Vision & Mission Statement

VISION

Making the world a better place by providing an education that:

- Inspires academic excellence
- Nurtures respect for self, others and the environment, curiosity, creativity and imagination
- Awakens the human spirit

MISSION

To provide a quality Montessori Education thereby helping our children to:

- Discover their capacity to live in peace
- Learn without boundaries throughout their lifetimes
- Find meaningful work
- Discover the joy of friendships and community
Principal’s Welcome

Welcome to Margaret River Montessori School. Situated close to town and surrounded by bush on Clarke Road, Margaret River, the school’s picturesque outlook is a delightful setting for the outstanding Montessori educational programme it delivers. As an Independent school offering quality education we are part of the global Montessori system and have close ties to other Australian Montessori schools and particularly those in Western Australia. In addition we hold membership through the Montessori Australia Foundation and to the Association of Independent Schools of WA (AISWA).

We are outward looking with strong environmental and peace outcomes and work in partnership with local community groups. We have an after school sports and cultural activities programme and invited guests provide a wide range of interesting topics to motivate and challenge our students.

In 2013 we celebrated 100 years of Montessori education in Australia and Margaret River Montessori School celebrated its 20th anniversary.

We are fortunate to have an amazing natural bushland environment and beautiful landscape including a natural wetland on our property which forms a central part of our education program. We have a strong focus on valuing our natural environment and provide children with horticultural learning experiences in our many edible garden learning areas. The children also have regular opportunities to engage in hands-on scientific investigation of the native flora and fauna found in the wetland through our partnership with the Cape to Cape Catchment Group.

We look forward to meeting you and being part of the learning journey of your child.

Lisa Fenton
Principal
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Introducing Montessori

Dr. Maria Montessori developed her method of education from her observations of children and their learning. At the time it was revolutionary, and the results were to prove phenomenally successful. Many of her methods have been absorbed into other education systems.

Her aim was to educate the whole child: to develop confidence, self discipline and a love of learning; a child who is therefore confident both socially and academically. Dr. Montessori believed that children have an innate, positive attitude to learning. The Montessori approach is child centred but adult-guided. It is structured but free for learning, and emphasises learning in an enjoyable way.

The Early Years (0-3 and Junior Primary 3-6 years)

It has been well researched that the first six years of life are the most fundamental in the development of human beings and their potential (Montessori Australia Foundation). This is when children learn instinctively from their environment using an unconscious process of absorption. (Maria Montessori, The Absorbent Mind). The infant’s physical development is phenomenal. At around 3 years of age the child is beginning to look for peer contact and new experiences. Parents often feel their child is bored. This is the optimum age to begin pre-school.

Our programme begins with a 0-3 playgroup session. This early foundation complements family learning. The 0-3 playgroup is called Casa del Fiume - House of the River. Children eagerly transition to 2 Children’s Houses where professionally trained Montessori teachers guide the children’s learning through the period of 3-6 years. Children learn in a prepared environment from the broad Montessori curriculum. Outdoor education is also important and practical life work is featured in the classroom. The 2 classrooms are known by Italian names – JP1 as Casa dei Fiore - The House of Flowers and JP2 as Casa del Cielo – House of Sky.

Children transition to middle primary at approximately 6 years of age. The education we provide is completely tailored to the individual child’s needs. A gradual transition is provided with middle primary children mentoring junior primary students prior to them entering the classroom. They also participate in middle primary activities and are well prepared for the next exciting phase of learning. Middle primary is the first stage of Cosmic Education where all the components of the curriculum are integrated together. It is a time of great “wonderings” when children ask the “big” questions about life and living and who we are as cultural beings. There’s a buzz in the middle primary classrooms as children work more collaboratively together and there is also quiet concentration as children focus on the enjoyment of their learning. Middle primary children greatly enjoy the social aspect of school and play. The Italian names of these 2 classes are MP1 – Casa del Mare and MP2 – Casa delle Stelle.

