

Castlecrag Montessori School Annual Report 2021

Castlecrag Montessori School runs one class for 3 to 6 year olds. The morning class operates from 8:30am until 12 noon with before school care offered from 8am and after school care offered until 2:30pm. The children in the Kindergarten program attend school from 8:30am until 2:30pm.

Rationale

This report is required to meet the educational and financial reporting obligations for the New South Wales Education Standards Authority. The details are recorded in the Registered and Accredited Individual Non-government Schools (NSW) Manual which regulates Kindergarten through to Year 12.

Application

Only a very small proportion of our students are affected by these regulations. Therefore, in most cases, the information provided relates to the whole school rather than the Kindergarten program.

Period of Report

This report covers the 2021 school year.

Reporting Requirement

A new policy was drafted in 2004 to ensure that the annual report would be written and ready for submission in June. The policy was presented to the management committee in August 2005 for approval and has since been ratified. It is attached as Appendix One.

Theme 1: A Message from Key School Bodies

2022 President's Report

Welcome to the 2022 AGM for Castlecrag Montessori School (CMS).

The focus of this report is on our activities in 2021, and while a lot of you are new to the school this year, I hope this report gives you a behind the scenes look at what keeps our great little school running, and maybe inspire you to get involved in 2022.

Governance

I'd like to kick off by thanking the 2021 Executive Committee. CMS has been a parent run school for over 30 years and each year we have seen parents step up to take on committee roles on top of their own work and personal commitments. Last year, we had some additional challenges with Covid making it impossible to run many of our regular marketing and fundraising activities, as well as having to navigate the ever changing rules to ensure the school was Covid safe especially during the lockdown. I think the committee has done a great job in adapting, thus ensuring that our doors remained open throughout the year.

A special mention goes to Wincy and Teresa Paredes, our Treasurers last year. The Treasurer role is a big job, and we have been privileged to have had their expertise and time in preparing budgets, managing finances, and ensuring we meet our audit requirements in 2021. Fortunately, Wincy will be staying on as Treasurer in 2022 so the school is in great hands. Of course, credit on that front also goes to Debra, our bookkeeper, and her work alongside Wincy on the audit as well as day to day bookkeeping duties.

Each Committee member also completed a minimum of 4 hours of governance training through the Association of Independent Schools of NSW.

Staffing in 2021

Our wonderful teaching staff led by Annabel continued to provide our children with an excellent standard of early education within the Montessori framework throughout the year, supported by the knowledgeable and ever efficient Vicki in the office, and Debra on bookkeeping.

In term 1 we sadly farewelled teacher Steph after 10 years with CMS, but thankfully after receiving over 40 applications we welcomed Tiia Pyky to our teaching staff in term 2. Tiia had 8 years' experience as a preschool assistant at Redlands prior to coming to CMS and it is clear after a year that she is a great fit for CMS and well-loved by the children.

Covid Response

During the lockdown in term 3, we were fortunately able to continue operating, through strict adherence to our Covid safe plan by our dedicated staff which included indoor mask wearing and weekly PCR tests. Not the most comfortable experience but it did ensure that no child was turned away where needed, and importantly, that we did not have a single case of transmission within the school.

For children whose parents chose to keep them home, Annabel and her team quickly unskilled to provide a daily story time via zoom so the children could keep in touch with their friends and teachers, albeit virtually. Teachers also put together individually tailored take home activity and book packs to keep the children occupied at home.

We were also able to offer families who stayed home a fee rebate, to show our appreciation for their continued support during what was a very challenging time for everyone.

To ensure the wellbeing of our staff, the Executive Committee made the decision to engage an external agency, Mind & Matter Consulting, to offer an Employee Assistance Program or EAP which provided professional advice and counselling to staff free of charge. Of course we also provided appropriate PPE and additional pay to cover time spent getting tested for staff.

Bush school

In term 4 we piloted a brand new bush school program with the Extended Day children. This was initiated by our teacher Sarah Wheatley, modelled after the Scandinavian forest school. This is an opportunity for the children to explore nature and the outdoors during school hours, rain hail or shine. There are so many benefits to this program including not just physical development but also increased confidence, language and social skills. Additionally we hoped this program will be an extra point of difference in attracting new families to CMS.

This program is expected to launch in Term 2, 2022 for all children.

Lease

Thanks largely to the hard work of previous Executive Committees, we were able to sign a 5 year lease with St James church at the beginning of 2021 which covers 2020 to the end of 2024. This is a major milestone and provides us with stability for the next few years and will enable us to continue marketing the school at its current location.

Fundraising & Marketing

Fundraising and marketing activities in 2021 were greatly hampered by the pandemic. Nearly all of our regular events such as the Bunnings BBQ, the Castlecrag fair, Northbridge fireworks, and Chatswood Fair were cancelled and as a result raising the profile of the school became a significant challenge.

In term 1 we were able to have a face to face Open Day attended by 4 families and in Term 3 we held our first ever virtual Open Day, where Annabel was able to take families on a virtual tour of the school.

We also briefly trialed the services of Sponsoredlinx, a digital marketing agency, to assist with our google ad words and SEO but the service was discontinued after the Committee found little return on investment.

With thanks to Gabrielle, Iris' mum, we were able to raise some funds through beautiful photos she took of the children as they worked in the classroom. These photos were also used, with permission, in many of our marketing activities including our new banner at the front of the school, new flyers (designed by another school mum Nicole), the updated website, and the social media posts on our Instagram and Facebook pages.

We also had smaller fundraising drives such as the design a plate and tea towels, and sale of our children's artwork. Again because of the uncertainty around covid, we again cancelled our Annual Art Night for the second year in a row.

At the end of Term 4, we were able to engage another social media marketing company, MacBain, to produce content for our social media with the aim of raising the profile of CMS and increasing our reach into our target market - local families with preschool aged children. Our contract with MacBain ends this month and for now, social media posts will be managed by our teachers. You can also help by engaging with our social media posts by commenting and sharing.

Despite all our efforts, our enquiry and enrolment numbers are down from previous years and this is beginning to impact on the future security of the school.

Our primary source of enquiries remains word of mouth. I can't stress enough the importance of telling your friends about CMS and inviting them to Open Days or to book a class observation.

If you have ideas, connections, skills or expertise that could help us boost awareness of the school we would be very grateful. And of course I'm very pleased that for the first time in 2 years the Marketing role on the committee will be filled.

