



# Casa Mia Montessori School

# Handbook 2019

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# Commitment

**COMMITMENT:  
Parent involvement**

- Parent/teacher coffee sessions
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- Family open days
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## Introduction

Thank you for enrolling your child at Casa Mia Montessori School. Placing your child under another's care and guidance is a major milestone in the life of your child and yourselves.

It is the aim of Casa Mia Montessori School that each parent will feel very much a part of their child's life at the school and will take an active role during their time here. The parents' presence, commitment and communication will enhance their child's education and continue to uphold the strength of the Casa Mia Montessori School spirit.

The purpose of this handbook is to outline the organisation of Casa Mia Montessori School. With this information, parents will be able to determine how they can best play an **active part** in their child's education and the school.

- The first aspect of your involvement is **Support**. Supporting the educational experience and the Montessori philosophy at school and at home will be the best way for your child to truly benefit from the effort extended by the staff.
- The second aspect of your involvement is **Commitment**. Peruse the handbook or pamphlet '*Parents belonging to the Casa Mia Montessori Experience*' to find the activity that best fits your talents, time and energies and then make yourself available either as a School Board member or team member. As part of the school community your attendance and involvement in the school is invaluable as an example to your child and to the culture of the school.
- The third aspect of your involvement, **Communication**, cannot be emphasised enough. If ever a question or concern arises, do not hesitate to ask a teacher, the office staff or the Principal no matter how trivial you think the matter may be. A molehill in the mind of an adult can be a mountain in the mind of a child. The ability of a child to sense concerns or frustration however subtly portrayed by an adult is truly amazing. In addition, whatever communication you can give to the teacher about the nature of your child's day to day experience (i.e. grandparents visiting, Daddy/Mummy away on business, a sick pet or nightmares - anything you perceive as affecting the child's behaviour) can only help them to better understand your child.

# The Big Picture

## ***Mission Statement***

We encourage students to become independent and confident community members by helping them discover the skills they need to reach their full potential.

## ***Vision Statement***

A leading and inspiring independent Montessori School

## ***Philosophy***

We believe in the education of the whole child to enable them to reach their full potential physically, emotionally, intellectually, socially and spiritually.

## **Our School Values:**

### **INTEGRITY**

*Act openly and honestly*

### **COMMUNITY SPIRIT**

*To have care for the community*

### **RESPONSIBILITY**

*To be dutiful to self and the community*

### **PURPOSEFULNESS**

*To make every action count*

### **UNITY WITHIN DIVERSITY**

*To embrace differences*

## **Montessori Education, Curriculum and Reporting**

Casa Mia follows the Montessori pedagogy which was developed in the early 20<sup>th</sup> century by Dr. Maria Montessori. From her observation of children and how they learn, she designed and crafted specially prepared learning environments for them. She observed that a foundation for developing a child's potential needs to be a **safe, nurturing environment** in which students could engage in and concentrate for long periods on interesting and developmentally appropriate learning activities.

The ideal Montessori classroom environment aims to provide:

- ✓ Learning materials especially suited to the child's needs at each stage of development.
- ✓ Learning materials which are sequential in difficulty, provide continual challenge and in the first stage of development, self-correcting, allowing the child independence in learning.

- ✓ A three-year span of ages in the classroom which supports the children's social learning, peer tutoring and promotes cooperation between the younger and older children.
- ✓ Self-discipline by providing clear, appropriate behaviour guidelines and academic choices.
- ✓ The teacher is the dynamic link between the child and the prepared environment, acting as a facilitator in the learning process.
- ✓ Working consistently to teach courteous behaviour and conflict resolution, the teacher balances the needs of each child with the need for order and harmony in the classroom.

Casa Mia has permission from the Western Australian School Curriculum and Standards Authority to deliver the Montessori Australian Curriculum.

Casa Mia Montessori School is bound by the Western Australian Education Act 2014 to report to parents/carers at the end of each semester in plain language and in a manner that is:

- a. *readily understandable to those responsible for the student*
- b. *gives an accurate and objective assessment of the student's progress and achievement*
- c. *includes an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the Outline*
- d. *includes, for the learning areas an assessment of the student's achievement:*
  - i. *in terms of the equivalent of five-point scale/achievement descriptor, clearly defined in terms of Western Australian achievement standards, and*
  - ii. *in relation to the performance of the student's peer group<sup>2</sup>*
- e. *include information about the student's attitude, behaviour and effort in terms other than the five-point scale which is used as a measure of achievement*
- f. *include any additional information the school considers relevant, including an overall teacher comment.*

For Pre-primary to Yr6.

In addition, for Pre-primary to Year 2, school reports are to include a description of the student's progress in *personal and social learning*.

Early childhood reporting:

Pre-Kindergarten – 3yrs old – reporting is against the Early Years Outcomes

Kindergarten – 4yrs old – reporting is against the Montessori Curriculum

For students who are on an individual educational plan:

### *2.3. Modified reporting*

*If there is a legitimate reason for a student to be following a modified curriculum (as outlined in section 1.1), in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.*

# To and from school

## School Annual Calendar and Term calendars

The school year dates are published in the Newsletter and Website and a term calendar is sent out in the first week of each term with the newsletter.

## School Hours

8.00am	School office opens
8.00am	Before school supervision begins
8.25am	Bell to move to the classrooms
8.30am	commencement of morning session – Greetings at the classroom door
8.45am	Class roll call completed and absents reported to office
12 noon	Three year olds leave 4-12year olds have lunch
12.20 -1	Playtime
1.00-1.30	Silent half hour
1.30–3.00	Afternoon learning session
3.00pm	School day concludes
3.45pm	School office closes

## Attendance

Class starts at 8.30am

***The roll is called at 8.45am.***

If a child is absent for any reason the parent or guardian should contact the school either by: -

- *telephoning the School office (the Administration Office maintains a message book for recording verbal absence advice which is passed on to the class teacher.)*
- *sending an email to: [admin@casamiamontessori.wa.edu.au](mailto:admin@casamiamontessori.wa.edu.au)*

***by 8.45am*** on the day of the absence or the day before the foreseeable absence.

If the child is unaccounted for ***by 9.00 am*** the School will contact the family to notify them of the absence.

The first day of attendance following the absence, a note is required explaining the absence which must be sent with the child and given to the Class teacher or an email to the school.

The Class teacher records the type of absence in the register and stores the absentee note or medical certificate in the classroom.

If a child is absent for two consecutive days without explanation the Principal will make contact with the family by telephone or email.

If after making thorough enquires the Principal does not receive a satisfactory explanation for the absence the matter will be referred to the School.Tracking@education.wa.edu.au.

Families of children that take extended leave of absence, for longer than three days, which is not due to illness are sent a letter reminding them that from pre-primary (5yrs old) school attendance is compulsory.

***School attendance is compulsory for enrolled children during school hours.***

If your child is late, after 8.45am, a 'late card' must be collected from the Office and taken to the classroom.