Upper Primary (Casa della Luna), consolidates the abstraction processes begun in middle primary after a solid foundation of concrete learning. The age range is generally 9-12 years and students are developing their strong moral compass. Students work in small groups and whole class activities as well as taking responsibility for their own individual learning programme. This is the time when an awareness of feelings and sensitivity to and consideration for the feelings of others and the environment are foremost.

Students learn Japanese as the Language Other than English and Japanese ceremonies, (Kaigi’s) are included in our celebrations. Physical Education is an important part of the curriculum with a variety of bat and ball games, skills and cooperative play being taught. Experts are brought into the school to complement the Sports programme. Music has a fine tradition at MRMS. Children are exposed to many musical instruments after they have played the musical bells in Junior Primary where they learn the basis of music. Students graduate with instrumental and singing skills. Visual and Dramatic Arts play a vital part in Montessori classrooms where children learn history and skills and develop a love of the Arts.
Features of the Montessori classroom:

The Montessori classroom has:

- An individual program suited to the needs of each child.
- Children working at their own pace without competitiveness.
- Freedom developed through self-discipline.
- Movement from concrete experiences to abstract concepts through specially designed materials, reinforcing concepts and confidence.
- A teacher specially trained to observe and respond to the needs of each child, who directs, rather than teaches.
- A range of age groups working together, the older children acting as role models, instructing and caring for the younger ones.
- A strongly developed work ethic that fosters respect for others and for one's own work.
- Throughout his/her education each child is assisted in the development of self-discipline and concentration as well as being encouraged to develop a joy of learning and a love of life.

“The child is capable of developing and giving us tangible proof of the possibility of a better humanity. He has shown us the true process of construction of the human being. We have seen children totally change as they acquire a love for things and as their sense of order, discipline, and self-control develops within them.... The child is both a hope and a promise for mankind.” (Education and Peace)
2016 MRMS STAFF

Admin
Principal: Lisa Fenton
principalmargmont.wa.edu.au
Finance Manager: Sue McLeod
bursarmargmont.wa.edu.au
Admin Officer: Deb Angell
montessorimargmont.wa.edu.au

0-3 Playgroup
Facilitator/Teacher: Raylene Field

Junior Primary
Teacher: Sonja Roco
Teacher: Jan Johnson
Teacher: Raylene Field
Teacher: Sue Gaunt
Ed Assistant: Sue Peters
Ed Assistant: Corinna Iddon
Ed Assistant: Gayna Luck
Ed Assistant: Denise Fowler
Ed Assistant: Nicola Whitehead

Middle Primary
Teacher: Lee-Anne French
Teacher: Kate Ramsay
Education Assistant: Cindy Heyes
Education Assistant: Trish Murray

Upper Primary
Teacher: Emma Beumer
Education Assistant: Sandi Macdonald

Specialist Areas
Language Teacher: Karen Haslau
Music Teacher: Suzie Spiers
Sport Teachers: Sue Gaunt and Raylene Field

“We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit.” (Education for a New World, p. 69)
Curriculum
The Australian Curriculum, Assessment and Reporting Authority (ACARA) has officially recognised the Montessori National Curriculum as an approved curriculum to be delivered in Australian schools.

It is recognised to cover all aspects (knowledge and skills) of the Australian Curriculum and is a strong preparation for life. Additionally, teachers at Margaret River Montessori School have spent time mapping the Montessori National Curriculum against the Australian Curriculum to ensure full awareness and coverage of the depth and breadth of the curriculum for our students.

0-3 Playgroup
The aim of the 0-3 program is to facilitate the child’s growing need for independence, order, movement and language and to increase the parents’ awareness of their child’s capabilities and needs.

Junior Primary Level:
At the Junior Primary Level (3-6 yrs) children work to develop themselves as independent people, to grasp reality and to acquire a fund of facts and impressions. They are primarily interested in what and where. The prepared environment, structured to aid this development, provides five areas of activity:

- Practical Life Exercises
- The Sensorial Apparatus
- The Language Programme
- Number Work
- The Culture Area which includes elements of Geography, Biology, History, Art, Music

Primary Level:
Montessori described the Primary Level as "cosmic education" to denote the breadth of its scope. This level aims to expose the children to the structure and understanding of all subject areas. It is divided into two stages: 6-9 years (Middle Primary) and 9-12 years (Upper Primary). The children at this level are characterised by their social orientation, their questioning minds and their energy for research. They learn through their intelligence and their imagination, and want to know why and when.

