

SOUTHERN MONTESSORI SCHOOL



Education In Harmony With Life

**School Parent
Information Handbook
2019**

"Children are travellers through life, who observe the new things amongst which they journey and who try to understand the unknown tongue spoken by those about them.

Teachers and parents are the guides of these travellers just entering the great world of human thought."

- Dr. Maria Montessori

Welcome to **SOUTHERN MONTESSORI PRIMARY SCHOOL**

This is your **PARENT HANDBOOK**.
It contains general information about the School and its programmes.

2019 TERM DATES

	Begins		Concludes		
Term 1	Tuesday	29 th January	Friday	12 th April	11 weeks
Term 2	Tuesday	30 th April	Friday	28 th June	9 weeks
Term 3	Tuesday	23 rd July	Friday	27 th September	10 weeks
Term 4	Tuesday	15 th October	Friday	13 th December	9 weeks

Parents please note that school terms normally begin on Tuesdays. This enables all staff to have four professional development days each year.

PUBLIC HOLIDAYS FOR 2019

11 th March	Adelaide Cup Day	19 th April	Good Friday
22 nd April	Easter Monday	25 th April	Anzac Day
10 th June	Queen's Birthday	7 th October	Labour Day

6th September – School Closure for Staff Professional Development Day during the Royal Adelaide Show

Royal Adelaide Show – 30th August to 8th September

Handbook Updated November 2018
Danielle Johncock



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School Ethos



VISION

A Montessori learning environment that involves families, educators and the broader community in empowering children to reach their potential.

MISSION



We provide a challenging and diverse education that fosters independence, respect and collaboration and a love of learning, and supports children to be valuable members of the Community and care for the environment.

LOGO

The school's logo was designed by staff, parents and students. The symbols used represent the following elements of our school's philosophy and vision:

The Triangle - This was selected to represent the three areas that we believe need to work in harmony to support children in their life's journey – these areas are the home, school and the community.

The Stars - These represent the **Southern Cross** and besides the link to the word 'Southern' in our school's name, it was included because it is a recognised symbol in Aboriginal Dreaming and was thought to be a way for the community to acknowledge that the school stands on Kurna lands. This connection further adds weight to the Montessori ideal of nurturing in students a strong sense of environmental responsibility.

The Wave Lines - These also have a dual meaning representing the three Montessori cycles through which our children pass as they complete their pre-primary and primary education as well as the beauty and harmony of the geographic location – combining the rolling shape of the hills, the Christies Creek which borders our site and the sea.

The Dove - This stands as a symbol for the spirit of the child which we hope will be liberated, and with the support of us all working together, will realise its talents and put them to work in helping to shape a better, more peaceful world. The dove is also an internationally recognised symbol for peace, which reflects Maria Montessori's hope for world peace through education.

The School Colours - The school colours, navy, white and gold, were selected to add visual strength to the symbols used.

The logo was formally adopted as part of the celebrations to mark the occasion of the school's move to its first permanent site at O'Sullivan Beach and was launched at the official Opening Ceremony held on 31st August, 1996, one year after the actual move. The 31st of August was chosen for this special event in our Centre's history as it is Maria Montessori's birth date and is therefore a special day for our community.



Educational Philosophy

We believe in the philosophical principles of Montessori Education

Our school's policies, procedures and practices are underpinned by Montessori philosophy and based on a deep understanding of child development and how children learn. The Montessori approach recognises the potential and uniqueness of children and their immense capacity to learn when provided with a carefully

prepared environment, specifically developed materials and curriculum, and highly skilled, caring and observant teachers.

Within this framework:

- ***We will*** provide opportunities for students to develop the self-discipline needed to take increasing responsibility for their behaviour, so they can contribute in a meaningful and responsible way to their environment and community, and participate effectively in democratic decision making.
- ***We will*** endeavour to support children to realise their full potential as intelligent and capable learners through the provision of individualised programs which value students' diverse experiences and acknowledge their unique strengths and needs.
- ***We will*** provide a stimulating learning environment which facilitates the development of intellectual curiosity, ethical, critical and creative thinking, love of order, concentration and independence so that children feel empowered to take risks and develop confidence in themselves as problem solvers and life-long learners.
- ***We will*** explicitly teach practical life skills and provide opportunities for children to apply these skills to enable them to become increasingly self-reliant and develop self-belief.
- ***We will*** provide opportunities for parents to participate in our Montessori community, respecting their role as their child's first teacher. We will support parents, through informal discussion and formal information sessions, to incorporate Montessori philosophy into their child's home life.
- ***We will***, as educators, reflect the values and principles of Montessori philosophy in our daily practice, and participate in professional learning at many levels to ensure that we maintain a culture of best practice methodology and continuous professional improvement.