In the interests of keeping the children safe, all visitors including families may not go down to the classrooms without calling into the office first and signing in.

**Compulsory School Attendance Details**

**Is regular attendance important?**

Yes, from the first day! If students miss the basic skills in the early years of school, they often experience difficulties later on. It has been shown that irregular attendance in the junior primary and primary years often leads to the development of poor attendance at secondary school.

There are many ways in which families can support their children to be prepared for learning at school. Making school attendance a high priority in your family would probably be the most important, but also by ensuring children get enough sleep, a good diet and regular exercise; by encouraging reading from an early age; by sharing the learning journey through an active involvement in our wonderful school, and in your child's hobbies and extra-curricular activities, and so on.

Of course, in order for students to learn at school, they need to show up. In fact, it is illegal for school-aged child not to attend school. Even more troubling though, is the learning a child will miss if they do not attend school. If a student misses as little as eight days each term, by the end of primary school they will have missed over a year of learning.

**Attendance in Western Australia**

In Western Australia, a child is considered to be of compulsory school age from 5 years and 6 months until they turn 16, or they complete Year 10 (whichever comes first). Parents of compulsory-school-aged children must: enrol them at a school and ensure they attend school on every school day, unless the parent has a reasonable excuse.

**Acceptable Reasons**

- Illness
- Essential appointment
- Injury
- Infectious disease
- Bereavement
- Principal approved absence granted)

**Unacceptable reasons**

- \* Birthdays
- \* Visiting relatives
- \* Outside school sport
- \* Helping parents at home
- \* Weather (i.e. too hot)
- \* Holidays (unless prior approval granted)

Regular attendance helps your child develop the skills needed to access the world of work and other opportunities, learn the importance of punctuality and routine and make and keep friendships.

**What should you do if your child refuses to go to school?** You should immediately contact the school to seek assistance. Reluctance to attend school is sometimes an indication that a student is experiencing social or emotional problems.

**What if my child continues to have unsatisfactory attendance?** It is important to understand that the WA Department of Education, on behalf of the State Minister for Education, may take further action in cases where children of compulsory school age have recurring numbers of unexplained or unacceptable absences from school.

**The following actions may be taken in these cases:**

- Attendance Meetings. Parents, and sometimes their child, can be asked to attend a meeting with school personnel. The aim of the meeting is to help identify strategies to support the child and family and remove barriers to non-attendance. Other agencies may also be invited, if parents agree.
- Compulsory Attendance Conferences. If school attendance does not improve, parents and sometimes their child, can be asked to attend a Compulsory Attendance Conference. The outcome of a Compulsory Attendance Conference is for the parties to agree to undertake certain actions to improve the child's attendance. These actions are agreed in writing in the form of an Attendance Improvement Plan.
- Compulsory Schooling Order. If previous attempts to resolve the issue of a child's attendance are not successful, legal compliance can be sought through an application to the Children's Court for a Compulsory Schooling Order. The aim is to assist a family and/or child to address the issues preventing satisfactory school attendance.

**Attendance Facts**

- Missing one day a week of school from Prep to Year 10 means missing two years and one term of schooling.
- Being half an hour late to school each day from Prep to Year 10 equals missing one year and one-and-a-half terms of schooling.
- Being absent five days a term from Prep to Year 10 adds up to more than one year of missed schooling.
- There is a direct correlation between attendance and achievement.
- Frequent absences make it difficult for teachers who have to continually re-teach information and skills.
- Patterns of attendance/absence are set up in the early years of schooling.
- Poor attendance makes it difficult for students to form positive relationship with their peers.
- Research shows that students who are often absent from school are more likely to end up homeless, are over represented in the Juvenile Justice System and likely to earn less than their peers as adults.

**Unless there are exceptional circumstances the minimum acceptable attendance rate for the school year is 94%. If your child is, on average, missing more than 3 days per term they will not be meeting the expected minimum attendance requirements.**

**Under the Education Act of Western Australia, parents and/or caregivers are held responsible for the regular attendance of all children in their care. There are legal implications for those parents who are unable to demonstrate they are meeting this responsibility.**

## **Parking**

Casa Mia Montessori School is fortunate to have access to ample free public parking in the street and in the carpark towards the bowling club and tennis courts.

Two bays under the trees are reserved for Parents with babies. Please keep them free for that use.

## **Early Arrivals**

Children may be dropped at school from 8.00am.

The child must be signed in at the office door.

The child must go to the member of staff on duty and inform them they are at school.

## **Children's House (3-6yrs)**

Your child will appreciate arriving at the School for a prompt 8.30am start. Children love to work together and do not enjoy feeling left out or different.

On your child's first day, the starting time is staggered to allow the teachers to settle the rest of the children before the new arrivals require attention.

Any concerns regarding separation in the mornings should be discussed with the relevant teacher. Remember, all children are individuals and may handle separation in a variety of ways.

## **Lower & Upper Primary (6-12yrs)**

Class activities commence at 8.30am sharp.

## **Punctuality matters**

It is of utmost importance to your child that he/she arrives at School on time and has the opportunity to prepare him or herself for the day's activities.

Arriving late means your child will miss the day's setup routine and be out of sync for the rest of the day gaining very little from the day at school.

The late arrivals also disrupt the rest of the children who have already settled.

Being punctual for school also gives your child the clear message that you think that school is important and that you respect the other people in the community – children and staff.

## **Pick up**

### **Children's House**

For the half day children, pick up is 12 noon,  
for the full day children, 3:00pm from the classroom door.

The children are released directly to their care givers.

## **Lower Primary – Karak and Upper Primary - Maali**

Pick up is 3.00pm from Wanjoo.

### **Late Pick up**

In the event of a late pick up due to unforeseen circumstances, a student will be taken to the Principal's Office where he/she will wait until his/her parent/guardian arrives to collect him/her.

Administration Office hours are 8.00am to 3.45pm daily.

If pickup will be later than 3.45pm, the parent/guardian of the student is required to make alternative arrangements for the pickup of the student and to inform the School of the arrangements that have been made.

## **School Programme Learning**

### **3-6 cycle – Koomal**

The children in the 3-6 cycle come to Casa Mia with plenty of knowledge and skills; curiosity, enthusiasm and eagerness. Building on what they have already learnt at home, the classroom is set up with a structured environment answering the children's need for order and simultaneously many units of equipment for the children to manipulate and explore.