Funding

We received a range of funding in 2021 from the NSW Government including Start Strong for Community Preschool, COVID-19 Free Preschool and Disability and Inclusion funding for individual children.

As the name suggests, the COVID-19 Free Preschool funding was a once off that the government provided in order to allow families to continue accessing childcare during the pandemic. This funding was critical in assisting CMS remain operational during COVID in 2021.

Whilst this program has been extended into 2022, the amount on offer was significantly scaled back, representing a roughly 75% reduction compared to what we received in 2021. This would simply be financially unsustainable for a small school like ours and as such, after careful consideration, the Execs made the difficult decision not to opt into this program in 2022.

School reinvestment

On a positive note, as a consequence of the extra funding we received, we ended the year with a significant surplus of over \$40k which has been reinvested back into the school. We were able to purchase new Montessori materials, books, furnishings and furniture for the classroom as well as set up and acquire new equipment for the Bush Program.

We paid for teacher training, new signage at the front of the school, and as mentioned, we engaged MacBain, a social media company, on a short term contract to assist with generating content and reaching a larger audience.

Additionally we were able to engage a lawyer to give our Rules of Association a much needed review, the draft of which is waiting to be reviewed by the new Committee.

End of year

Finally, at the end of last year, 10 of our beautiful children graduated from CMS. We were fortunate enough to be able to celebrate and farewell the class of 2021 in person with our traditional end of year sing along which importantly, concluded with a visit from Santa.

Before I finish, I just want to say a heartfelt thank you to all the staff and parents I have come to know during my 4 years at CMS. It's been a privilege to be a part of this community and I've made some great friends and leave with wonderful memories. Thanks also goes to the Executive Committee members I worked alongside with over the past couple of years. Their wisdom, experience and often different perspectives have made invaluable contributions to the school.

Elaine Lau

2022 Director's Report

This report covers the 2021 school year.

We had a small but lovely class in 2021, having begun the year with fifteen children and finishing with twenty. Our extended day cohort consisted of 6 children who led the way in big work and maintaining school rituals. Our attendance options in terms of morning / afternoon and three and five day programs were implemented and many new families embraced the three day program with enthusiasm. The children attending full time provided stability and a working example of classroom life, assisting the younger children as they adjusted to their new routines.

One of our lovely staff members left in 2021. Stephanie Donaldson, who had been our beautiful assistant and commuted from the Central Coast for 11 years, left to work closer to home. On the upside, we recruited Tiia Pyky to take on Stephanie's role in Term 3. Tiia came to us with 8 years' experience and fitted in beautifully, despite not having been in a Montessori environment before. Tiia quickly gained the trust of the children and parents and proved to be a wonderful addition to our community. Leanne, Anniebelle and Yuko continued to support us in times of need and staff absences.

We were hoping for a different 2021, however Covid continued to impact on our personal and school lives as we continued to strive to keep our community safe and well. We managed exceedingly well, remaining open and Covid free throughout the year, when more than 700 preschools had closed in Term 3 alone. So thank you to all parents for your diligence and support in maintaining Covid safe practices over such a long period. And thank you to our wonderful staff for enduring weekly PCR tests and remaining courageous at the most challenging of times.

As part of our lease agreement with the church and desire to build a more personal relationship with them, Jen and Susie visited each Wednesday to run Mini Movers. They sang, danced, read stories and provided craft activities. It was a great success and the children looked forward to their weekly visits. Unfortunately, Covid put a stop to these sessions and we were unable to resume for the rest of the year.

With the premises closed to visitors for much of 2021, there was only one parent education evening on the premises, no classroom observations and no incursions apart from Mini Movers in Term 1. Parent meetings took place over zoom, but thankfully parent interviews were able to go ahead in person. Although contact in the community was maintained through digital means, it is never the same as face-to-face communication, and I would like to thank the parent body for remaining engaged in less than optimal circumstances.

Term 3 was very challenging for us all with the extended lockdown. Attendance numbers dropped and we began preparing take home packs for those in isolation and zoom story sessions were offered daily. It was lovely to return to normal in Term 4 and have our little community back again.

Staff renewed their first aid qualifications and participated in child protection training online. Both Tiia and Sarah continued with their Early Childhood Teaching degrees, obtaining well deserved and excellent results. Annabel and Leanne completed online seminars and workshops towards the maintenance of their teaching accreditation records.

In addition to the above, Sarah completed 2 days of virtual training with the Eco Learning Network as she embarked upon establishing a bush program for the school. Appropriate sites in Castlecrag were identified and Sarah began writing the curriculum and accompanying policies and procedures. The extended day children experienced a 3-week trial which went very well in terms of enjoyment and learning. Gumboots and wet weather gear for the class, books, storage racks and cupboards, a first aid kit and wagon were ordered in readiness for the implementation of the program in Term 2, 2022.

Having received additional funding in 2021, we had the delightful task of working out how to best spend the money allotted to us. After much discussion, Sarah, Tiia and I decided to refurbish the classroom and replace the tables and chairs first purchased 30 years ago. We ordered timber tables and chairs for downstairs, and new shelves, rugs, storage cupboards and a sofa for upstairs. We were also able to replace some well-loved Montessori materials such as the Red Rods and Brown Stair, as well as missing pieces from the puzzle maps. In addition to the equipment for the bush program, I purchased 50 beautiful books for the library, new puzzles, and a general waste bin to complete the set of recycling bins. These were all to be delivered in 2022.

In order to extend our sustainability program Sarah bought a compost bin and set it up with the children. A compost container was introduced to snack and lunch time, enabling the children to add to the compost on a daily basis. The pump for the water tank was fixed, enabling the children to use the outside taps to water the upstairs and downstairs gardens with greater ease. It also saw them using buckets of water in imaginative play, especially in the upstairs play space. Tunnels and deep holes were dug and filled with water for days on end. The soil was taken away with the wheelbarrow and we embarked on a project to reveal the stone frog and his pond. It was fascinating as it was the first time I'd witnessed this kind of play in the garden and every child was involved and allotted a job (including a supervisory role from the tree!).

In closing, I wish to thank Vicki, Sarah, Tiia, Leanne, Anniebelle, Yuko and Stephanie for their dedication and courage this year. There were many additional demands and concerns arising from Covid. An increased workload, navigating a constantly changing landscape of rules and recommendations and trying to keep themselves and the children well took its toll on everyone. The fact that we managed so well reflects their resilience and ability to persist in challenging circumstances.