The curriculum covers all of the following areas:

- History
- Geography
- Biology
- Language
- Maths
- Geometry
- The Arts
- Physical Education
- Technology
- Spirituality

High School Level (12 – 18 years):
This programme is currently not available at Margaret River Montessori. We hope to be able to offer a Montessori High School education in the near future. The Montessori program for children aged 12 to 18 years is based on the recognition of the special characteristics of adolescence. Adolescence is an age of great social development, an age of critical thinking and re-evaluation, and a period of self-concern and self-assessment.
Languages, Music, Sport, Visual Arts, ICT.
The School has a very strong Language Other Than English programme, based around Japanese. It is presented by a specialist Languages Teacher and is taught to all children at the School once they commence full-time. A specialist music teacher provides a creative music programme for all full-time students. Visual arts are integrated into the classroom programme. The use of technology as a tool for teaching, research and recording and presenting learning is integrated into the classrooms from Middle Primary and forms an important part of the students’ work in Upper Primary.

Although Montessori schools are non-competitive, the playing of sport is encouraged, with fundamental movement and game skills taught each week. Morning fitness is a regular occurrence in the Primary years and an After School Sport Programme runs two afternoons a week.

Homework
It is not the policy of the School to give set amounts of homework. Encourage your child to read, write stories or poems, do their own research, practise music, times tables, etc. The older children should establish the habit of doing some work in the evenings in preparation for High School. This will probably begin with practising their tables or progress to extensive research and note taking.

Home Reading
Fulltime children bring home readers home. We encourage parents to read with their children daily. Please see the Home Reader Journal for more advice and strategies for success.

Camps and Excursions
The aim of excursions differ for Junior Primary children compared to Middle and Upper Primary. The aim for Junior Primary is to allow exploration and knowledge of different natural environments, and to allow for and promote physical development. For older children, the exploration is of the different aspects of the community in which they live, how the many parts fit together and depend upon one another, the work that people do and the ways different products are manufactured. Upper Primary students attend an annual outdoor education camp and are involved in the organisation and preparation of their camp.

Parent - Teacher Conferences, Records and Reports
Observations and Conferences
Conferences between parents and teachers are an important means of communication and are actively encouraged. It is school policy for such conferences to be held at least twice a year with each family, and, whenever possible, both parents should attend. This, of course, does not preclude additional interviews when parents have a specific issue to discuss. At least one Observation is necessary in your child’s class each year; you will then have some firsthand knowledge of your child’s learning environment.

School records and reports on children’s development:
Medical Records are kept as required by the Public Health Department. Enrolment Records, including the Admission Form and a copy of the Birth Certificate, are kept in individual folders.

Educational Records
Comprehensive records for each individual child are kept indicating for each child the activities and concepts he or she has practised and mastered. Observation records, parent conference notes and other general comments are also kept.
Assessment and Reporting

Parents, teachers and the children themselves will wish to be aware of the stages of development that they have reached. The most valuable way of reviewing this development for the teachers is by the teachers' observation, the child's visible work, teacher-child discussions, and teacher-parent conferencing.

Written reports for all children are produced at the end of each semester. They aim to give an outline of the child's development socially, emotionally, physically and intellectually. These reports comply with the Department of Education Services' requirements in regard to mapping children's progress through levels in the Learning Areas of the Montessori National Curriculum. Reports are a way of communicating individual student progress to parents and not a way of comparing students. The School Curriculum and Standards Authority (SCSA) of WA have officially approved our school’s reporting methods.

Transitions

General

Maria Montessori always looked at the child's education in relation to the child. The child has different needs at different stages. The child forms his/her personality, develops and acquires independence.