School Aims



AIMS

Southern Montessori School aims to encourage and provide opportunities for students to develop and enhance their:

- enjoyment and appreciation of the process and relevance of learning
- ability to use their skills and understandings to explore the world of ideas, society and the material world
- willingness to contribute actively and constructively to their own learning
- creative and divergent thinking
- ability and confidence to transfer their learning to new situations and use it for new purposes
- ability to find, understand and use information
- use of information technology, where appropriate, in all areas of the curriculum
- effective communication of ideas
- values, attitudes and interpersonal skills
- co-operative rather than competitive skills
- self-discipline through mutual trust and respect and through modelling and practice of effective conflict resolution skills rather than coercion.
- the ability to make informed decisions in matters of:
 - morality, ethics and social justice
 - health and physical well being
 - interaction with their social and natural environments
 - a positive and realistic concept of self
 - a commitment to the democratic process.



The Montessori Approach

"Our aim is not merely to make children understand, and still less to force them to memorise, but also to touch their imaginations and to enthuse them to their innermost core." - Dr. Maria Montessori

Montessori education was founded by Dr. Maria Montessori. The following overview will help you understand how the Montessori Method of education began, what makes it unique, how it works and what happens after a child leaves the Montessori school.

WHAT IS MONTESSORI?

Montessori is a philosophy with the fundamental tenet that a child learns best within a social environment which supports each individual's unique development.

It offers a broad vision of education as an aid to life. Montessori is designed to help children with their task of inner construction as they grow from childhood to maturity. It succeeds because it draws its principles from the natural development of the child. The inherent flexibility allows the method to adapt to the needs of the individual, regardless of the level of ability, learning style, or social maturity.

HOW DID IT BEGIN?

Dr. Maria Montessori, the creator of what is called "The Montessori Method of Education", based this new education on her scientific observations of young children's behaviour. As the first woman physician to graduate from the University of Rome, Maria Montessori became involved with education as a doctor treating children labelled as mentally challenged. Then in 1907 she was invited to open a care centre for the children of desperately poor families in the San Lorenzo slums of Rome. She called it a "Children's House" and based the program on her observations that young children learn best in a nurturing environment, filled with developmentally appropriate materials that provide experiences contributing to the growth of self-motivated, independent learners.

Through scientific observation, she came to see how children interacted with one another, learned through the use of materials she provided, and went through specific phases of development.

She continued to observe children around the world, and found that the universal laws of development she had recognised were inherent to children of all races and cultures. The Montessori approach to education continues to be respected and practiced internationally.

Montessori's dynamic theories included such revolutionary premises as:

- Children are to be respected as different from adults and as individuals who are different from one another
- Children create themselves through purposeful activity
- The most important years for learning are from birth to age six
- Children possess unusual sensitivity and mental powers for absorbing and learning from their environment, which includes people as well as materials.

HISTORY OF SOUTHERN MONTESSORI EDUCATION CENTRE INC.

Southern Montessori School is a non-government, not-for-profit school offering programs from 12 months old through to Year 9. It was founded in 1987 by a group of parents who wanted Montessori primary education for their children. The school moved to its present location in 1995, purchasing the building from the Department of Education. The school was officially re-opened on its new site on 31st August 1996.

Although not specially designed to suit the needs of children learning in a Montessori environment, every effort is made to ensure that classrooms are aesthetically pleasing and well organised.

The school has affiliations with the Montessori World Educational Institute. The governing body is a Board of Governors, elected from the parent body at the Annual General Meeting held each March.



The Montessori Approach

The “Whole Child” Approach

The primary goal of a Montessori program is to help each child reach their personal best in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation. The holistic curriculum encourages children’s inherent *love of learning* by giving them opportunities to engage in meaningful activities under the guidance of a trained adult. Through their work, the children develop concentration, motivation, persistence and discipline. Within this framework of order, the children progress at their own pace and rhythm, according to their individual capabilities, during the crucial years of development.