The Executive Committee continued into this year having to manage the impact of Covid once again. They did a wonderful job as always and succeeded in guiding us through an unsettling period. Thank you, Teresa, Sarah, Dylan, Felix, Wincy and Elaine for the countless hours of work you have put into the running of the school when you are so time poor yourselves. It is a huge ask of any parent and your contributions are treasured by us all.

Theme 2: Contextual Information about the school

Castlecrag Montessori School is a parent-run, non-profit, pre-school and kindergarten for three to six year old children located on Sydney's North Shore, near Middle Harbour. It was established in 1990 and provides a rich fully equipped Montessori environment that fosters a love of learning and a sense of community responsibility. The children also have access to a large outdoor natural play area. This beautiful environment has been carefully landscaped to promote creative play, encourage confident exploration, and help children develop an affinity for nature.

The school is staffed by an experienced and committed Montessori Director who has qualifications in both Montessori teaching and early childhood education.

The fundamental goals of the Montessori philosophy and environment are to develop a love of learning, concern and responsibility for self and others, self-discipline, initiative, independence, and creative intelligence and imagination. Individual programs and lessons promote co-operative rather than competitive learning.

Castlecrag Montessori School is registered with the NSW Education Standards Authority and adheres to the regulations of the NSW Department of Education. The school is a member of the Montessori Australia Foundation and Montessori Schools and Centres Association. Further information about the school can be found on our website.

The student population consists of children aged from 3 to 6 years of age. The cultural mix of the school includes Chinese, Filipino, Cambodian and Caucasian families, almost all of whom are from a high socio-economic status. In 2021 there were 18 children enrolled in the school, three of whom were Kindergarten students. There were 11 girls and 7 boys overall and 2 boys and 1 girl in the Kindergarten program.

Theme 3: Student outcomes in standardised national literacy and numeracy testing

This component of the annual report is not applicable to our school as we only provide education for children in kindergarten.

Theme 4: Senior secondary outcomes

This component of the annual report is not applicable to our school as we only provide education for children in kindergarten.

Theme 5: Teacher qualifications and professional learning

Details of all teaching staff

Total number of teachers: 1

Category	Number of Teachers	Qualifications
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.	1	Teacher 1: Diploma of Teaching (Primary); Bachelor of Teaching (Early Childhood); Diploma of Montessori Teaching (3-6); Graduate Diploma of Counselling.
Teachers who have qualifications as a graduate from a higher education institution within Australia or one of the recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0	

Number of Teachers	Professional Learning Activities	Average Expenditure
1	<ul style="list-style-type: none"> • Work Health and Safety - Review of all procedures, rewriting of some procedures. • Review of Quality Improvement Plan for 2021 and writing of Quality Improvement Plan for 2022. • Child Protection Training • Provide CPR, Provide basic emergency life support, Provide First Aid • Aboriginal Pedagogy in Early Childhood • Reconciliation Action Plans • Developing Early Childhood Approaches for Children with Additional Needs • Happy Healthy Teachers • Language Development • Emotional Intelligence: Unlocking Your Potential 	\$ 495

Teacher Accreditation

Level of Accreditation	Number of Teachers
Proficient Teacher	1

Theme 6: Workforce composition, including indigenous

School Staff 2021

Teaching Staff: 1

Full time equivalent teaching staff: 0.8

The teacher is the Director.

Classroom assistants: 3

Full time equivalent classroom assistants: 2

Non-teaching staff: 2

Full time equivalent non-teaching staff: 0.7

Staff are a mix of Caucasian, European and Asian ethnicities. We have no indigenous staff.

Theme 7: Student attendance and retention rates and post-school destinations in secondary schools

The average attendance rate for kindergarten this year is 81% (due to Covid lockdowns).

Management of Non-attendance

The school implements policy and procedures for the management of student non-attendance. The following information is taken from the Student Attendance Policy.

The school will monitor the daily attendance and absences of students in the School by maintaining daily register for each class of students. Marking the roll each day is the responsibility of the class teacher. Contact from parents advising of absentees, via email or telephone will be provided to the class teacher on arrival.

Student absences from classes or from the School will be identified and recorded in a consistent manner by the staff member responsible. The school will contact the Department of Education via the Home School Liaison Officer in the unlikely event of a child leaving the school without the intention of enrolment at another educational provider.

Unexplained absences from classes or School will be followed up in an appropriate manner with the student and /or their parent or guardian. In the event of no parental advice with regards to absences the class teacher will initially contact by telephone after 1 day and then by email. The parents will need to fill in an absentee form on return. Unexplained absences will be reported to the School Director by the class teacher for her determination on the follow up required. (This might include, but is not limited to, direct contact with parents or reporting to the Department of Education.)

The school will record the attendance of children and notify a parent or guardian in cases of poor attendance.

Where unsatisfactory class or school attendance is identified the attendance issue and any action taken will be recorded as appropriate on the student file. All absentee forms will be filed in the class roll.

Student Retention Rates and Post School Destinations

This component of the annual report is not applicable to our school as we only provide education for children in kindergarten.

Theme 8: Enrolment policies

Enrolment and Orientation Policy

Introduction

Enrolment and orientation processes and procedures form the strong foundation for relationships between families and early education and care settings and promote a quality experienced of education and care for children. Castlecrag Montessori School is committed to planning enrolment and orientation processes that meet the needs of the child and family as well as ensuring all legislative requirements, including the Australian Government Priority of Access Guidelines are adhered to.

Goals

Enrolment and orientation processes are planned and implemented.

Due consideration is given to culture and language in undertaking processes.

Documentation, including authorisations, is completed during the enrolment and orientation process.

A thoughtful process is planned in consultation with families, to orient a child and family to Castlecrag Montessori School.

Strategies

Castlecrag Montessori School welcomes visits from prospective parents. Parents are invited to complete a classroom observation during their initial enquiry. This provides them the opportunity to view the classroom in action and meet one of the educators. Questions can be answered and the Montessori philosophy more fully explained.