Children between the age of birth and six possess an "absorbent mind". This almost genius capacity for mental absorption enables them to learn their native tongue, to perfect movement and internalise order. Maria Montessori observed that children also experience Sensitive Periods in their development. These are periods of special sensitivity when the child is attracted to certain stimuli in his or her environment allowing them to acquire certain knowledge and skills. These periods occur universally for all children at approximately the same age and provide the time for optimal development of that particular skill or knowledge.

The six to nine year stage sees a move towards peers and the involvement of the child's powerful imagination as a tool for learning. It is a period that sees the final acquisition and consolidation of all the basic skills; a time of great effort and endeavour.

The children who have reached the nine to twelve year stage have, so to speak, "the world at their feet"! In terms of what they can achieve, the sky's the limit.

The advantages of being in a multi-age, co-educational situation with its strong friendship bonds are even more important now for the development of leadership roles and social skills as these children prepare themselves to become young adults. They are now ready to organise their work, fit in with timetables, meet standards and expectations. This is essential. However, they can do so without becoming permanently bound by them. After all, they will have to do so soon enough.

0-3 to Junior Primary

Children are encouraged to commence Junior Primary as close as possible to their third birthday. The 0-3 facilitator will complete an observation document of each child prior to transition.

Junior to Middle Primary

The children themselves are the indicators of when they are ready to move from Junior to Middle Primary, having reached the second stage of development. The Middle Primary does, however, demand a measure of competence in the area of reading and writing.

Middle Primary to Upper Primary

9-12 years of age is the end of the Second stage and is the preparation for a new identity. The challenges are ever increasing. Children will review their old work through re-interpretation (eg. Maths facts are reviewed through factorisation, divisibility, powers, etc.) There will be less time for verbalisation and free talk. Deadlines are given, external correction of error is required, and if fundamentals are not firm there can be no choice. The child must practise and repeat until they are known.
Behaviour Management

Expectations
A Montessori classroom has freedom within limits. The freedom exists for children to choose their own work, follow their own interests and work at their own pace. The limits are those necessary for the harmony of any community. The children are expected to be caring, considerate and courteous; aggression, bad manners, swearing and destructiveness are not tolerated. The children are always encouraged to consider the other person’s point of view, respect his or her rights, and solve problems with discussion and reason.

As a school, we do not believe in physical punishment, but rather endeavour to ensure that children are impressed with the needs of reality, not with the power of adults. We use the logical consequences of a child's misbehaviour to guide appropriate behaviour. All children have "Grace and Courtesy" lessons. These give the children the chance to practise appropriate ways of behaviour and also to see other children model various responses to situations. If a child's behaviour is such that it must be dealt with immediately, then he/she is isolated from the group, in a situation where there may be books to look at but no real work to do, on the understanding that he/she may return to the group whenever he/she is willing to behave in an acceptable way. Kindness, but firmness, and the example of the other children in the class ensure a happy and harmonious classroom.

The Montessori approach is based on a profound respect for the child. It does away with the necessity for coercion by means of reward and punishment, by achieving an active discipline instead, which originates from within the child rather than being imposed from without. It allows the child liberty, not licence, to pursue the development of will and construction of self.

Communication

It is vital for staff and Council to communicate with parents about the running of the educational program and administration of the School. The most important regular means of communication is the school Newsletter, which is distributed via email unless a paper copy is requested. The Newsletter contains information about current school happenings, visitors, fundraising news, special events, requests for help, P&F news, School Council updates and term dates.

School Noticeboards are located outside rooms to keep you up to date with classroom events. In addition you will occasionally receive emails and paper notes from your child’s teacher and the school office to keep you updated on important messages and events.

On Educational matters:
- Parent Teacher Conferences: Twice a year in conjunction with Observations.
- Written Reports: Semester One and Semester Two for all children.
- Parent Education Sessions: Topics suggested by parents and teachers.

On School Council matters:
- Annual General Meeting: This is held early in the year. It is an important event, providing parents with the opportunity to learn about important decisions and the financial situation of the School. Election of Council representatives takes place at this time.
- School Policies: These are available online on our website www.margmont.wa.edu.au
- A P&F representative is a link between the School Council and the P&F Association.