The “Prepared Environment”

In order for self-directed learning to take place, the whole learning environment – room, materials, and social climate – must be supportive of the learner. The teacher provides necessary resources, including opportunities for children to function in a safe and positive climate. The teacher thus gains the children’s trust, which enables them to try new things and build self-confidence.

The Montessori Materials

Dr. Montessori’s observations of the kinds of things which children enjoy and go back to repeatedly, led her to design multi-sensory, self-correcting materials which facilitate learning and lead to the construction of knowledge and the understanding of abstract ideas.

The Teacher

Originally called a “Directress”, the Montessori teacher functions as designer of the environment, resource person, role model, demonstrator, record keeper, and observer of each child’s behaviour and growth.

The teacher acts as a facilitator of learning. In addition to meeting South Australian Teacher Registration requirements, teachers at Southern Montessori are required to undertake a minimum of a full course of practical workshops required for an MWEI Diploma and are strongly encouraged to undertake the MWEI Montessori Diploma which has Australian university accreditation.

HOW DOES IT WORK?

Each Montessori class, from Baby Steps through to Year 9, operates on the principle of choice within limits. Every program has its set of ground rules which differ from age to age, but is always based on core Montessori beliefs – respect for each other and for the environment.

Children are free to work at their own pace and encouraged to strive for personal best. The teacher relies on his or her observations of the children to determine which new activities and materials may be introduced to an individual child or to a small or large group. The aim is to encourage active, self-directed learning and to strike a balance of individual mastery with small group collaboration within the whole group community.

The multi-age grouping in each class provides a family-like grouping where learning can take place naturally. More experienced children share what they have learned while reinforcing their own learning. Because this peer group learning is intrinsic to Montessori, there is often more conversation – language experiences – in the Montessori classroom than in conventional early education settings.



The Montessori Approach

HOW IS CREATIVITY ENCOURAGED?

Creativity flourishes in an atmosphere of acceptance and trust. Montessorians recognise that children, from toddlers to teenagers, learn and express themselves in very individual ways.

Music, art, storytelling, movement and drama are part of every Montessori program. But there are other things particular to the Montessori environment which encourage creative development, for example:

- many materials which stimulate interest and involvement;
- an emphasis on the sensory aspect of experience; and
- the opportunity for both verbal and nonverbal modes of learning.

HOW CAN A "REAL" MONTESSORI CLASSROOM BE IDENTIFIED?

Since Montessori is a word in the public domain, it is possible for any individual or institution to claim to be Montessori. An authentic Montessori classroom must have the following basic characteristics at all levels:

- Teachers educated in the Montessori philosophy and the methodology for the age level they are teaching, who have the ability and dedication to put the key concepts into practice
- A partnership established with the family. The family is considered an integral part of the individual's total development
- A multi-aged, multi-graded heterogeneous grouping of students
- A diverse set of Montessori materials, activities and experiences which are designed to foster physical, intellectual, creative, social and personal independence
- A schedule which allows large blocks of time to problem-solve, to see connections in knowledge and to create new ideas
- A classroom atmosphere which encourages social interaction for cooperative learning, peer teaching, and emotional development.

WHAT HAPPENS WHEN A CHILD LEAVES MONTESSORI?

Montessori children are usually adaptive. They have learned to work independently and in groups. Since they've been encouraged to make decisions from an early age, these children are problem-solvers who can usually make choices and manage their time well.

Research has shown that a good predictor of future success is self-esteem. As Montessori programs are based on self-directed, non-competitive activities, they help children to develop good self-images and engender confidence to face challenges and accept change with optimism.



STAFF

General Information

Principal

NOEL BROWNE – Dip. T, B. Ed, M. Ed

Assistant Principal Director of ELC

HEATHER McINERNEY - B. Ed (JP/Primary - Honours)
Dip. Montessori Leadership & Practice
Advanced Dip. of Community Sector Management
Master of Educational Leadership & Management

Business Manager

DAVID ANDERSON – Associate Institute of Public Accountants

Office Administrator

DANIELLE JOHNCOCK – Cert III
Education Support

JANINE JOSE -

Teachers

Cycle 1 Reception

RACHEL JOHNS
B.Ed. Prim, B.A

ANNE-MARIE CUMMINGS
B.Ed. ECE, B. Psych, Diploma
Montessori Studies

Cycle 1 Reception

KAREN VIANELLO
B.Ed (JP/Primary), Grad. Dip. Aboriginal Stud
Montessori Dip of Early Ch/hood & Prim Educ

Cycle 2 Year 1 / 2 / 3

WENDY HUMPHREYS
B. ECE

Cycle 2 Year 1 / 2 / 3

JUDY PEMBERTON
M.T.(JP/Primary), B.A., G.Dip. Bus

JO BUICK
B. Ed. EC./B.A.