There are five areas of activities

1. Practical Life- encouraging minor and major motor development; learning to care for oneself; learning to care for the environment and the grace and courtesy activities which introduce the child to the manners and mores of the school community and their family community.
2. Sensorial – activities that further develop the child's senses of sight, taste, hearing, touch, smell and kinesthetic, naming and categorizing them.
3. Language – focus on the development of vocabulary, the use of language, learning the phonetic sounds, learning words through the cultural area by matching and by six years old, writing and reading phonetically.
4. Mathematics – development of mathematical concepts through manipulation of concrete materials and by six years old, recognising numerals to 100, understanding quantity to 20, performing addition and subtraction to 20, recognising and naming of geometric shapes and a sensorial introduction to fractions.
5. Cultural – an introduction to the world through geography, history, science, zoology, botany, music and art:

### **6-9 cycle – Karak**

Montessori Primary education is a natural progression from the Children's House. It looks and is different to the education in the 3-6cycle which is largely through the senses. In this second plane of development the children are building their intellect and the environment is adjusted accordingly.

- The 6-9-year-old child strives for mental independence.
- The child wants to know the 'why' of life.
- The child wants to understand the mysteries of the universe and their place in

- it.
- The child will typically show an innate sense of compassion, justice and idealism.
- The 6-9-year-old child's questioning mind, active imagination and developing ability to reason and abstract, drives the child to want to discover more.
- In Montessori Primary, the child's own questions provide the depth of their learning.
- 6 – 9-year-old children want to belong to a 'group'.
- Dr Montessori described this age as 'the age of rudeness and serenity'!

The curriculum, in the 6-12 cycles, is a holistic curriculum. It presents the 'big picture' encouraging the children to make links across the learning areas and begin to understand the interconnectedness of everything in their world. This approach stimulates the children's imagination and abilities to create. In the 6-9 cycle, the programme is a mixture of explicit instruction and presents opportunities for self-education and construction.

### **9-12 cycle – Maali**

In Upper Primary, 9 – 12 years old, the children build on and extend their knowledge and skills they began with their parents, continued to build in the 3 – 6 cycle and added depth to in the 6 – 9 cycle. This cycle is one of consolidation, similar to the 3 – 6 cycle. As the children approach the age of nine, they are beginning to move away from concrete to abstract learning. Their experiences and thoughts begin to connect. Numeracy and literacy activities continue to be pursued for consolidation purposes and are strongly linked to the research projects. An experience is only useful to the child if thinking follows. It is the reflection on the consequences that makes the experience meaningful. As the child is prepared to undergo the consequences, to think about them and change his/her actions accordingly, growth and development can be said to be taking place. Reflective thinking aids the process of becoming responsible. In Upper Primary there is a focus on the development of social beings. The skills of being able to think, to reflect, to draw conclusions and to act in a responsible manner are encouraged.

In this cycle, the children spend much of their time carrying out their own research projects. As they did in the Middle Primary, this is often done in groups with the children collaborating. These activities enhance the development of communication and intra-personal skills. Research tools such as computers, books and other texts are all fully utilised and the range of research topics widens as the children become interested in moral and social issues.

At this age, ethics and justice are prime focuses and issues relating to these often form the basis of their projects as students explore their place within society, their rights and their responsibilities.

As the children take more and more responsibility for their learning, individual weekly conferencing and a review of personal goals develop organisational skills and personal responsibility for achieving learning goals. There are tasks to be completed each week and daily lessons with small groups or individuals.

Upper Primary children seek and enjoy more social responsibility and Casa Mia Montessori provides them with opportunities to further develop leadership skills and initiatives. Opportunities are also created for interaction with the wider community

### **STEM (STEAM) at Casa Mia**

The Montessori curriculum is a cosmic curriculum. A cosmic curriculum presents the whole universe in which all is connected and changes in one area will have consequences in another.

*"Since it has been ... necessary to give so much to the child, let us give him a vision of the whole universe. The universe is an imposing reality, and an*

*answer to all questions.... All things are part of the universe, and are connected with each other to form one whole unity. The idea helps the mind of the child to become focused, to stop wandering in an aimless quest for knowledge. He is satisfied having found the universal centre of himself with all things."*  
(Maria Montessori, *To Educate the Human Potential*).

Cosmic education presents the universe as operating to a predetermined design in which all life, including humanity, has a part to play. Cosmic education allows children to develop a sense of awe and gratitude for the universe, their role in humanity and the work of people who came before them. Cosmic education begins with the story of the universe, through which the child sees the inter-relationship of all things. When the child is presented with the story of the universe, an overview, a set of first principles is established. This provides a context for the study of details. Studies are integrated and related to the whole. Different subjects are considered as interconnected, and are presented as such. For instance, the history of Egypt is tied to the Nile, to geography, to art, to writing, to geometry - as in the 3-4-5 triangle used to survey following the floods - to flora and fauna and to papyrus, the writing paper used to record the history which was the point where we entered the chain.

Through these activities and tasks, Casa Mia Montessori helps the children develop the system, design and computational thinking skills, in an 'unplugged' manner, necessary for understanding and implementing technology.

'Plugged' technology skills are taught in an explicit manner by a specialist teacher.

## **Homework**

The child's work is to construct a 'man' orientated to his time and place in the world'. The greatest gift a parent can give a child is the time to share their life. This gives the child the chance to understand the experiences that they need to become adults adapted to their place and time in the world.

As partners in your child's education it is anticipated that you will sow the seeds of learning; that you will model and share your literacy and numeracy skills. Within reason, you will share your daily life and include your child in the home chores. It is faster to do everything yourself but this will be failing in your duties as a parent.

## **Suggestions:**

- Read to/with your child every day from a variety of sources: books, magazines, newspapers, instructions on packets, street signs
- Use numbers with your child everyday: names of numbers, value of numbers, how many, how long, how much, how much more/less
- Read the time and talk time with your child
- Talk with your child about sequence: what comes next, before, after.
- Use real money with your child giving them an idea of value of money and indirect lessons in the decimal system.
- Include your child in the cooking; even if they never become a great chef they will be able to measure.
- Consult websites about reasonable expectations of a child's work at home.  
e.g. you-can't-hurry-love-homework-the-Montessori
- The activities should be real and in context. Try to avoid artificial learning.  
E.g. cramming centres.

As your child moves through the school there will be formal activities sent home for you to share with your child.

- Spelling lists
- Readers

Unspoken is the expectation that you will be doing number facts with your child; playing games such as SNAP when the snap is +1 or -1 of the number previously put down; when they are slick with that then 2 etc. Reading to and with them daily and helping navigate the complex English spelling rules.

### **Incursions and Excursions**

Incursions and excursions are arranged by the teaching staff to enhance the education programme.

### **Positive Behaviours**

The success of a child at Casa Mia Montessori is largely dependent on their behaviour in the community and towards their learning.

In a Montessori School the child is expected to learn the behaviours that will help them be part of the community, feel they belong to the community and be supported by the community.

It is highly considered in a Montessori School that the child is an intrinsic learner. This is evidenced by their learning how to walk and speak. The aim is to continue to enthuse the child in their world in order that they may continue to learn.