Enrolment Procedure

1. Upon a parent enquiry, parents are advised to book a school observation, and are sent a letter with information about the school and program, as well as links to the school website.
2. Following the observation, parents may submit an application form and pay the waitlist application fee. The child's name is added to the waitlist. Parents on the waiting list may receive the school newsletter and information about school events.
3. The school sends a letter and receipt confirming the child's name in on the waitlist. After consideration of the availability of a position by the Administrator and Class Director, the child/ren may be offered a place at the school.
4. Waitlist management: In Term 2 preceding the year in which a child would turn 3 years of age, initial applications are considered for enrolment and placement (refer to admission policy below). Preference is given to siblings of current students.
5. Offer of place: parents are sent a letter offering the position, along with an invoice for the Placement fee. Once the placement fee has been paid by the family, the offer has been accepted, subject to the Director's interview and orientation. The Administrator will send a letter and receipt confirming the child's enrolment.
6. In the term prior to the child's start date, the Administrator send the parents an enrolment letter confirming the Director interview date, Orientation session and the child's first day. The letter will include a pack of pre-enrolment documents including:-
 - A confidential information record including authorisations, consents and immunisation record;
 - A current fee schedule and payment details;
 - Fee Invoice for first term;
 - Information about Immunisation requirements;
 - School Calendar;

- CASA information;
 - Arrival and Departure Policy;
 - Privacy Collection Statement.
7. The Director, parent/s and child meet for the informal Interview. Prior to conducting the enrolment interview the Nominated Supervisor should consider the language and cultural needs of the family.
 8. Families will provide the following, prior to the agreed start date for the child:
 - A completed confidential information record including authorisations (Appendix XVI)
 - Current immunisation record (refer Immunisation below). (Appendices X and XI)
 - Birth Certificate, Passport or other identification,
 - Current contact information for parents and emergency contacts;
 - Information on the child's additional needs (including medical conditions, health and developmental concerns) and any medical/risk management plans
 - Any custody, family court orders and relevant legal documentation

This information will be kept at the school in accordance with the school's policies and the Education and Care Services and National Regulations 2018.

9. The child attends the orientation visit, usually held the day prior to the start date, for one hour.
10. The Director, assesses the child's readiness to start, and if the child is ready enrolment commences. (Refer Determining Readiness & Notice of Placement below)
11. The Director communicates with the parents if there are any settling-in concerns in the initial weeks of enrolment, and is available for an interview or informal chat with the parents if required.

Custody Arrangements

The *Education and Care Services National Law* requires all services to have details of all custodial and access arrangements.

Enrolling family members are responsible for informing the Director of custody and access arrangements on enrolment, and must advise the Director immediately of any subsequent alterations to these arrangements.

All relevant legal documentation is to be shown to the Director and a copy will be maintained in the child's enrolment record.

Admission Policy

The Castlecrag Montessori School admits students of any religion, race, colour and national or ethnic origin. In allocating places to children on the waiting list, the following factors are taken into account:

- Department of Education and Communities requirements
- the age and gender balance of children in the School, with age the dominant factor
- the time spent on the waiting list
- whether the child is a sibling (see below for details regarding sibling priority)
- the commitment of the families to the full three-year program
- the commitment of families to the philosophy and policies of the school
- whether the child is transferring from another Montessori school
- the special needs of children with learning difficulties and whether the school can accommodate that child.

Access and accommodation adequacy for disabled persons shall be provided in accordance with the provisions of the DDA, including but not limited to:

- Accessibility of all required teaching and specialist spaces.
- Provision of suitable facilities to suit the needs of disabled persons.

- Provision of non-slip trafficable surfaces.

The Student Population

The student population consists of children aged from 3 to 6 years of age. The cultural mix of the school includes Chinese, Japanese, Filipino, Canadians and Caucasian families, almost all of whom are from a high socio-economic status.

Sibling and Transferee Priorities

Priority will be given to siblings of children at the school, provided that:

- siblings are entered on the waitlist within 3 months of birth, or where this is not possible (e.g. for transferees), within 3 months of the older sibling joining the waitlist.
- the family has continued to demonstrate support for the School and Montessori education, including commitment to the three year cycle. In the event that an older sibling does not complete the three-year cycle, priority wait-listing for a younger sibling will be forfeited and the younger sibling will revert to the general waitlist based on date of application.
- Priority may also be given to children transferring from other Montessori schools provided a place is available.

Determining Readiness

The decision to admit a child is discretionary and is taken only after there has been a parent interview with a Director and an assessment of the child's readiness. Children should be capable of separating from their parent/carer, be fully toilet trained (as required by Education and Care Services National Regulations 2011) and be able to use the bathroom facilities unaided.

The above guidelines apply at the discretion of the Executive Committee, whose decision is final.

Notice of Placement

Demand often exceeds positions available. Bearing in mind that parents want to know as early as possible whether their child has a place at the school, places may be offered well before the child turns three. Towards the end of the term preceding the proposed start date, an interview involving parent and child is scheduled with the Director. Providing the Director is confident of the child's readiness, a classroom visit is arranged and a place is confirmed. If the Director determines the child is not ready, a more suitable start date will be found.

Very occasionally after commencement, the Director may deem that the child is not settling well, (e.g. acute separation anxiety, ongoing toileting problems). The Director and the Executive Committee may then advise the parents of the following actions:

- Request the child's attendance at the school be delayed until a more suitable time, usually no longer than one term's delay.
- Request to terminate the child's enrolment. In this situation the Placement Fee would be refunded in full.

Children are admitted to the school in Terms 1, 2 and 3. Children are rarely admitted in Term 4, and then only at the Directors absolute discretion.

Children are admitted usually in the term in which they turn 3 years of age. However, the Director determines the exact date. When several new children are due to commence in one term, the individual start dates are staggered to assist the children in adjusting to their new environment, as well as minimising disruption to the rest of the class. Children will start in the designated term in order of readiness relative to the other children. The start date is dependent on the Directors' assessment of the child irrespective of whether or not the child is a sibling.

Tuition fees for new children to the school will be calculated on a pro-rata basis for the child's first term at school. The term fee payable will be based on the number of weeks (or part thereof), that remain in the term at the time the child commences.

Immunisation

It is currently a requirement of admission at the school that the child's immunisation status is as recommended by the NSW Department of Health. The school needs to sight an Immunisation Record for each child. In the event of an outbreak, non-immunised children will be required to withdraw from school for the duration of the outbreak.

Under the current NSW legislative requirements (Public Health Act) proof of a child's vaccination status must be provided prior to enrolment.