Cycle 2 Year 1 / 2 / 3

KRISTY DUNSTAN
B. ECE

Cycle 3 Year 4 / 5 / 6

MICHELLE YOUNG
B. Ed. (JP/Primary)
Montessori Dip of Early Ch/hood & Prim Educ

LEA SIMMONS
B. Ed (JP/Primary-Honours)

Cycle 3 Year 4 / 5 / 6

RENEE BORGMAN
B.A., Grad.Cert.TESL., M.T.Prim.

Cycle 3 Year 4 / 5 / 6

ALISON FISH
B. Sc. Dip.Ed. (JP/Primary – Honours)

Cycle 4 Year 7 / 8 / 9

JAMES MINGORANCE **ABBY SCHULTZ**
B. Ed. Mid.Sec / B. Hlth Sc. B. Educ. (P-10)

BEN NOBLE
B.Ed.Mid.Sec./B.A.

Teacher/Italian

MARIA NIEDORFER
B. Ed (JP/Primary)

Teacher/Expressive Arts

LEA SIMMONS
B. Ed (JP/Primary-Honours)

Teacher/Music

JENNY CHILVERS
B. Ed (JP/Primary)

Special Education

ANNA GOLAB
B.Ed Dip T (ECE), Masters Special Educ., Diploma of Education Montessori

Classroom Assistants

JANE BRISTOW
Dip. Early Childhood Educ & Care

JODIE MILDE
Cert IV Educ Support

TERESA O'BRIEN
B. Arts Journalism

TIM ROSS
Cert III Childhood Education and Care

DESIREE SANTOS

Library

JILL McCLORY

Grounds

SHANE LEE

PRIMARY SCHOOL HOURS

8.50 AM - 3.20 PM

Lessons Commence at **9.00 AM** - a staff member is on duty at 8.30-8.50 am.

Dismissal at **3.20 PM** – a staff member is on duty 3.20-3.40pm



General Information

MIDDLE SCHOOL INFORMATION

ADDRESS: 12 Baden Terrace, O'Sullivan Beach SA 5166

KARAWATHA HALL

RECEPTION and ADMINISTRATION: Teresa O'Brien
PHONE: 08 8382 7290

MIDDLE SCHOOL HOURS

School Opens: 8.15 am - with staff member on duty
Lessons Commence: 8.35 am – to allow for travel off campus
Dismissal: 3.20 pm

MIDDLE SCHOOL UNIFORM

The Middle School students have their own hats, polo tops and jumper which can only be bought from Lowe's at Noarlunga Centre.

PAYMENTS

Cash and cheque payments can be received and receipted at the Middle School. Any EFTPOS payments can be made directly with the School Office or Credit Card details taken at the Middle School then processed as normal through the School Office

CORRESPONDENCE

All general correspondence and phone enquiries are to be directed to the Office at:
53 Galloway Road, O'Sullivan Beach 5166, Phone: 8384 7233, Fax: 8384 8904
Email: admin@southernmontessori.sa.edu.au

CHANGE OF ENROLMENT / EMERGENCY CONTACT DETAILS

THIS IS VERY IMPORTANT- Please ensure the Centre is advised **immediately** of any changes to Enrolment Details such as:

- **phone numbers**
- **address**
- **emergency contacts**
- **medical information**



General Information

ARRIVAL & DEPARTURE

Please ensure that children arrive (8.50 am) and depart (3.20pm) ON TIME. The period before school is a time for staff to prepare the classroom for the day. Please do not bring your child earlier than 8.30am as there is no teacher on duty before this time.

In the interest of child safety, parents are asked to remind their children that once dropped at school, they should not leave the school grounds under any circumstances unless they have permission to do so from their teacher. Children need to be collected promptly at the end of school as it is important for staff to have time to tidy the classroom, prepare lessons, and update records. Please note that, for safety reasons, children are not permitted on the playground equipment after school. There is a teacher on duty until 3.40pm. Unsupervised children must remain with the teacher on duty until their parent or caregiver arrive. At 3.40pm any remaining children will be sent to the office and parents/caregivers will be contacted.