To be able to do this, the staffs focus on providing an environment that focuses on setting up for good behaviour. The School Board and staff identify the school values and ensure that these are embedded in the management of the school, the school curriculum and in their own behaviours. There is a School Code of Conduct that is a keystone in the Staff induction process and the protective behaviours training. In the classroom, the environment is set up to help the child become independent learners of community life and academic learning.

*'There is a great sense of community within the Montessori classroom, where children of different ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.'* Dr M Montessori

The Montessori Curriculum has the advantage of pedagogic equipment that the children may use time and again until they have mastered a skill or concept.

*'We discovered that education is not something which the teacher does, but it is a natural process which develops spontaneously in the human being.'* Dr M Montessori

If by chance the 'hidden curriculum' does not help the child to adopt and develop positive behaviours, then the educationalist will engage the overt behaviour management process documented in the Behaviour Management Procedure.

# Reporting

## Observations in the Classroom

Parents are encouraged to observe their child in the classroom, once a term. The children appreciate your interest and the experience helps parents to learn more about the Montessori Method of education. There are usually no observations in the first four weeks of Term 1 in Children's House as we give the new children time to settle.

Parents of new children will need to wait until their child's second term to observe. Note that your child's behaviour may be influenced by your presence, so it may not be a typical day for him/her.

## Assemblies

An end of term get together is held in term 1 and 2. The dates are found on the School calendar. This is a chance for the children to practice their public performance skills and parents are encouraged to support the children's endeavours.

## Sport Carnival

A sports carnival is held at the end Term 3, weather permitting. This event gives the children the experience of working in a team and winning and losing. Parents are encouraged to come along to support their child's team.

## Term 4 Graduation Concert

All classes participate in the graduation concert with Maali (9-12yrs) taking the lead. The graduates give their farewell speeches and the school formally wishes them well on their move to high school.

## Reporting

Written reports on the children's activities are given in Term 2 and Term 4 of each year for children aged 4 and older.

## Parent/Teacher Conferences

Parents are encouraged to attend formal conferences to discuss their child's progress. Meeting times are posted on classroom notice boards for the end of each semester.

The teachers are available to meet parents after school hours during the year. It is inappropriate to discuss matters with the teachers at the classroom door or during class hours unless invited to do so by the teacher. All teachers have a communication book in which parents can write any concerns or requests to the teachers.

Each teacher has a school email address that can be found in the class letter or is available from the School Office.

### **Family Open Days**

Twice a year, the children invite their parents into the classroom to share their learning activities with them. In 2019 the days are Term 1 Harmony Day, Term 2 Parent's Day.

### **Art/ Music/Sport/French**

Art: the children's art work is displayed in the Office, Koomal in the bathroom area, Karak and Maali in the classroom.

Music: The children's music and performing arts learning is displayed at the end of term assemblies Term 1 and 2 and at the Term 4 Graduation Assembly.

Sport: The children's sports learning is showcased at the annual sports carnival in Term 3.

French: The children's French learning is demonstrated at the end of term assemblies.

### **External Assessments**

Casa Mia Montessori School strives to prepare the children for external examinations by encouraging active participation in the Year 3 and 5 NAPLAN assessment and in internal, standardised annual assessments.

These activities are viewed as a Practical Life skill. Examination technique is embraced as an essential skill that needs to be presented and mastered in a similar manner to the practical life skills in other areas in the Montessori classroom.

# School Life

## Morning snack and lunch

The children need nutritious snacks and lunch in a labelled lunch box. Wholesome food such as a sandwich and a piece of fruit is a suggestion. Children will be asked to take uneaten food home, rather than to throw it away. This will help parents determine how much their child is eating whilst at school.

A snack is a portion of food that can be consumed in 10 minutes. Lunch is a 20-minute period.

The School has a Health Policy that gives recommendations for the food consumed at school; cakes, biscuits, chocolate or other high sugar content foods, highly processed food such as packaged cheeses, savoury biscuits are considered special occasion foods and will be sent home with a note from the staff.

Each child must bring a named water bottle every day.

The School may notify you from time-to-time of other foods not to bring to the school. The children are not allowed to share foods; however, it is possible that they will do.

Parents are encouraged to involve their child in the preparation of their snack and lunch from a choice of no more than three acceptable foods. This will help them develop awareness of food preparation and self-awareness leading to independence.

From the age of four children are able to help assemble simple food dishes and from the age of nine are able to prepare simple meals from scratch. It does take a bit of time doing these activities with a child but vital for the child in their work in becoming an adult.

“The child can develop fully by means of experience in his environment. We call such experiences ‘work’.” Maria Montessori

## Clothing and Uniform

As a Montessori School that places emphasis on providing the children with opportunities to develop agency, Casa Mia Montessori does not expect the children to wear a school uniform each day to school.

### **HOWEVER:**

It is expected that the uniform be worn on special occasions and excursion/incursion days as a minimum.

This expectation is for three reasons.

Firstly, on an excursion, from a safety and duty of care stance, the children are easily identified by their uniform.

Secondly, children have the opportunity to learn that there are conventions with regards to clothing and occasions, and

Thirdly, children wearing the uniform represent the school to the public.

The uniform consists of:

- blue polo shirt with logo
- sun hat with logo
- blue zip jacket with logo
- Girls – navy blue skirts
- Boys – navy blue shorts

- Blue T-shirts with logo
- Winter- navy blue tracksuit bottoms
- Footwear – joggers with white socks.

The uniform with the logo is ordered through the office at the beginning of each term for an expected delivery at the beginning of the following term. A stock of hats is kept in the office.

Non Logo garments are available at the large chains stocking school uniforms.

Girls wearing short shorts or skirts must wear tights underneath. This is particularly pertinent for the girls in Maali who are approaching puberty and learning about the behaviours and views of society.

It is advised that when the children are not wearing the uniform, comfortable play clothes are best. "Sunday best" clothes are not advisable as some of the activities can be messy.

Likewise, 'dress up' clothes are not suitable and are a distraction for the children.

Appropriate clothing includes t-shirts (no shoestring straps, micro tops or singlets due to the possibility of sun burn) shorts or skirts just above the knee, track suit pants, jeans jumpers and windcheaters. There should be no offensive language, slogans or military fatigues. If wearing tights, the child must wear a skirt or shorts.

### **Hats**

The School has a "no hat, no play" policy.

The hat is kept in the child's bag.

The hat must shade the face, the tops of ears, neck – CAPS ARE NOT ACCEPTED.

Hats are worn:

- To and from school. The sun is out all day, not just at playtime
- Whenever the children are outside

### **Shoes**

The children are on the verandas, in the playground and do fitness every day of the week.

The children need to wear shoes or sandals that support their feet for these activities.

The children must wear closed shoes in spring to protect their feet against bees feeding on the Jacaranda blossoms.

### **Second Hand Uniforms**

Second Hand Uniforms are available from the office for \$5 per item. These monies will go toward fundraising.

### **Naming of Personal Belongings**

All personal items should be labelled in waterproof pen with the child's name in lower and upper case letters e.g. Paul and not PAUL.