On Parent related school Matters:
- Each class has an elected Parent Mentor, this is advertised on the classroom doors.
- Our school website and Facebook page.
**Kaigi**

In Japanese “Kaigi” means “gathering”. The School endeavours to hold one Kaigi each term, during a morning session. The children perform songs, poems, etc or present work they have been doing. Parents, relatives and friends are encouraged to attend.

**Parent Commitment**

Each family is requested to commit for 6 hours per term. Helping out can be:

- Participating in the school busy bee held once per term for 3 hours;
- Classroom help (usually there is a list on the classroom door);
- Time given by a family member (eg poetry, music or cooking);

and/or

- Raffle ticket sales, Sausage Sizzles, Cake Stalls;
- Being involved in event committees;
- Special events such as Cow Pat Lotto

There are always jobs to do that can contribute towards your Parent Commitment time. Check with office staff. You may request to be charged for your commitment hours rather than complete them. Hours can roll over from term to term but not one calendar year to the next.

**School Council**

**Introduction**

The Margaret River Montessori School Inc. is a Non Profit Organisation as per the Association Incorporation Act 1985 (WA). Its rules are contained in the school Constitution (a copy of which can be found at the school). The management of the school is conducted by a governing body known as the School Council.

The School Council is composed of: Chairperson, Vice Chairperson, Secretary, Treasurer, Principal (ex officio), P & F Representative (ex officio), and executive members made up of parents and community members.

**Responsibilities**

The Council Members are responsible for general policy decisions affecting the management of the school.

These being:

1. Financial planning and decisions
2. Planning of building and grounds
3. Monitoring staff conditions, new developments and trends in all areas of education.
4. The forming of general and educational policies that affect the running of the school.
5. Other (e.g. Publicity) as deemed necessary.
Parents & Friends Association

Constitution: a copy to be found at the school.

The Parents and Friends Association plays a major role in the running of the school. P&F meetings are held monthly where major decisions supporting the children's education occur. P&F representatives are elected by the Parents & Friends Body at the annual AGM. In addition to the roles set forth at the Committee's AGM, P&F representatives have the responsibility of maintaining effective communication between the School Council and the P&F Association.

The P. & F. executive is composed of: Chairperson, Vice-chairperson, Secretary, Treasurer and Executive Members. These are elected at the AGM. (Please see the constitution for the details of the responsibility of each position).

Fundraising Coordinators are elected annually to plan fundraising events. All families are expected to contribute as per Fundraising Policy.

All parents are encouraged to be involved with the P&F.

Parent/Guardian input is one of the building blocks of your children's education.

School Policies

Our School Policies are available by request or can be viewed on our website.

Grievances and Concerns

If you have an educational concern, you should make an appointment with the appropriate teacher. Communication is important. We cannot solve problems if we do not know about them. The teachers are most willing to discuss any educational matters that may be of concern. If this discussion is unsatisfactory the matter should be referred to the Principal.

For School Council related matters you should talk to your Parents and Friends representative on the Committee, or contact the Council in writing.
Complaints and Grievance Policy Flow Chart

Ensure you have all available information about the complaint.

Educational Matters
- Refer to and meet with Class Teacher to discuss concerns
- If unresolved refer to Principal in writing

Non Educational Matters
- Refer to School Council via Parent Forum or in writing

Educational Staff
- Meet with or put in writing to the Principal
- If unresolved put in writing to the School Council

Principal
- Discuss with Principal if possible
Section 3: SCHOOL ROUTINES

School Times
Part-time Children 8:45am - 12noon
Full-time Children 8:45am - 3pm

Term Dates
Refer to the calendar on our school website for up to date term dates
www.margmont.wa.edu.au
Student Free Days for staff Professional Development will be notified via the parent newsletter and are recorded on the school calendar.

Parking
Please use the correct entrance and exit ways on Clarke Road. Note that all verge parking on Clarke Road is prohibited by the Augusta Margaret River Shire. Alternative parking can be found on the corner of Clarke Road and Railway Terrace, corner of Station Road and Clarke Road and on Betts Street. A short walk from these spots to the classroom is a great way to get brains ready for learning!