Parents/guardians must provide a copy of one or more of the following documents to enrol in a child care centre:

- an [ACIR Immunisation History Statement](#) which shows that the child is up to date with their scheduled vaccinations; or
- an [ACIR Immunisation History Form](#) on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
- an [ACIR Immunisation Medical Exemption Form](#) which has been certified by a GP.

The documents must be stored in a secure location for 3 years, unless a child transfers to another child care centre.

In the event of an outbreak, non-immunised children will be required to withdraw from school for the duration of the outbreak.

Definitions and Policies on 'Extended Day'

The Three Year Cycle

The Montessori philosophy works in three year cycles and the Montessori classroom is structured accordingly. When the child commences the cycle he attends school for three hours per day from 8:30am to 12 pm. When the Director determines the child is ready he will move into the "extended day" part of the program and will attend school from 8:30am to 2.30pm.

Early withdrawal of a child from this learning cycle is disadvantageous for the child and for the school. The child misses the most fruitful part of the Montessori experience. The final year in the classroom is the most rewarding in the cycle. It offers the child the opportunity to build on and consolidate skills, to realise the potential of the Montessori materials and to extend and enrich his understanding of the world. If a child is withdrawn prematurely the remaining extended day students lose one of their peers and the younger children lose a potential leader, teacher and role model. The older child cannot simply be replaced with a younger child and hence the age and gender balance of the class is disturbed.

Eligibility Guidelines for Extended Day (Kindergarten)

Castlecrag Montessori School has approval from the NSW Education Standards Authority to educate children up to and including the kindergarten year. The extended day program is equivalent to the Kindergarten year and we use the same cut-off date for enrolment in Kindergarten in a public school, which is July 31st. Children with birthdays in August to December do not participate in the extended day program unless they are staying the following year and completing 5/6 terms of extended day.

Readiness for Extended Day (Kindergarten)

The Director will determine when a child is ready to commence extended day. This will usually, but not always, be on or around the child's 5th birthday. In assessing whether a child is ready to commence extended day the Director will take into account a number of factors including the following:

- the child's social, emotional and learning needs;
- the child's capacity to remain at school for the longer day;
- the needs of the extended day group;
- the needs of the classroom as a whole.

Completion of the Three Year Cycle

The Director will determine whether a child has completed the three year cycle. Usually, but not always, this will involve completion by the child of between three and seven terms of extended day, with completion occurring at the end of the school year. Extended Day is defined as a minimum of three terms. By then the Director and parents of the child will have consulted regarding the child's readiness to move into another environment.

The following table illustrates scenarios for start and end dates for completion of extended day as per academic requirements. This table is not a reflection on when a child is eligible to start extended day but simply a reference for the completion of the cycle.

STARTS ED	MAY FINISH	MAY GO TO
2021 Term 1	2021 Term 4 (4 terms)	
2021 Term 2	2021 Term 4 (3 terms)	2022 Term 4 (7 terms)
2021 Term 3	2022 Term 4 (6 terms)	

Castlecrag Montessori School has approval from the NSW Education Standards Authority to educate children up to and including the kindergarten year.

Failure to complete the three year cycle will result in a loss of priority for siblings on the school's waitlist.

Prior to formally commencing at the service:

- Prior to the child's first day of school, educators and staff will familiarise themselves with information about the child from the enrolment information provided. They will ensure they are aware of any medical conditions and how to manage them if required.
- The teacher will meet with the parent/s and child and complete the new starter checklist. The teacher will engage with the child and provide activities for him/her to complete, should he/she wish to do so, whilst chatting with the parent/s and answering any questions they may have.
- If the parents are concerned about separation difficulty, the child is invited to come for playtime the week prior to commencement. A family member will remain on the premises during these

orientation visits. The child cannot be left at the service until they have formally commenced at the service.

Upon Commencement

On the first day of attendance educators and staff will welcome the family and the child. Educators will reassure the family and assist with separation if required. Parents are welcome to phone and check how their child is settling.

Deferrals

Requests by parents for deferred entry are generally not granted but each case will be considered on its merits. Requests for deferred entry must be made in writing to the Director.

The School may advise a deferred start in which case a place will be held without imposition of fees until a commencement date.

Director's Discretion

The Director has the discretion to consider the individual application of an enrolment in extenuating circumstances.

Roles and Responsibilities

Approved Provider

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Providing opportunities (in consultation with the Nominated Supervisor and staff) for interested families to attend the service during operational hours to observe the program and become familiar with the service prior to their child commencing in the program.
- Ensuring that enrolment forms (refer to Definitions) comply with the requirements of Regulations 160, 161, 162.
- Ensuring that enrolment records (refer to Definitions) are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service (Regulation 183).
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).

Administrator

- Providing enrolment application forms.
- Maintaining a waiting list.
- Collecting, receipting and banking waitlist and enrolment fees.
- Offering places in line with this policy and criteria for priority access, and providing relevant paperwork to families in accordance with this policy.
- Providing a report each term to the approved provider regarding the status of enrolments.
- Storing completed enrolment application forms in a lockable file (refer to privacy and confidentiality policy) as soon as is practicable.

Early Childhood Educators / Nominated Supervisor / Certified Supervisors

- Acting in accordance with the obligations outlined in this policy.
- Responding to enrolment enquiries on a day-to-day basis and referring people to the person responsible for the enrolment process, as required.

- Ensuring that enrolment forms are completed prior to the child's commencement at the service.
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).
- Developing strategies to assist new families to: » feel welcomed into the service; » become familiar with service policies and procedures; » to develop and maintain a routine for saying goodbye to their child.
- Providing comfort and reassurance to children who are showing signs of distress when separating from family members.
- Sharing information with parents/guardians regarding their child's progress with regard to settling in to the service.