## **School bag and bag hooks**

The school bag should be:

- suitable to carry a lunch box and drink bottle.
- easily managed by the child to accommodate extra clothes, raincoats, schoolwork etc.
- of a size that the child can carry on their back without injury. Carrying their own bag to and from the car is essential for the child to develop their muscles.
- Walking into school and the classroom is an important step to developing independence
- To support the child's independence, MAKE SURE THAT EVERYTHING IS LABELLED WITH THE CHILD'S NAME. In this way the child can take ownership of their possessions and develop a sense of responsibility.
- Each child has their own bag hook.
- In the Children's House the hooks will be named with the children's names and labelled with a picture and this will be one of their first 'reading' experiences.

## **Birthdays and birthday invitations**

Each child's birthday is celebrated with a special ceremony in the classroom.

If your child would like to bring in a treat for the other children it is suggested that it is either a platter of fruit or lightly iced individual cupcakes. Discuss the arrangements with the class teacher.

If you plan to invite other children to a birthday party, place the invitations in the family pigeonhole. This makes it less obvious to those children who do not receive one.

## **Christmas and Easter**

Cards may be given to other children by placement in pigeon holes.

In keeping with the School Health Policy – Healthy food; the giving of lollies and chocolate gifts is not encouraged.

## **Excursions and incursions**

Excursions outside the School and incursions provide great learning opportunities for the students as well as being very enjoyable. Information regarding any excursions to be undertaken by the various classes will be provided to parents/guardians prior to participating in the activity. Written consent is required before a child can attend an excursion and will need to be passed to the teacher involved.

Where a child cannot participate in the excursion, alternative supervision will be available during school hours.

## **Toys and electronic devices**

While some children have favourite toys or new gifts they would like to show at school, these items must be left at home.

If the toy/device comes to school, it will be held by the teacher and returned when the child is collected.

There are many interesting activities and materials available in the rooms.

The children may bring anything natural that they may have collected or found themselves, flowers, rocks, shells etc. which may be of general interest for sharing.

Books are also of interest to the other children.

## **Mobile phones and use of email and internet**

If students need to bring mobile phones to school to organise collection, the phone must be kept in their school bag and only used at the end of the day's session. All children from Yr3-6 are required to have their parents sign a Parent/Guardian permission to have a mobile phone at Casa Mia Montessori School in accordance with the Schools' Acceptable Use of Mobile Phone Policy and Procedure.

The students are given education in the acceptable use of email and the internet. Yr3-6 students are required to have an annual permission for use of email and the internet at school.

## **Lost Property**

Clothing that is marked is generally returned to the child immediately.

All items that are not labelled are placed in the Lost Property Boxes located below the family pigeon holes on the veranda in front of the office.

The baskets are cleared at the end of each term.

School uniforms are put into the second hand uniform box and the remainder goes to the Salvos.

## **Transition from half day to full day attendance**

Children who have turned four (4yrs), transition gradually to 5 full days a week. The process starts with two afternoons a week building up to 4 full days by the beginning of the next term. By the time a child is five years old they must be attending five full days a week. Speak to your child's teacher about the finer details.

## **Class Contact Lists**

In the interest of privacy, class lists for parents are voluntary.

If you do not mind being contacted by other families in your child's class, fill in your privacy and permission slip handed out on enrolment and renewed at the start of each year.

The list compiled by the office and distributed to each class.

# Health

## **School Immunisation Policy**

On enrolment of a child at the School, parents will have provided the School with a copy of the child's immunisation records or alternatively an Immunisation Abstention Form if the child is not immunised.

Commencing in January 2019, the school is required to provide the Department of Education with all immunisation records.

If you suspect your child has a communicable disease, have your diagnosis confirmed by a doctor and inform the School immediately. The doctor will inform you of the period of time your child will need to be out of contact.

The School adheres to the Department of Health recommendations requiring non-immunised children to be kept home in the event of a child at the school contracting an infectious disease that suggests quarantine according to the Health Department Guidelines. The School will contact families of children not immunised immediately.

Contact the office if there you have any queries.

## **Health Procedures**

### **The child is unwell at home or at school**

1. If your child has had a fever, diarrhoea or been vomiting during the night, they must not be brought to school.
2. If it is obvious that a child is unwell at school, then a parent/guardian will be contacted and asked to collect the child as soon as possible.
3. The class teacher will contact the Office, who will contact the parents. On arrival at school the parent will follow the procedure – Children leaving school during school hours. *To ensure that the School know who is on the grounds, parents must check in at the Office on arrival and departure.*

### **Sunscreen:**

The children are taught how to apply sunscreen in their classes and the daily routine includes the children applying sunscreen before going out to play.

If your child needs a specific sunscreen, send a bottle well labelled for use in the class.

If you do not wish your child to wear sunscreen send the instruction in an email to [admin@casamiamontessori.wa.edu.au](mailto:admin@casamiamontessori.wa.edu.au) for action.

### **Medication/Allergies**

If it is necessary for your child to take medication during school hours, drugs and instructions may be left with the teacher.

The teacher will endeavour to ensure the medication is given but no responsibility will be taken for missed medications.

Parents are encouraged to ring the School at the time the medication is due to remind the child/teacher.

All medications, with no exceptions must stay in the possession of an adult at all times i.e. parents to hand medications directly to the teacher in charge with clear instructions.

The medication must be supplied in a measured single dose clearly labelled with the child's name, volume & type of medicine. (e.g. 5mls of Panadol for John Smith to be given at 12 noon).

The instructions must be recorded and signed for on the Class medical sheet.

All children have an emergency contact and medical information form completed on enrolment. This form will be updated yearly. Any allergies or medical conditions must be noted on this form. In the case of serious or potentially life threatening conditions an Action Plan must be supplied by the parent/guardian. The Action Plan will include a recent photograph and be reviewed by the parent with the class teacher. Copies will be kept throughout the School and taken on excursions. Where required an EpiPen or asthma reliever must be supplied by the parent (and kept in date) to the class teacher to be kept in the class first aid kit.

### **Head lice**

Children with head lice are to remain at home until the infestation has been treated and the lice are no longer evident. If a child is found to have head lice at school, the child will be sent home immediately.

The School will inform all families so that precautions can be taken to reduce the likelihood of infestation and cross-contamination.

### **School Nurse**

Casa Mia Montessori School does not have a resident School Nurse.

The School does use the services of the School Health Nurse provided by the Department of Health.

The services offered include screening and education programs.

### **Accidents and incidents**

If your child is involved in a minor accident or incident a report will be written up by the attending member of staff. A copy of the report will be handed over to parents/guardians on collection.

A report will be written up for anything more than a minor incident. Parents will be called in the event of a major accident.

In the event of a behavioural incident, the parents may be called if the Principal considers it necessary to provide cooling down/thinking space.