Buses
Any child who is 3 years and 6 months, and is living within the school bus catchment area is eligible to use School Buses. In order to use School Bus Services you must first register online at www.schoolbuses.wa.gov.au. Our local bus contractor is Shepherdson’s Transport at 9757 2955, please contact them to arrange pick up and drop off location. Please inform us of the days that your child is to use the bus.

Naming of Personal Belongings
All your child’s personal items should be labelled in waterproof pen with your child’s name written with a capital letter followed by lower case letters, e.g. Tim, not TIM.

School Uniform
Our school uniform colours are navy blue and jade green. As a Montessori school, please note that the School Uniform is optional. However the uniform is to be worn on excursions for safety and duty of care reasons, and to represent the school in the wider community. Please contact the office for a uniform order form or download one from our website www.margmont.wa.edu.au.

Footwear
Sandals and lace-up shoes provide good opportunities for children to practice doing up their own buckles and laces. Other types of footwear (ie with Velcro for younger children) are certainly acceptable as they enable the child to become independent in dressing himself. Thongs are not suitable as they restrict movement. Footwear needs to be well fitted and safe for children to climb and play in the playground.

Hats
Throughout the year all children are to wear hats outside. A "No Hat No Play" policy applies. The uniform shop has wide brim hats for sale.

Sunscreen
Please advise the school if your child requires a particular sunscreen. The teachers will apply sunscreen supplied by the school as they deem appropriate.
Section 4: ADMINISTRATION

Attendance
The Department of Education (the Department) monitors the attendance of all students enrolled in school, identifies students with attendance issues and implements appropriate measures to restore regular attendance (refer Sections 23 & 24 of the School Education Act 1999). The classroom teacher will keep the Principal advised of students who do not attend regularly at fortnightly staff meetings. Where attendance issues are identified families will be contacted by the Principal to restore an appropriate level of attendance. If a child is absent a written or verbal explanation must be received from the parent/guardian on or before the day of the absence. Parents must inform the Principal in writing of extended absences and in-term holidays. Please refer to the Fees Policy for more information.

Admission/Enrolment

General
As this is a complete Junior Primary/Primary School where the child's education begins at 3 years of age it is desired, in the interest of your child, for you to plan for his/her attendance at the school until the end of his/her Primary years.

Children are admitted to the Junior Primary on, or soon after, their 3rd birthday, following teacher assessment of their readiness. This is in the form of an orientation morning, where the child attends by themselves and the parents are given feedback at the end of the session. Following feedback the child will be invited to begin their first day the following day. A 4 week "Settling in Period" will evaluate the child's assimilation into the Montessori Junior Primary. The child will then commence attending 5 morning sessions per week. A 3-4 week "Settling in Period" will apply to the new student in Middle/Upper Primary subject to the teacher's discretion. If, after the settling in period, the teacher is of the view that the child is not settling in adequately, (or over a longer period), the teacher may recommend that the child be withdrawn. The parents will be refunded the remainder of the term’s fees on a pro-rata basis. In any other circumstances of withdrawal, no refund will apply, unless in special circumstances, the School Council considers a refund appropriate.

Withdrawal
One term’s written notice is required for withdrawal of a child. Please refer to the current Fees Policy for more information.

Equal Opportunity
Margaret River Montessori School actively and positively supports and encourages policies which stress the importance of equal opportunity, respective of whether students are male or female, irrespective of ethnic origins and irrespective of their religious backgrounds.

Payment of Accounts
The School will issue a Fee Statement to each family four weeks before its due date. Fees may be paid by:
1) Direct deposit as per account and remittance detail on invoice;
   Account: Margaret River Montessori School, Bankwest BSB 306-021; Account Number 051026-7; or
2) Credit or debit card at the school office, or by phone; or
3) Cash, or cheque made payable to ‘Margaret River Montessori School’.

A late fee of $30 per four weeks overdue may be incurred on late fees.
Section 5: SAFETY, HEALTH AND HYGIENE

Immunisation

Parents are required to present immunisation records (as issued by Health Department of WA) or Homeopathic records completed by a registered Naturopath, or a Conscientious Objection Form signed by a Doctor.