If your child is to be collected from school by someone other than yourself or the regular carer, please inform your child's teacher. **Note:** If you wish to meet with the teacher, please arrange an appointment to ensure that there is no disruption to classroom routine and sufficient time to discuss questions.

LATE ARRIVAL/EARLY DEPARTURE

Children arriving at school after 9.00 AM or departing the school before 3.20pm will need to report to the Front Office and sign the late/early departure sheet. If departing early the front office staff will call down to the classroom to ask your child to come to the office to meet you.

ABSENCES

- It is important and your responsibility to notify the school by **9.00 AM** if your child will be absent or late. This is most easily done via the absentee option on the phone.
 1. If a parent has not contacted school by 9.30am, school contacts the parent via SMS. Work numbers and home numbers are tried after no response from the SMS by 9.45am. The time of call is noted.
 2. Parent / Caregiver #2 listed on PC School is contacted.
 3. We know of some families where grandparents / other relatives or family friends sometimes bring children to school. Where their names are recorded on family information, they are then contacted as in the steps above.
 4. If none of the above are successful, we endeavour to contact the emergency contacts listed on PC School.

SAFETY

- Children will need to remain on school grounds until collected by parents or carers.

CAR PARKING

- Parent parking is available along and off Galloway Road and Hunter Road from which the school can be accessed by walking over the Christies Creek foot bridge at the rear of the school.
- **The small car park is strictly for staff use only.** However it may be used by Board Members when on school business only, and they will need to collect and display a permit at such times.
- **The joint school access road is not to be used for dropping off students.**

VISITING THE CLASSROOM

- Children need at least 3-6 weeks to adjust to their new surroundings, form new friendships and build trust in their teachers.
- Parents are welcome to observe in class after this period *by prior arrangement*.



COMMUNICATION

General Information

Effective communication is vital if we are to function well as a school community.

Therefore we:

- try to make time to talk to parents informally
- encourage parent/teacher meetings by prior arrangement
- have parent information nights and social events
- have introduced a student diary to facilitate home/school communication

- NOTICE BOARD**
- You never know what you could be missing out on if you don't read the notice board! Via this means of communication, the school keeps parents informed of special events, children's activities and other important community information. This is now located in the tiled foyer near the stairs leading to the office.

- NOTICES & BULLETINS**
- These provide important information about coming events, important dates, reports from committees who are acting on behalf of the school community, as well as giving parents information about Montessori matters and wider educational issues.
 - **Bulletins and reminders** are issued fortnightly to ensure that families are kept informed of school events. They are sent via the School Star App to every parent/guardian who has registered. They are also available on the School website at: www.southernmontessori.sa.edu.au.

- WEBSITE**
- www.southernmontessori.sa.edu.au

- SCHOOL STAR APP**
- This is used for the fortnightly Bulletin, notices and some reminders. While others will still be sent home with your child.



At Southern Montessori School we see education as a life long process and parents as playing a critical role in the process. The school offers many opportunities for parents to be involved in their children's education. Southern Montessori is a **joint venture** between children, parents and staff. The school belongs to us all and is our mutual responsibility.

BOARD OF GOVERNORS

The school was set up by parents and teachers and continues to be managed by a Board, elected from the parent body, at the Annual General Meeting in March each year.

While the principal and staff have direct responsibility for the day to day running of the school, the Board oversees and ensures the sound financial management of the Centre as a whole.

The Board markets the school in the community and is also central in decisions regarding future planning. Through its committees and work groups, the Board directs the fundraising and social events for each year.

For these reasons:

- all parents are strongly encouraged to consider serving on the Board at some time during their child's time at the school
- the Board meetings are held twice a term and minutes are displayed on the parent notice board in the foyer.

COMMITTEES & WORKGROUPS

To assist with the work of the Board there are a number of supporting committees.

- Finance
- Parent and Friends
- Strategic Planning

MAINTENANCE & WORKING BEES

- The maintenance of the school is a joint venture and as a small community school the active involvement of parents and friends is not only welcome, but also vitally necessary to ensure that our student facilities are maintained to high a standard whilst keeping costs as low as possible. Your ongoing support makes a world of difference.
- Working Bees are an essential part of the Centre and are organised each term to address the maintenance of buildings and grounds.
- Each family is rostered annually to attend one working bee. Please make every effort to attend or arrange to swap with another family.
- Your participation is greatly appreciated.