## **Toileting**

***Children must be able to use the bathroom independently before they start at school.***

In case of bathroom mishaps in Koomal, please put a spare set of clothes in a plastic bag and leave it in your child's bag.

In the event of a mishap, it is necessary that your child is able to change their clothes unaided. Consideration must be given to the remaining children who remain in the care of only one adult whilst your child is being attended to.

If child has frequent toileting mishaps, the teacher will arrange for your child to be picked up immediately.

The Principal will then arrange a meeting with the parents to review current arrangements to the child's enrolment.

## **Safety**

### **Emergency response**

In the event of an emergency situation the Principal (or Senior Staff member) becomes the person in charge and assumes the role of Emergency Response Coordinator and is responsible for liaising with emergency services personnel. The School has emergency evacuation and lock-down procedures and instructions for dealing with threatening situations.

All staff and students regularly participate in evacuation and lock down procedures.

### **After School Responsibility**

Students are collected promptly from their classes at 12.00 or 3.00pm by their parents or a designated person.

Children are not permitted to play in the playground before or after school as they are not supervised by staff members and therefore not covered by the School insurance policy.

Parents/guardians are asked to vacate the premises within 15 minutes of the end of school unless they have specific business in the School. Children must be supervised by their parents/guardians at all time.

While families are on the School property, all School policies must be adhered to including Sun Protection and clothing.

### **Access to Students**

On enrolment, families notify the School which persons are entitled to have access to students whilst they are in the care of the School, including those people able to collect their child/children from school.

The School must have written notice of any Family court orders relating to restricted access to any child in the School.

**All visitors to the School including parents during school session times**, must sign in at the office and will be given a visitor lanyard to wear whilst in the School grounds.

### **Children leaving school during school hours**

To support the School staff in providing care for your child, the following procedure must be followed. The procedure applies to all children who have been delivered to school at the start of the session but need to leave during the course of the day for various reasons that are not to do with the educational programs:

- Medical appointment
- Taken ill
- Miscellaneous

### **Procedure**

1. If the appointment, session or meeting has been pre-arranged, an email to enrolments from the parent(s)/guardian(s) stating the time and date the children will be absent from school is required. Contact the Office on 9279 2209 or email [admin@casamiamontessori.wa.edu.au](mailto:admin@casamiamontessori.wa.edu.au)
2. The person with permission to collect the child is required to sign out the child in the administration office prior to picking the child up from the classroom.
3. The teacher is to record the child as absent if the child is to miss half a day. If the child is arriving late due to an appointment in the morning the child will be recorded as late.
4. If the child is only going out for an appointment and returning to school that day, the parent/guardian is required to sign the child both out and back in at the administration office.

### **Outcome**

Once a child has been delivered to the school for a day session, the school staff are aware of the location of the child and who the child is with.

### **Child Protection**

The School has a duty of care to all its students to ensure they are protected from harm. The School has a particular responsibility to protect the children while they are on school premises and also to report when it is believed that a child is at risk outside the School. It is compulsory for the School to report concerns they may have relating to the abuse of children.

The School Child Protection Policy and Procedures appear in a range of policies and procedures including volunteers, human resources and the code of conduct.

### **Harassment, Discrimination and Bully**

Harassment, discrimination and bullying against another member of the School community is not acceptable. This includes, but is not limited to, child-to-child, teacher-to-child, parent-to-teacher and parent-to-parent situations. The School expects all its community members to treat one another with respect and courtesy at all times.

Where a complaint is raised, the Grievance policy process will be undertaken to ensure all parties receive a fair hearing.

### **Physical Restraint**

Physical restraint of students will be used only as a last resort to prevent the student from injuring themselves and where safety of self or others is threatened.

### **Occupational Health and Safety**

Casa Mia's Occupational Health and Safety (OHS) policy and procedures have been developed with the interests of the children, staff and volunteers in mind. The School undertakes to:

- Manage the School environment and activities to comply with applicable safety laws and regulations.
- Regularly review any incident/accident reports and assess any corrective measures undertaken.
- Apply the principles of hazard identification, risk assessment and controls.
- Ensure appropriate training is undertaken by the staff and updated as required by law.
- Ensure that all staff, volunteers and contractors undertake safe work practices, communicating these to others in their activities at the School.

# **Commitment**

## **Parent involvement**

There are many ways in which you can become involved in your child's life at Casa Mia Montessori and in the School. Refer to the brochure - Being a Parent at Casa Mia Montessori School.

There are the must do activities such as attending the School open days – Harmony Day, Parent Days, to reading the Newsletter and Facebook with your child on-line; reading your child's report with them and attending the semester conferences with your child's teacher; to being part of the audience at the end of term assemblies; boning up on the Montessori Method of Education through the School's website and other recommended websites; coming to parent information sessions during the school day or evening and helping out in the classroom at the teachers request.

### **Parent/teacher coffee sessions**

At the start of each term, the teachers arrange parent/teacher coffee sessions. The intention of developing strong relationships to support the children.

### **Parent Information Sessions**

Parent sessions are held on a regular basis. These are intended to help parents understand what their children are undertaking at the school. The sessions are enjoyable and informative and will give you a better appreciation of your child's educational and social growth. It is also an opportunity to meet other parents and to express any thoughts about the school's functioning. Parents will be notified of these sessions through the Newsletter and via email.

### **Family Open Days**

The School holds one Open Day a term when parents are invited to join their children in an activity either inside or outside the classroom. The dates are found on the school calendar (e.g. Harmony Day, Parents Day in Term 2 and 3, Sports Carnival, Graduation Concert).

### **Orientation Sessions**

Orientation Sessions are held regularly to assist the induction of new families to the School and to allow existing families to learn about their child's next school "phase". It is very important that a representative of each new family and those with children transitioning from Children's House to Lower or Upper Primary during the year attends these sessions.

### **Communications about home situations**

The home environment has a great impact on children. It would assist staff in understanding your child's behaviour if they are informed of significant changes in the family circumstances and household routines.

## **School Support and Fundraising hours**

The School Support Levy is an amount payable per term for the upkeep of the grounds and buildings. This levy can be fully offset by undertaking three (3) hours of specified duties at the School or it can be actioned on a pro-rata basis.

School support hours are an integral part of the community aspect of the School and are essential in the education of the children on the rights and responsibilities of being part of a community.

Each term's hours are undertaken in that term and cannot be done in another term..

## **Laundry**

Each Friday, a parent from the Children's house and one each from Karak and Maali are rostered to take home the class laundry home for washing. It is appreciated if it is returned on the next school day.

## **Board members**

People with governance and business skills – legal, accounting and marketing, are encouraged to volunteer to sit on the School Board. The Board meets once a month during the school terms and is responsible for the governance and long term future of the School.

## **P&F members**

Members of the P&F are responsible for the social cohesion of the students at the school and are tasked with organising playdate sessions for the various classes and supporting the sales activities of the staff.

