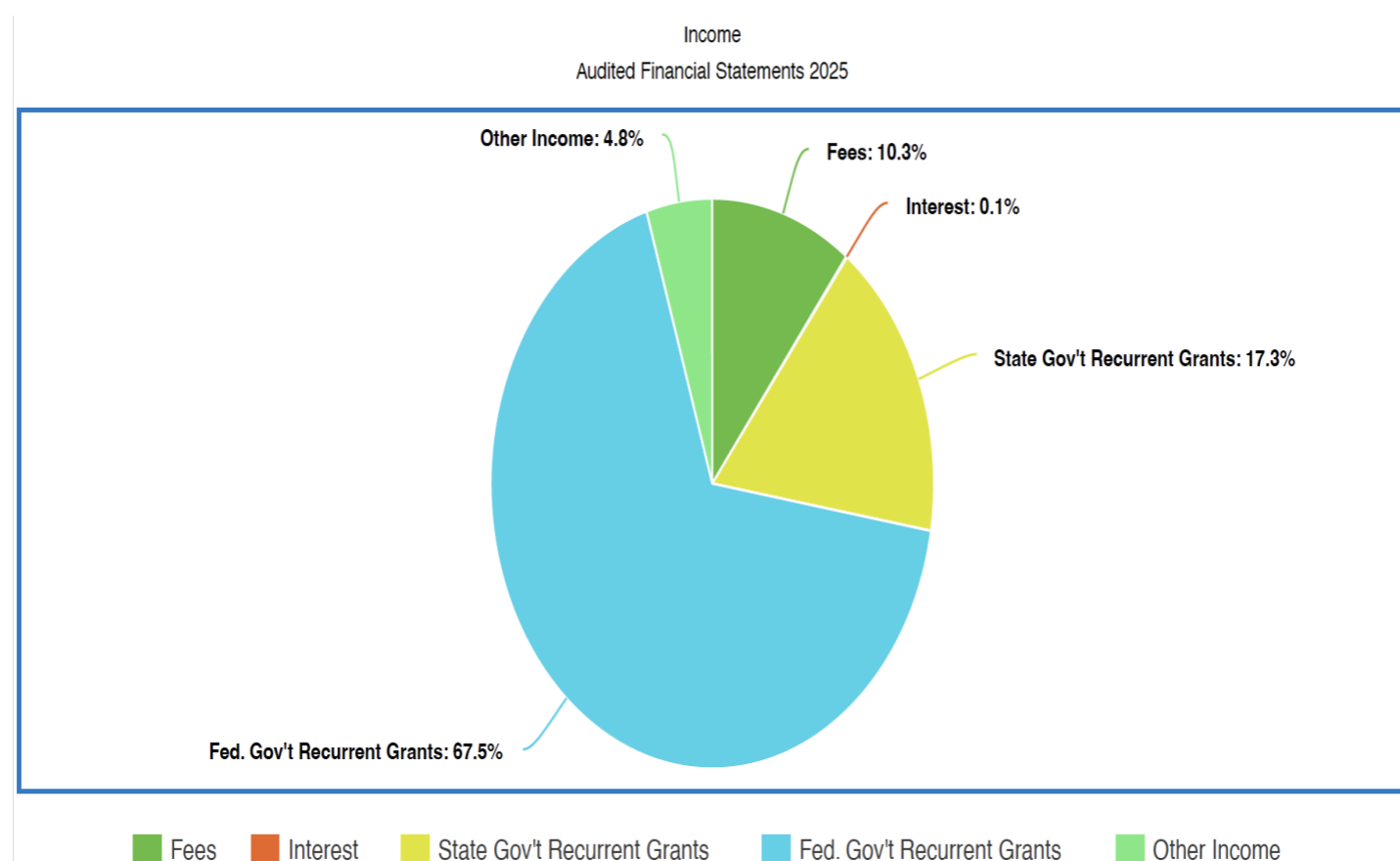
Expenditure

<i>Salaries, Allowances and Related Expenditure</i>	73.15%
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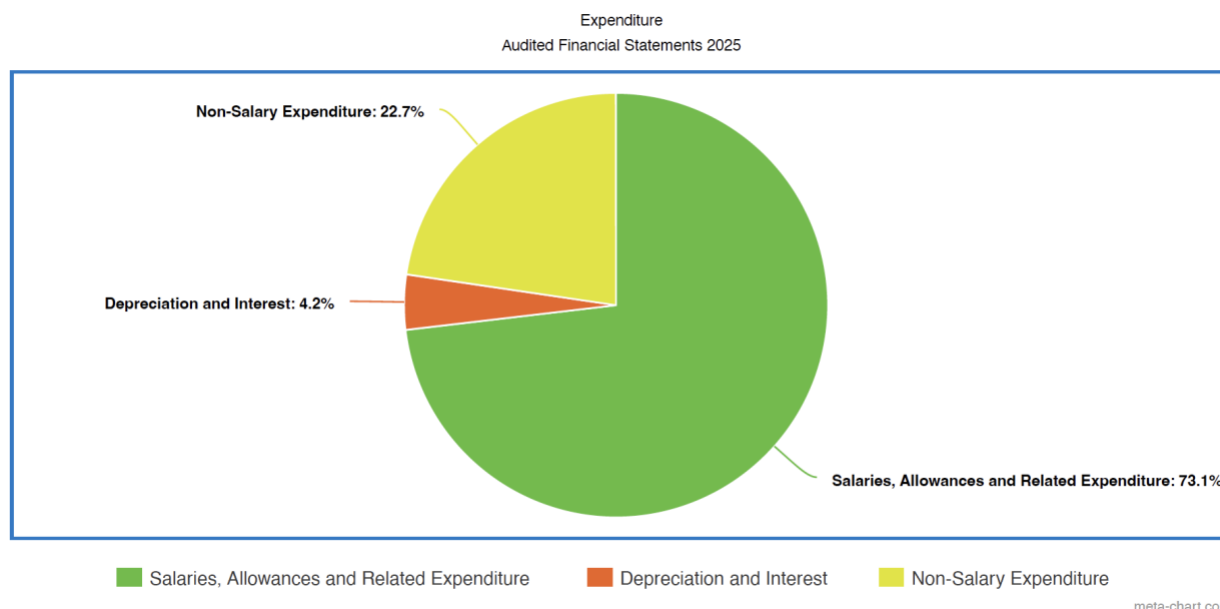
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<i>Depreciation and Interest</i>	4.18%
<i>Non Salary Expenditure</i>	22.67%
Total	100%

Percentages provided by Donna McCulloch Principal.



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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.