Allergies and Anaphylaxis

Parents are to notify the school of any allergies their child may have. Please refer and adhere to the current Nut Allergy Policy provided to you at enrolment. If at any time this is updated, a notification is sent out to the entire school community.

Communicable Diseases

All action in response to communicable diseases must be adhered to by the parents, by reference to the Blue Communicable Disease Book. (A copy can be viewed at the school.)

Un-immunized children may be excluded from School in the event of a break –out of communicable disease. Parents are to be informed.

If an un-immunized child continues at school under the above circumstances, then parents are to present a signed note taking full responsibility for their child, to the School Council.

Further information go to http://www.public.health.wa.gov.au

Medication at School

Staff cannot undertake assistance that will compromise normal duties/activities of the school.

All medication containers must be properly labeled with the child’s name. A "request to administer medication" letter, signed by a parent/guardian, is to be presented by the parent personally to the teacher when leaving medication at the school.

Head Lice

Head lice are tiny insect parasites that live on the human head. Head lice reproduce by laying their eggs (nits) on the hair shaft close to the scalp. They are not dangerous, don’t carry diseases and are not a sign of poor hygiene. To prevent a head lice outbreak, children that are found with live head lice are excluded from school. Parents will be contacted to collect their child. They are allowed to return following treatment, and when all live lice have been removed. Please ask the front office for a Fact Sheet on how to treat Head Lice.

Health Appraisals

Full health appraisals are done by the School Community Health Nurse at 4 years of age. This is a free service. Parent permission is sought and you have the right to choose whether your child does or does not attend. Parents may request a referral to the Community Health Nurse at any time if they have concerns regarding their child’s development. This may be done through your teacher or at the front office.
**Dentist**

Our Shire is fortunate to have the services of a Dental Van provided by the government to service schools. All enrolled 5 to 12 year olds are offered an appointment time for a free dental check up. It is the parent’s responsibility to take their child to the appointment. The van is located at the Margaret River Primary School. If you are new to the area and would like an appointment their contact number is 0407 914 864.

**Child Protection**

The School Child Protection Policy assists School Staff in the identification and notification of children who are being maltreated. This policy is a public document and is available to all members of the school community (Policy available from Office).

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**Section 6: GENERAL INFORMATION**

**Parents' Library**

A Parents' Library with literature concerning Montessori Education and general child upbringing is located in the Administration area. Please sign your book out and in on return.

**Montessori Australia**

The MAF was set up to provide, nationally, services that would be difficult or impossible to set up by individual schools or state wide Montessori organisations. The MAF acts as a central body for pooling resources and disseminating information.

The Montessori Australia Foundation offers an extensive range of services to support Montessori in Australia. These include services for Montessori schools, Montessori professionals and parents. Schools access services through an annual service fee. Individuals can access many of the services through an individual subscription. [http://www.montessori.org.au](http://www.montessori.org.au)

In December 2011, the Montessori Australia Foundation (MAF) received official notification from the Australian Curriculum, Assessment and Reporting Authority (ACARA) that the Montessori National Curriculum has been recognised as an alternative national curriculum framework to be included on ACARA’s Recognition Register. This achievement has positive implications for everyone working in Montessori classrooms, not only in Australia, but also worldwide. ACARA established a very rigorous recognition process to determine the extent to which a well-established alternative national curriculum can deliver comparable educational outcomes for students to those based on the Australian National Curriculum.

The Montessori National Curriculum Framework brings together in one document the educational goals and curriculum content applied in Montessori schools throughout Australia to support the development of infants, children and young people from birth to adulthood. The curriculum on which this framework is based is an international curriculum shared by Montessori schools throughout the world. This framework includes an overview of the pedagogical principles that guide practice in Montessori schools, principles that emerged from the pioneering research and insights of Dr Maria Montessori. The recognition of the Montessori National Curriculum is an enormous step forward for Montessori Education in Australia providing official government endorsement that the Montessori Curriculum meets all the national education standards. It will enable Montessori schools to implement the Montessori programme in its entirety without having to adapt or compromise key principles and practices.