Families

- Reading and complying with this policy.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Act Application) 2010: 175
 Education and Care Services National Regulations 2020
 Privacy Act 1988 (Cth)
 Health Records and Information Privacy Act 2002 (NSW)
 Family Assistance Law www.dss.gov.au

Related Guidelines, Standards, Frameworks

National Quality Standard: 4.2, 6.1, 7.3

Related Policies

Confidentiality
 Privacy
 Fee
 Family Participation and Communication
 Anti Bias
 Cultural Diversity

Sources

Community Early Learning Australia
 Department of Education, Employment and Workplace Relations – www.deewr.gov.au

Theme 9: Other school policies

A. Student Welfare

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

1. Minimises risk of harm and ensures students feel secure
2. Supports the physical, social, academic and emotional development of students
3. Provides student welfare policies and programs that develop self-worth and foster personal development

To ensure that all aspects of the school’s aim to provide for a student’s welfare are implemented, the following policies and procedures were in place (or developed) during 2016:

Policy	Changes/Proposed Changes in 2021	Access to Full Text
Policies Relating to Student Welfare		
<p>Pastoral Care</p> <p>The school aims to create an atmosphere in which children feel secure, valued and encouraged in their learning, growth and social development. Pastoral care is an approach to education which attempts to value and develop each member of the school community. It addresses the social, cognitive, emotional, spiritual and physical needs of the students so that each child has the opportunity to reach his/her potential, and acquire the skills to cope with life.</p> <p>The school aims to:</p> <ul style="list-style-type: none"> • Create a safe and healthy environment in which the children feels secure and nurtured; • Promote the development of the whole child; • Help children grow in self-worth, confidence and independence of thought; 	<p>No changes were made in 2021.</p>	<p>The full text of the school’s pastoral care statement can be accessed in the policy manual that each parent receives via email. Parents may request a hard copy by consulting the office administrator.</p>

Policy	Changes/Proposed Changes in 2021	Access to Full Text
<ul style="list-style-type: none"> To protect children from physical, social, emotional and intellectual harm To encourage tolerance, empathy and sensitivity to the needs of others; To promote warm, positive and respectful relationships between children, staff and parents. 		
<p>Child protection policy encompassing</p> <ul style="list-style-type: none"> Goals Definitions Strategies Mandatory Reporting Documentation Disclosures of Abuse Allegations of Abuse against staff etc. Informing the educator, volunteer, student Rights of all parties Confidentiality 	No changes made.	The full text of the school's Child Protection Policy can be accessed in the policy manual that each parent receives via email. Parents may request a hard copy by consulting the office administrator.
Appropriate Behaviour Policy	No changes made.	Policy manual and parent handbook emailed to parents. Hard copies are available in the office.
<p>Work Health and Safety Policy and</p> <ul style="list-style-type: none"> General safety procedures Emergency and evacuation procedures Cleaning and Maintenance Procedures 	<p>No changes made to the WHS Policy in 2021.</p> <p>WHS guidelines (including procedures and workplace instructions) reviewed.</p>	<p>Full text in WHS guidelines. The WHS guidelines are kept in the office. Parents may request a copy by consulting the office administrator.</p> <p>Policy manual and parent handbook emailed to parents. Hard copies are available in the office.</p>
<p>Risk Management</p> <ul style="list-style-type: none"> Supervision Policy 	No changes made in 2021.	Full text of risk management procedures in WHS Guidelines.

Policy	Changes/Proposed Changes in 2021	Access to Full Text
<ul style="list-style-type: none"> • Excursion Policy • Safe and Supportive Environment • Sun Protection Policy • Accident Prevention 	<p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p>	<p>Parents may request a copy by consulting with the office administrator.</p> <p>Parents received soft copy of policy manual via email. Parents may request a hard copy by consulting the office administrator.</p>
<ul style="list-style-type: none"> • Children with Additional Needs • Student Attendance • Arrival and Departure • Acceptance and Refusal of Authorisations • Transition to school • Medical Conditions • Nutrition policy • Anti-Bias 	<p>No changes made in 2021.</p> <p>No changes made in 2020.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p>	<p>Full text in policy manual which was issued to all parents via email. Parents may request a hard copy by consulting with the office administrator.</p>

Policy	Changes/Proposed Changes in 2021	Access to Full Text
<ul style="list-style-type: none"> • Aboriginal awareness • Inclusion/Cultural Diversity • Lockdown Procedure • Immunisation • Code of Conduct for Staff • Code of Ethics 	<p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>Replaced with updated Code of Ethics written by Early Learning Australia</p>	
<p>Communication Procedures encompassing</p> <ul style="list-style-type: none"> • Family Participation and Communication • Formal interviews • Informal interviews • Observations • Parent Education Evenings and Committee Meetings <p>Management and Operation of the School Policies and procedures encompassing</p> <ul style="list-style-type: none"> • Confidentiality • Recruitment • Privacy • Educational and Financial Reporting 	<p>No changes made in 2021.</p> <p>No changes made in 2021.</p> <p>No changes made in 2021.</p>	<p>Information available in Parent Handbook</p> <p>Full text in policy manual. Parents may request a hard copy by consulting with the office administrator.</p> <p>Documents in Governance Folder in Office. Parents may request a hard copy by consulting with the Office Administrator.</p>

B. Summary of Anti-Bullying Policy

Castlecrag Montessori School rejects all forms of bullying. All children and staff have the right to be treated fairly and with dignity in an environment free from intimidation, victimisation, harassment, disruption and discrimination.

All members of Castlecrag Montessori School community contribute to preventing bullying by promoting and modelling appropriate behaviour and respectful relationships. The policy provides a definition of bullying and the responsibilities of the staff and school community in relation to this issue. Full text of the school’s anti-bullying policy is available to all members of the school community through the policies manual via email or in hard copy from the school administrator. No changes were made to this policy in 2021.

C. Summary of Policies for Student Discipline

Students are required to abide by the school’s rules and to follow the directions of teachers. The disciplinary model within the Montessori environment encourages self-discipline and positive approaches to misbehaviour. Conflict resolution techniques are employed to resolve conflict in the classroom and on the playground. In extreme cases contact is made with parents of the student. No changes were made to the policies for student discipline in 2021. Full text of the school’s disciplinary policy and associated procedures is available to all members of the school community through the policies manual.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness and involve parents in the processes of procedural fairness.

D. Summary of Policies for Complaints and Grievances Resolution

The school’s policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents. All reported complaints remain confidential and are dealt with in an unbiased manner taking into account the principles of procedural fairness. Parents are welcome to call the school, email, or make an appointment to see the teacher to communicate their concerns. If dissatisfied with the outcome from the initial meeting, subsequent meetings are scheduled with the teacher and the Principal (2nd Meeting) and President (3rd Meeting) in attendance. If the matter remains unresolved the parent may make a written request to have the matter discussed by the Executive Committee and Principal. Formal complaints are to be made in writing and will be investigated and acted upon by the Principal and President.