# **Communication**

## **School Communication**

Communication is via a variety of means depending on the nature of the communication.

### **Parent Notice Boards**

There are parent notice boards on the front gate and outside the office.

These boards are used for communicating information about the school calendar and events.

### **Class Notice Boards**

A class notice board is situated outside each classroom. The classroom board is usually classroom specific.

### **P&F Notice Board**

This notice board is directly in front of the gate on entry. It is occasionally used for general school communication.

## **Family Pigeon holes**

Each family has a pigeonhole outside the Office, which is used for School communication to individual families, receipts for fees etc. and personal communications such as birthday invitations. It is most important that these are checked daily.

Notes for members of the School Board may be left in the relevant pigeonholes.

## **Notes in the child's bag**

These are usually invitations to school functions or a child specific letter for the parents.

## **Permission Forms and Excursion Information sheets**

Parental permission for outings e.g. excursion into the city are usually handed out by the teachers to the children and/or the parents

## **Email**

The principal, office and three class teachers have school email addresses and may communicate directly with families c.c. the Principal.

## **Newsletter**

A Newsletter is generated on alternate fortnights. The newsletter is sent by email, unless specifically requested otherwise. Please notify the office if you DO NOT wish to receive the notification: [admin@casamiamontessori.wa.edu.au](mailto:admin@casamiamontessori.wa.edu.au)

## **Verbal -The Children**

Oral messages from the children.

## **Montessori Literature**

To assist with your Montessori education, the School has a small number of Montessori books to loan. Please ask at the office.

## **Class Handbook**

Each class has a handbook specific to each class. These books are handed out at the start of each term by the teachers

## **Facebook – open and secret**

The School maintains two Facebook sites to give up-to-date information about the activities in the School. **It is of great value to the School if you like and share the postings.**

The secret site is for current families and it is not possible to share the information and pictures from this site.

## **School website**

The School website is the hub of the school information and includes this handbook, relevant policies and procedures, the annual term dates and term calendar. [www.casamiamontessori.wa.edu.au](http://www.casamiamontessori.wa.edu.au).

## **Team App**

In 2019 Casa Mia is trialling the app, Team App. The use of the app will be reviewed regularly during the year.  
The information posted will be the calendars and events.

## **Parent Communication**

### **You have a query or a question?**

Is it about education or non-education?

#### **Non education:**

- |                      |   |
|----------------------|---|
| 1 <sup>st</sup> stop | this book, class handbook, parent orientation session, parent coffee morning, class notice board, school notice board, school website, newsletter |
| 2 <sup>nd</sup> stop | Office  |
| 3 <sup>rd</sup> stop | Class teacher   |
| 4 <sup>th</sup> stop | School Principal  |

#### **Education:**

- |                      |                  |
|----------------------|------------------|
| 1 <sup>st</sup> stop | Class teacher    |
| 2 <sup>nd</sup> stop | School Principal |

The email addresses of your class teacher and the School Office are in the class hand book.

There is a communication book outside each classroom or send in a letter.

## **Communication book outside the classroom**

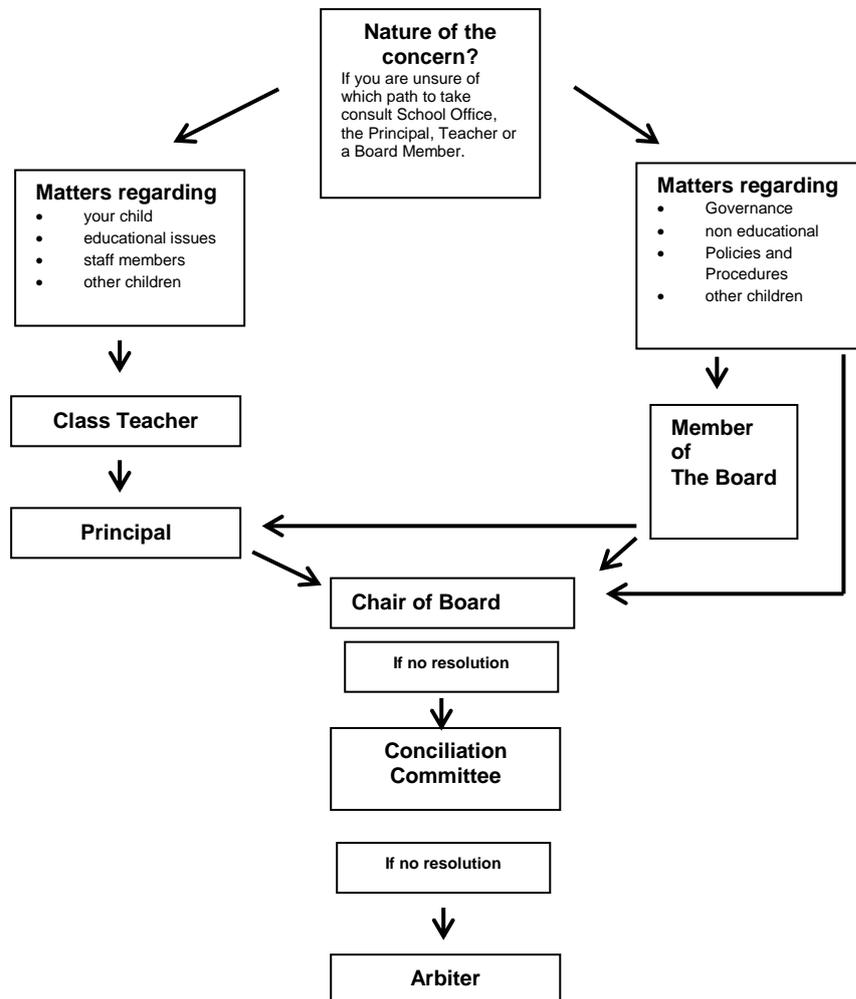
These are for daily communications with the teacher about pick-ups or the child.

## **Grievances**

All members of the community have the right to express a grievance or concern. Below are the main aspects of the policy which need to be considered and adhered to:

- All persons in the School community, students, staff board members and parents, have the right to be treated with respect and courtesy.
- In all matters, the welfare of all children in the School is the first priority.
- Procedural fairness is afforded to all parties.
- Confidentiality is maintained to the extent consistent with the other principles contained here.
- Gossip and discussion behind people's backs is actively discouraged.
- The person who is the subject of the complaint is informed of the complaint and complainant.

In the case of an issue becoming a grievance, the following chart indicates the communication process.



# Organisation of the School

## Ownership & Governance

Casa Mia is responsible to three Government entities: the Departments of Education and Training AU and Education WA for the educational and funding aspects of the School and to the Department of Commerce for the operating structure and Incorporation. The registration and incorporation certificates are located in the Administration Office.

The School is run by a Board of Governance for all strategic and governance issues and by the Principal for all educational, management and daily operational issues. The Principal reports to the Chair of the School Board.

