Margaret River Montessori
SCHOOL | EST 1993

Family Handbook

Cultivating Curiosity and Inspiring Independence

Education in Harmony with Life

Last updated 26/06/2026

(08) 9757 2564 · montessori@margmont.wa.edu.au
4-6 Clarke Road, Margaret River, Western Australia 6285
www.margmont.wa.edu.au

Table of Contents

Table of Contents....2
Principal's Welcome....3
Our Staff....4
Educational and Curriculum....5
Behaviour Support....10
General Information....11
Parent Involvement in Learning....14
School Routines....15
Margaret River Site Comings and Goings....16
Metricup Site Comings and Goings....19
Uniform and Dress Guidelines....21
Communication....23
School Governance....26
Administration & School Fees....27
Safety, Health & Hygiene....29

Our Purpose - ***We support the education of children and young people through a culture of interconnectedness, emphasising our role in creating a better world within which humankind can flourish.***

Our Values - ***Respect, Kindness, Peace, Unity, Love, Creativity, Reflection, Hope, Courage, Optimism***

Our Mission - ***We offer a Montessori education that nurtures respect, instils integrity and promotes leadership in our ever-changing world.***

Our Vision - ***We provide rich personalised learning experiences to inspire the next generation, freeing their potential for lifelong learning and contribution.***

Principal's Welcome

It is my absolute pleasure to welcome prospective families to Margaret River Montessori School (MRMS).

My name is Lisa Fenton and I am delighted to be the Principal at MRMS. Like our Purpose, Mission and Vision Statements say, we are inspiring the next generation to create a better world; our staff light sparks and our students enjoy the chance to engage with their passions.

Our school is privileged to sit on two beautiful sites – Our playgroup and primary students (from age 3 up to Year 6) are close within the Margaret River township and surrounded by bush on Clarke Road. Our Adolescent Program proudly begins this year (2025) on 102 acres of pristine farmland on Harman's Mill Rd in Metricup. The sites' picturesque outlooks are both delightful settings for the outstanding Montessori educational program we deliver. Both sites are bound by the Wadandi track and enjoy this cultural and historical link between our campuses.

The amazing natural bushland environments, including natural wetlands and waterways, form central parts of our education program. We have a strong focus on embedding indigenous cultural practices and knowledge and valuing our natural environment and provide children and young people with ecological learning experiences in our many edible garden and native bushland learning areas. The students also have regular opportunities to engage in hands-on scientific investigation of the native flora and fauna found in the wetlands and bush areas through our partnership with the Nature Conservation Margaret River.

As an Independent school offering quality education, we are a 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 Montessori School and Centres Australia (MSCA) and to the Association of Independent Schools of WA (AISWA), ensuring we are nationally and internationally connected with leading research and professional learning and networking in Montessori and education in general. We are outward looking with strong environmental and peace outcomes and work in partnership with local community groups. We have strong partnerships and often welcome invited guests to provide a wide range of interesting topics to motivate and challenge our students.



Lisa Fenton, Principal

Margaret River Montessori School is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people and expects all staff, volunteers and visitors to share this commitment.

Above all, we are committed to providing an education for life that combines and supports all intelligences and integrates academic learning with social/emotional learning as well as connecting with the environment and the wider world.