If you notice anything that may be hazardous or which could cause injury please help us by reporting it to the front office immediately.

CLASSROOM HELP

- Parent and caregivers can make a significant contribution to the life of our school by sharing their time, interests and expertise. If you would like to assist in the classroom, please approach your child's teacher to organise a mutually convenient time to volunteer your help.
- Please note that incidental volunteering in schools under the supervision of a teacher does not require a police clearance but regular volunteering does.
- If you volunteer regularly at school, you will need to undertake a criminal history check. Your child's teacher will advise the office staff of the nature of your volunteering and you will be given information on how to apply for your police clearance.
- All parent volunteers (classroom, excursions, sports team coaches) must undertake an induction session, offered annually by the Leadership Team.
- Volunteers must ensure that they record their attendance by signing in and out, using the Visitor's Book located in the Office. When signing in volunteers must also collect a badge identifying them as a volunteer in our school.
- Parents and caregivers acting as coaches or managers of teams, or for groups of children on camps and excursions, must undertake a Criminal History Check. Please see the Administrator for further details.

COACHING and MANAGING TEAMS, CAMPS and EXCURSIONS



Student Information

CHILDREN - Each class has a set library borrowing day. Please provide a suitable library bag to protect the books. Borrowing time is one week.

DONATIONS to our library can be made through the Birthday Book Scheme. Please see our Library Co-ordinator if you wish to make a donation.

PARENTS - A small collection of Montessori and other books which may be of interest to parents are available for borrowing.

MORNING or AFTERNOON TALK

This is an excellent way for children to begin to talk about themselves and their experiences in a group. Children are invited to bring:

- objects they have made themselves;
- books;
- special handmade books/albums about recent holidays/special events;
- things from nature.

Please Note

- Please do not send toys.
- Each class may have its own routine for Morning Talk. If unsure, please check with your child's class teacher.

SCHOOL LUNCHES

You are requested to ensure that your child has a nutritious, well-balanced, snack and lunch each day. (See Policy Section) We also follow a 'Nude Food' approach and encourage children to have waste free lunches and snacks.

BIRTHDAYS

Birthdays are very special events in a Montessori classroom, and the occasion is marked with a unique celebration.

The birthday child carrying a globe of the world walks around a lighted candle, which represents the sun. They walk around the "sun" one time for each year of their life, and as they do so, the story of their life is told. Parents are welcome to join us for this special event.

To assist us to prepare for your child's celebration we ask that at least one week prior to your child's birthday you arrange with the teacher for a mutually suitable time to hold the celebration.

On the day:

- bring or send along photographs of your child, particularly their photographs at birth and subsequent birthdays. These photographs are used to build a **TIME LINE** of your child's life.
- bring along a healthy birthday treat to share.
(Fresh/dried fruit, dip, cheese, crackers etc.)

Please note that sugary foods are not acceptable.

Parents may like to donate a book, which will be inscribed with their child's name and date, and added to the school library. Please check with staff for suitable book titles.



School Dress Code

At Southern Montessori School there is a school dress code. This was put in place with the children's comfort and safety in mind.

The school now offers a range of school uniform items which can only be purchased or ordered from **Lowes at the Noarlunga Centre**. Legionnaire Hats can still be purchased through the front office.

SCHOOL UNIFORM

SCHOOL COLOURS

Plain navy and white. (Not Denim)

GIRLS

- Dress or tunic of standard uniform style, see Uniform Shop.
- Plain navy shorts / skirt with plain white or navy polo shirt.
- Navy tracksuit.
- **No sleeveless tops or T-Shirts**

BOYS

- Plain navy shorts, trousers, or track pants.
- Navy or white polo shirt / skivvy.
- **No sleeveless tops or T-Shirts**

TOPS

- Plain navy or white tops with collars to comply with our School's Sun Smart policy, printed with school logo - short or long sleeve polo shirt, skivvy or windcheater.

SOCKS

- Navy or white.

FOOTWEAR

- *Shoes* — navy, black closed school shoes
- *Sandals* — navy, black or white school sandals
- *Joggers* — for sports activities.

HATS

- Navy legionnaire or bucket style hats with school logo. Available from the school.

JEWELLERY

- Jewellery items are strongly discouraged for safety reasons and because of complications arising from loss or damage.
- Earrings need to be small, plain sleepers or studs.
- Makeup including nail polish, is not permitted.