The full text of the school’s policy and processes for complaints and grievances resolution is provided in the school’s parent handbook and school policy manual. The manual was issued to all parents via email. Parents can request a hard copy from the office administrator. No changes were made to these policies and procedures in 2021.

Theme 10: School determined improvement targets

Achievement of Priorities identified in 2020 Annual Report

Area	Priorities	Achievements
Policies	Review Policies and Procedures	Providing a Child Safe Environment Policy written.

Area	Priorities	Achievements
Staff Development	<p>Each educator to observe at a different Montessori school.</p> <p>Attendance at Montessori conference or preferred course/s of own choosing.</p>	<p>Deemed inappropriate with Covid Protocols continuing.</p> <p>Online training due to Covid, apart from CPR update.</p>
Staff Welfare	<p>Celebrate staff birthdays, end of year celebration.</p> <p>Continue to promote a sense of wellbeing amongst staff.</p>	<p>Birthdays celebrated, small end of year celebration.</p> <p>No loss of staff despite the impact and demands on staff related to Covid.</p>
Work Health and Safety	<p>Review work, health and safety guidelines.</p> <p>Staff to renew CPR certificate.</p>	<p>Achieved</p> <p>Achieved</p>
Facilities and Resources	<p>Determine longevity of school before purchases.</p> <p>Classroom refurbished with new tables, chairs and shelves.</p>	<p>School has the funds to operate for another 3 years so money spent on updating furniture and resources.</p>
Administrative	<p>Write a staff immunisation procedure. Create a template for recording the immunisation status of staff.</p>	<p>No procedure written, however staff vaccinations for Covid and influenza recorded and verified.</p>
Parent Involvement	<p>Provide parent education meetings based on the different areas of learning in the classroom. Familiarise parents with the Montessori materials to increase their understanding of what the children do in the classroom.</p>	<p>Only one face to face parent education meeting due to Covid. Well attended and successful. Other parent meetings well attended on zoom.</p>
Curriculum		
English	<p>Greater use of computer for writing name, words and sentences and creating books with book creator app.</p>	<p>Some basic typing work (phonetic words and names) achieved.</p>
Maths	<p>Greater use of baric tablets, equal arm balance and scales in exploring mass.</p>	<p>Resources used and children demonstrated a solid understanding of their explorations of mass in their recordings.</p>

Area	Priorities	Achievements
Science and Technology	<p>Greater use of experiments and more opportunities for cooking.</p> <p>Daily use of the iPad by and with the children in sourcing information, illustrations.</p>	<p>Experiments undertaken and enjoyed. The children began sharing their own experiments that they had carried out at home and that we could engage in at school.</p> <p>Cooking deemed inappropriate with the ongoing risk of Covid.</p> <p>The iPad was used extensively to find out information and participate in lockdown lessons provided by the zoo, department of education, farms etc.</p>
Creative Arts	<p>Ongoing learning about composers and artists and their compositions.</p> <p>Better use of percussion instruments.</p>	<p>Partial achievement for composers. Achieved for artists.</p> <p>Partial achievement. New instruments purchased in December to broaden the range of experiences next year.</p>
PDHPE	<p>Exploration of own feelings and ways to identify and manage feelings. Exploration of other people's feelings and how they impact on us. Managing difficult situations.</p>	<p>Achieved. Children able to identify their feelings and this awareness led to a growth in self-regulation as the year progressed.</p>
History	<p>Greater involvement of families in communicating their family heritage to the class.</p>	<p>Not achieved with Covid restrictions.</p>
HSIE	<p>Organise at least 3 excursions into the community.</p> <p>Organise people from the community to visit.</p>	<p>Achieved and successful. Three trips to the local park to trial the format and experiences for the establishment of a bush school program. Information book written.</p>
Geography	<p>Increased use of spatial technologies such as Google Earth and Google Maps to</p>	<p>Achieved.</p>

Area	Priorities	Achievements
	explore familiar and non-familiar environments.	

Achievement of Other Priorities for 2021

Area	Priorities	Achievements
Administrative	Remain open during lockdown and throughout year.	Achieved.
Administrative	Employment of professional companies to enhance our online presence on Google and social media.	Achieved.
Facilities and Resources	Clean out of all storage areas and shed with only one storeroom to be used for archiving.	Achieved.
Facilities and Resources	<p>Purchase new storage cupboards to house items previously stored in shed.</p> <p>Purchase vacuum cleaner.</p> <p>Purchase wet weather gear, gumboots for children to participate in bush school.</p> <p>Purchase storage racks for gear.</p> <p>Purchase new sofa for upstairs area.</p> <p>Purchase new floor rugs for classroom.</p> <p>Purchase TV for zoom sessions with children staying home during lockdown.</p> <p>Purchase of new books for library.</p> <p>Purchase of new musical instruments (percussion).</p> <p>Purchase of new iPad for teacher's use.</p>	<p>Achieved.</p> <p>Achieved.</p> <p>Achieved.</p> <p>Achieved.</p> <p>Achieved.</p> <p>Received as a gift from a family.</p> <p>Achieved. – 50 texts purchased.</p> <p>Achieved.</p> <p>Achieved.</p> <p>Achieved.</p>

Area	Priorities	Achievements
	Replace worn Montessori materials such as the Pink Tower, cards and counters, missing farm animals. Purchase of new classroom puzzles.	Achieved.

2022 Areas for Improvement – Not Applicable

We are not continuing with our Registration to Provide Kindergarten as we have no children enrolling in the Program in 2022.

Theme 11: Initiatives promoting respect and responsibility

It is of vital importance that all of the children experience and understand that they are valued and important members of the school community. Staff and parents work together to care and provide support for the children that will foster self-esteem, mutual respect and a sense of responsibility.

The Montessori environment is structured to promote respect and responsibility in the daily life of the classroom. For example, one of each activity in the classroom fosters patience and respect; activities are replaced in the correct position and in the condition in which they were found to enable others to find and use the activities; tables are cleaned and spills dealt with so that no-one slips; chairs are pushed in to prevent others from stumbling; snack plates are washed and dried so that they are ready for use by another; materials are used in an appropriate way because they belong to everyone. The children also care for the classroom by washing windows, watering plants, dusting shelves, sweeping the playground and mopping the floors. The mixed age group (3-6 year olds) provides the kindergarten children with the opportunity to assist and teach their younger peers and take on a leadership role within the community.