The Board of Governance consists of volunteer parent members who fill the roles of Chairperson, Vice-Chairperson, Treasurer, Secretary and two Ordinary Members. There is also provision for an independent Member. The Principal is a non-voting member of the Board. All Board positions, with the exception of the Principal, become vacant at the Annual General Meeting held prior to April 30<sup>th</sup> each year. All school members are eligible to nominate for a position on the Board.

The School's operations are governed by its' Rules of Association, as per the *Associations Incorporation Act 2015*. Copies of the current Rules of Association are available to all school members and can be obtained from the Administration Office.

## Strategic Vision

The Board of Governance makes its strategic decisions based on the Strategic Plan for the School. The Strategic Plan is devised at planning days to which all school members are invited to attend and participate in.

A copy of the current strategic plan is available on the School's website.

## Administration

### **Role of School Administration positions:**

#### **Principal**

Non-voting member of School Board responsible for the leadership and management of Casa Mia that are consistent with Montessori values and practices and the School's mission, vision and philosophy values.

#### **Finance Officer**

Performs a wide range of financial tasks, including school fees and general accounts; responsible with the School Board Treasurer and Principal for all financial and reporting directions. Liaises closely with the Principal over financial matters. Assists with administrative tasks.

#### **Administration Officer**

Performs a wide range of administrative tasks including sales and enrolments. Reports to the Principal.

## Finances

Fees and levies collected at Casa Mia Montessori School are used for the following purposes which are aligned with the Vision and Mission of the School to:

- Provide teaching, administrative, classroom support and facilities
- Provide essential resources, materials, facilities and equipment
- Assist with providing activities such as excursions
- Support the School building program
- Maintain building, grounds and other facilities

As is the case with all private, independent schools, Casa Mia Montessori School receives income from a number of sources.

The main income comes from the families of the School community. The remainder of the income comes from State and Federal funding. The level of funding is based on the Socio Economic Score of the families of the school, the age of the child and **94%** attendance of the total number of school days in the year.

The School Board governs the financial affairs of the school and setting of the fees.

The fees go up annually, in line with the Education Cost Price Index.

Failure to maintain fee payments will exclude family members from voting at General Meetings or from stand for Board of Governance positions.

**Fees** (for the full version refer to the Business Arrangements of the School Website)

***Please Note*** *All fees, discounts, bonds and levies are subject to change. Notification of the changes will be made via the newsletter and the website.*

### **Application Fee**

Payable on application to the School. This fee is non-refundable.

### **Confirmation Fee**

Paid on acceptance of a place in the School within ten working days of the offer or as specified. This fee is non-refundable.

### **Enrolment Bond**

Paid on acceptance of a place in the school, within ten working days of the offer or as specified. This fee is refundable on completion of nine years at the School.

### **Tuition Fees**

Payable at the commencement of each school term. Refer to the current Business Arrangements.

### **School Support Levy**

All families are expected to participate in the maintenance of the School through the School Support Levy. This can be done in one of two ways:

1. Payment of the School Support Levy at the commencement of each term.
2. Undertake 3 (three) hours of work for the School each term. These hours are recorded with:
  - ✓ The Administration Officer

Any shortfall of hours worked are to be paid for at the commencement of the new term for families returning to the School. For families leaving at the end of that term, the money is to be paid prior to the refunding of the Enrolment Bond.

### **Building Fund Levy**

The Building levy is paid each year and is incorporated into the Fee Payment option. Funds from this account are used to maintain the buildings and grounds of the School

### **Specialist and Excursion Levy**

This levy is used to provide students with learning opportunities through excursions and incursions and specialist programmes such as French and music. This levy is attached to the chosen fee payment option along with the tuition fees.

### **Stationery Levy**

The Stationery Levy is paid at the commencement of the school year and is not incorporated into the fee paying options. The levy is used to purchase consumable materials for the classrooms.

### **Additional Fees**

Extra fees are due from the last year in Lower Primary. The fees are for further extra-curricular activities or camp fees. These fees are payable as stated in the fee statement related to the activity.

### **Discounts**

#### **Sibling Discount**

The rate of the Sibling Discount is recorded on the current business arrangements. Sibling Discounts are automatically deducted from the family invoice.

#### **Late Starts**

When a new child commences after the end of the second week of a term, a pro rata Tuition Fee for that term will be charged. Any children who commence during the first two weeks of term will be charged full tuition fees.

#### **Short-term students from overseas/interstate**

Students who will attend the School for a period less than or equal to one year are to be charged standard tuition fees with 50% loading. This loading is to be a payment to the Casa Mia Montessori School Building Fund.

For non-Australia citizens, the student must hold a permanent or temporary residence visa. Casa Mia is not currently registered to accept overseas students travelling on a student visa.

#### **Refund of Enrolment Bond**

The Enrolment Bond will be refunded, provided a full term's notice of a child leaving the school has been given in writing.

If a full term's notice in writing is not given, the bond will be forfeited to the school.

	<b>Intended Withdrawal – at the end of:</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Notice required by the last day of the term stated</b>	End Term 4 of previous year	End Term 1	End Term 2	End Term 3

#### **Payment of Accounts**

The School will issue a Fee Statement before the start of each term and as required during term.

Fees may be paid by money order, cheque payable to “Casa Mia Montessori School” or direct account transfer to **BSB 306-043 Account No: 4153530** (include invoice number and child’s name as reference) or a direct debit arrangement. For security reasons the payment of fees in cash cannot be accepted.

### **Financial Assistance**

Please contact the Office immediately if you have difficulty in paying the fees by the due date.

### **Fundraising**

The P&F has different fundraising activities throughout the school year. Refer to the Newsletter or school notice board for details.

### **Privacy Statement**

The information Casa Mia Montessori School collects and holds may include sensitive information about-

- a. Students and their parents/guardians before, during and after their time at the school e.g. forms, meetings, interviews, phone calls.
- b. Members of staff, job applicants, volunteers e.g. references, resumes, police clearance for employment purposes, child protection.
- c. Other people coming into contact with the School such as parents doing classroom observations, introduction evenings eg driver’s licence and other forms of ID address and phone numbers.

The purposes of keeping and using this information includes school administration and to be able to contact parents/guardians concerning their child’s educational, social and medical needs. The School will keep this information private and secure and will use all information held for the purpose for which it was provided.

### **Parents and Friends (P&F)**

The Parents and Family (P&F) operates under the auspices of the School Board and is charged with providing activities that bring social cohesion for the students. If you would like to volunteer, speak to the Office and they will point you in the right direction.

### **Policies & Procedures**

The Board of Casa Mia Montessori School has a duty of care for the educational standards, health, wellbeing and safety of all community members and the business. There are policies and guidelines which apply to all members of the community. It is the responsibility of all parents/guardians and staff to provide the School with required information and provide the Administration Officer in writing of any situations where a heightened responsibility is required.

*Refer to the school website to view the list of Policies.*