PLEASE NOTE: This includes highly marketed accessory items which from time to time become popular amongst children, such as wrist bands.

If uncertain, please discuss with your child's teacher or the Principal.



Assessment & Reporting

The school uses continuous assessment to monitor children's progress. Parent/teacher interviews are arranged by staff during the year and are also available on request. If you wish to discuss your child's progress, please arrange a mutually suitable time with staff.

ASSESSMENTS

SCHOOL ENTRY ASSESSMENT

All new reception children will be screened so that baseline data can be collected against which to measure progress at the end of their first full year of school.

BENCHMARKS ASSESSMENTS

Assessment against national benchmarks is conducted at years 3, 5, 7 and 9.

- Parents are issued with reports as they become available.

SCHOOL BASED ASSESSMENTS

Students regularly complete a variety of in-school assessments. These broadly fall into two main categories:

- Teacher devised assessments such as projects or weekly tests
- Diagnostic testing to map progress in key learning areas especially literacy and numeracy.

PROFESSIONAL ASSESSMENTS

An assessment by an outside professional may be requested by the school where a teacher has significant concerns regarding a child's development.

REPORTING

SCHOOL REPORTS

Mid Year reports are issued at the end of Term 2. Final reports are issued at the end of the school year.

LEARNING CONVERSATIONS

Learning Conversations are offered at the end of Term 1 for all children who are new to a particular class and at the end of Term 3 for everyone..

Parents or teachers may also request an interview at any time if the need arises. We kindly ask that these are arranged by appointment.

CYCLE FOLDERS (Cycle 1, 2 & 3)

Each year, teachers and students will compile work samples into a Cycle Folder. These represent a thumbnail sketch of a year's work.

Cycle Folders are sent home at the end of the year for viewing, and need to be returned at the start of the following year. At the end of the Cycle, students keep their Cycle Folder.



Community Information

SCHOOL POLICIES

School Policies can be found on the website at www.southernmontessori.sa.edu.au

ACCIDENT INSURANCE

It is the responsibility of parents to arrange accident insurance cover for their children if they so wish.

OBSERVERS

The Centre maintains a positive relationship with the wider community. Observers (parents, teachers, students etc.) interested in the Montessori method of education are welcome to visit the school, by prior arrangement.

MONTESSORI TRAINING PROGRAMS

Information about Montessori training programs is available through:

- MWEI - Montessori Institute Australia www.mwei.edu.au
Telephone: **08 6296 7900** or email info@mwei.edu.au
- MAF – Montessori Australia Foundation – www.montessori.org.au
- Parent notice board



Infectious Diseases

Students suffering from infectious diseases are required to stay away from the Centre until a medical certificate is produced, or until there is no longer a significant risk of infection to others. The Centre must be notified when a student contracts any of the following diseases.

The following exclusion periods are based on the recommendations given by the National Health and Medical Research Council.

Disease or Condition	Exclusion Period From School	Exclusion of Contacts
Amoebiasis	Exclude until diarrhoea ceases.	Not excluded.
Campylobacter Infection	Exclude until diarrhoea has ceased.	Not excluded.
Chickenpox and Shingles	Exclude until fully recovered or for at least five days after the first rash first appears and until all blisters have dried.	Any child with an immune deficiency eg leukaemia, or who is receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
CMV Infection	Exclusion not necessary.	Not excluded.
Diarrhoea	Exclude until no diarrhoea for 24 hours.	Not excluded.
Diphtheria	Exclude until a medical certificate of recovery has been received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the next 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Giardiasis	Exclude until diarrhoea has ceased.	Not excluded.
Glandular Fever	Exclusion not necessary.	Not excluded.
Hand, Foot and Mouth Disease	Exclude until all blisters have dried.	Not excluded.
Haemophilus Influenzae type B (hib)	Exclude until a medical certificate of recovery is received.	Not excluded.
Head Lice	Exclude until the day after appropriate treatment has been carried out.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions to be covered by dressing where possible.	Not excluded.
HIV/AIDS	Exclusion is not necessary unless the student has a secondary infection.	Not excluded.
Impetigo – school sores	Exclude until effective medical treatment has been carried out. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.