Respect for the child is at the heart of Montessori philosophy. The role of the teacher is to model the behaviour desired in the children taught. As the teacher shows respect for others, the environment and self the child learns to respond in a similar way.

Theme 12: Parent, student and teacher satisfaction

As a parent run and funded school, we not only welcome and encourage parent involvement but depend upon the participation of all families for the continued operation of the school.

The Executive Committee is responsible for matters of school management. Members of the executive committee are volunteer parents elected annually by the parent body at the annual general meeting or elected by a majority committee to fill casual vacancies. The executive committee (President, two Vice-Presidents, Secretary, Administrator and Treasurer) is responsible for managing the non-teaching affairs of the school: staffing, finances, enrolments, building and grounds maintenance, school policies (non-teaching) etc. The stability, dedication and regular reports of the Executive Committee indicated a good level of satisfaction with their roles within the school and satisfaction with the school itself during most of the year, despite the ongoing stress of managing a preschool during a pandemic.

Parent meetings occur once a term on Wednesday evenings from 7:30pm. All parents are welcome at these informal meetings, which provide an opportunity for parents to have a say in the running of the

school. Monthly accounts and correspondence are presented, enrolment levels discussed and any other matters worked through. These meetings were well attended during 2021 perhaps because they were conducted on zoom. Discussions throughout the year indicated that parents were happy with the school and willing to donate time, expertise, money, and resources. Parents' concerns were related to the impact of Covid and need for support during lockdown for those whose children did not attend.

Parents participate in working bees, home tasks, cracker, and laundry rosters. Parents are also responsible for fundraising. With Covid, no fundraising took place. Feedback from parent interviews continued to be very positive with many parents registering their appreciation and commenting on their child's love of school.

The children demonstrated their satisfaction and enjoyment of school through their eagerness to contribute to the classroom community. They maintained order in the environment by cleaning shelves, tables, chairs and windows; washing cloths and dishes, sweeping indoor and outdoor areas and ensuring activities were replaced on the shelves correctly. They also assisted the new children in their transition to school by helping them with activities, turning on taps, locating materials, keeping them company at playtime etc. All of this was done of the children's own accord and initiative. The children's satisfaction was also evident in their happy demeanour, strong work ethic and developing skills and knowledge. Parents regularly commented on the children's enthusiasm for school and devastation if they were unwell and/or unable to attend due to Covid concerns.

Informal feedback from myself and the assistants indicated a much lower level of job satisfaction with Covid resulting in decreased numbers of students, an increase in our workload and concerns for our own health and wellbeing. Staff supported each other by taking extra shifts on when colleagues were unwell. They noted that they didn't always feel respected by the parent body, particularly when sick children were sent to school. The year ended on a more positive note with the executive committee maintaining a more supportive and understanding attitude toward staff concerns.

Educational and Financial Reporting

Policy

Castlecrag Montessori School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister of Education and the Australian Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

Procedures

The Director is responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.

The Director is responsible for the collection, analysis and storage of educational data and the Administrator is responsible for the collection, analysis and storage of financial data.

The Director determines the specific content to be included in each section of the report and reviews this each year to ensure ongoing compliance, relevance and usefulness.

The Director ensures the report is prepared in an appropriate form to send to the New South Wales Education Standards Authority.

Timetable

Date	Task	Person Accountable
April 1	Review requirements of Annual Report and identify all policies and procedures that need to be revised.	Director (Principal)
May 1	Financial data to be tabled.	Administrator
May 1	Revised policies and procedures to be presented to the Executive Committee.	Director
May 21	Policies and procedures to be signed off.	Executive Committee
June 20	Annual Report to be written.	Director
June 28	Annual Report to be submitted online to NESA, posted on school noticeboard and posted on school website.	Director

Requests for additional data

From time to time the Commonwealth Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the School Director (Principal) is responsible for coordinating the school's response. The Director is responsible for the collection of the relevant data and for ensuring the provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Theme 13: Summary of Financial Information

CASTLECRAG MONTESSORI SCHOOL SUMMARY OF INCOME AND EXPENDITURE FOR NESA ANNUAL REPORT

2021

Recurrent/capital income

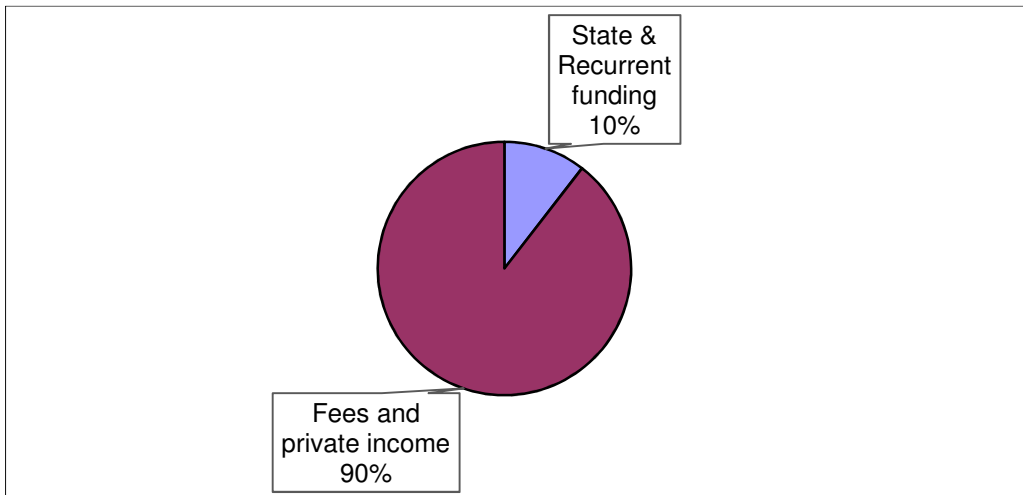
State & Recurrent funding	49,417
Fees and private income	421,453
	<u>470,870</u>

Recurrent/capital expenditure

Capital expenditure	0
Non-salary expenses	130,493
Salaries, allowances, related expenditure	299,327
	<u>429,820</u>

FOR YEAR END 31 DECEMBER 2021

(a) Recurrent/Capital Income



(b) Recurrent/Capital Expenditure