Infectious Diseases

Influenza and influenza type illnesses	Exclude until the student feels well.	Not excluded.
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded.
Measles	Exclude for seven days after the onset of the rash.	Immunised contacts not excluded. Non-immunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.
Meningitis	Exclude until well.	Not excluded.
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed.	Not excluded.
Molluscum contagiosum	Exclusion not necessary.	Not excluded.
Mumps	Exclude for ten days from the onset of symptoms.	Not excluded.
Parvovirus	Exclusion not necessary.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving a medical certificate of recovery.	Not excluded.
Ringworm Scabies Tinea	Re-admit the day after appropriate treatment has commenced.	Not excluded.
Rubella (German Measles)	Exclude for at least five days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until diarrhoea has ceased.	Not excluded.
Scarlett Fever	Exclude until an appropriate medical certificate signifying recovery is provided.	Not excluded.
Streptococcal Sore Throat (including Scarlet Fever)	Exclude until the student has received antibiotic treatment for at least 24 hours and the student feels well.	Not excluded.
Tuberculosis (TB)	Exclude until medical certificate is received from an appropriate health authority.	Not excluded.
Whooping Cough (Pertussis)	Exclude for four weeks unless a medical certificate signifying recovery is provided.	Exclude non-immunised contacts aged under 7 years for 14 days after the last exposure to infection or until they have taken five days of a 10 day course of antibiotics.
Worms (intestinal)	Exclude if diarrhoea is present.	Not excluded.

NOTE: The NHMRC recommends that children who are physically unwell should be excluded from attending school, preschool and child care centres.



Payment of Fees

Invoices are issued per term and can be paid in a number of ways.

PAYMENT OPTIONS: SCHOOL FEES

The school is able to offer parents the following payment options:

ANNUAL PAYMENT Payment in full by the due date of Term 1 will attract a discount on the **annual tuition fee only.**

DISCOUNT A discount is provided for all family accounts when the outstanding balance is paid in full by the due date.

CENTREPAY Direct Debits are made from any Centrelink Benefits including Family Payments. The fees for this service are paid by Southern Montessori Education Centre Inc.

OTHER PAYMENTS

CASH Payments over the counter during office hours

**CHEQUES &
MONEY ORDERS** Please make cheques and money orders payable to Southern Montessori School and write your name on the back.

**EFTPOS /
CREDIT CARD** Payment can be made at the School Office via EFTPOS & Credit Card (Mastercard & Visa) payments and also by telephone during school hours.
EFTPOS and Credit Card payments do not apply for P&F payments.

If you are experiencing difficulties meeting your fee obligations please contact the Business Manager as soon as possible to make alternative arrangements. Failure to do so may result in additional fees and charges.

CRITERIA FOR FEE REFUNDS

Parents may apply for a Tuition Fee Refund by written application to the Business Manager, if exceptional circumstances are involved.

Refunds will generally be declined in the case of:

- family taking holidays
- family moving house
- student transferring to another school

Refunds may be considered favourably in the case of:

- death or illness in family resulting in financial hardship
- loss of income of main wage earner.

THE DECISION RESTS SOLELY WITH THE CENTRE.

LEAVING THE SCHOOL

Please be aware that **ONE TERM'S NOTICE IN WRITING** is required when a student leaves the school, also noting the new school the child will attend. In the absence of such notice, the family will be billed for one term's fees.

Please Note: If a child is absent for any period of time, or leaves the Centre during the term, there will be no refund of fees.

BUILDING FUND LEVY

Contributions towards this levy are *voluntary* and can be made in amounts of your choice at any time throughout the year.

Donations over \$2.00 are fully tax deductible

Please note: Donations to the Building Fund should be payable to "**Southern Montessori School Building Fund**"

**T.E.A.M
TOGETHER EVERYONE ACHIEVES MORE**

Welcome to our School

Southern Montessori Education Centre Inc Collection Notice

Southern Montessori Education Centre Inc collects personal information from time to time about students, families, school employees, school governors and others who interact with the organisation. The primary purpose of collecting this information is to enable the organisation to provide services to students. From time to time the organisation may disclose personal information to others for government accountability, advisory, administrative or educational purposes. Such disclosures will only be in relation to the primary purpose of collection, or for secondary purpose, related to the primary purpose, and which the individual would reasonably expect. If the organisation does not receive the information referred to above, it may not be able to provide the relevant service to the student, family, school employee or others associated with the organisation.

Any questions in relation to the collection, use, disclosure and retention of personal information collected by the organisation can be directed to the Administrator who acts as Privacy Officer.