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

Our Staff

Administration		
School Principal	Lisa Fenton	principal@margmont.wa.edu.au
Finance & Admin Manager	Helen Miller	finance@margmont.wa.edu.au
Deputy Principal	Olly Chanin	deputy@margmont.wa.edu.au
Accounts Officer	Sandi Macdonald	accounts@margmont.wa.edu.au
Administration Officer	Haydi Heslin	montessori@margmont.wa.edu.au
Administration Officer	Vicky Nurse	montessoriAP@margmont.wa.edu.au
Enrolments Officer	Jerika Keen	enrolments@margmont.wa.edu.au
Administration Support	Hayley Valesini	HayleyV@margmont.wa.edu.au
Community Liaison	Lisa McKay	monticonnect@margmont.wa.edu.au
Playgroup		
Playgroup Facilitator	Mel Britto	playgroup@margmont.wa.edu.au
Junior Primary		
Teachers	Lace Le Lievre	banksia@margmont.wa.edu.au
	Jan Johnson	marri@margmont.wa.edu.au
	Amanda Mas	
Middle Primary		
Teachers	Jana Wittorf	melaleuca@margmont.wa.edu.au
	Lee-Anne French	peppermint@margmont.wa.edu.au
	Trish Murray	ea@margmont.wa.edu.au
Upper Primary		
Teachers	Rosie Campbell	acacia@margmont.wa.edu.au
	Tori Franks	jarrah@margmont.wa.edu.au
	Jordan Bernhardt	
Adolescent Program (AP)		
Adolescent Program Coordinator/Teacher	Katherine Shearer	KatherineS@margmont.wa.edu.au
Teachers	Joel Hodgson	JoelH@margmont.wa.edu.au
	Lousie Agnew	LouiseA@margmont.wa.edu.au
	Jessica Leask	JessL@margmont.wa.edu.au
	Matthew Patroni	MatthewP@margmont.wa.edu.au
	Louwellyn Gossi	ArtAP@margmont.wa.edu.au
	Overall teacher contact	ap@margmont.wa.edu.au
Specialist Areas Primary		
French Teacher (whole school)	Alicia MacIntosh	languages@margmont.wa.edu.au
Music Teacher (MR only)	Tony Lane	music@margmont.wa.edu.au
Art Teacher (MR only)	Michaela Fabrici	art@margmont.wa.edu.au
Phys Ed Teacher (whole)/ Music (AP)	Joel Hodgson	physed@margmont.wa.edu.au
Library Officer	Cath Sharwood	library@margmont.wa.edu.au
Library Assistant	Sandi Macdonald	
Inclusive Education		
Inclusive Education Teacher	Lily Rooney & Louise Agnew	InclusiveEd@margmont.wa.edu.au
Wellbeing		
	Tessa Vincent	wellbeing@margmont.wa.edu.au
Education Assistants		
	Jess Patterson	
	Beki Howieson	
	Lauren Burton	
	Erica Teasdale	
	Hayley Valesini	
	Jesse Pateman	
	Julia Knappe	
	Lindsey Cowen	
	Trish Murray	
	Serena Zen	
	Brooke Skinner	

Educational and Curriculum

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. 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). 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. This is the optimum age to begin pre-school.

National Montessori Affiliations

Our School is registered with our national Montessori peak professional body. Montessori Schools and Centres Australia provides direct governance and professional support to Montessori School and Daycare Centres nationally. MSCA is a not-for-profit entity whose objects are to promote, strengthen and sustain quality Montessori education for Australian students (https://msca.edu.au/).

Curriculum

The Australian Curriculum, Assessment and Reporting Authority (ACARA) and WA's School Curriculum and Standards Authority (SCSA) have officially recognised the Montessori National Curriculum as an approved curriculum to be delivered in Australian schools. 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.

NAPLAN

As part of the requirement to receiving Federal and State grants, students in years 3, 5, 7 and 9 participate in the National Assessment Program: Literacy and Numeracy (NAPLAN). Year 10 students participate in the Online Literacy and Numeracy Assessment (OLNA). Families may choose not to participate but must complete a formal written application and make personal contact with the Principal. For further information see DES or ACARA websites.

Features of a Montessori classroom:

- 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.
- A teacher that observes and responds 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.
- A strongly developed work ethic that fosters respect for others and for one's own work.
- Each child is encouraged to develop a joy of learning and a love of life.

Bush Babes Playgroup

Our program begins with Playgroup, where children are supported in their natural development, exploring independence, order, movement, and language in a nurturing environment that complements family learning. Participation in Playgroup prepares children for (but does not guarantee or automatically) transition into the Junior Primary Program. Families wishing to continue their Montessori journey at school age are required to submit a formal enrolment application for Junior Primary.

Class Groupings

Montessori Schooling	Age Range	WA Academic Year Range	Classrooms/Advisories
Junior Primary	3 – 6 years	Early Entry (E1& E2), Kindergarten (KG) & Pre-Primary (PP)	Junior Primary 1: Marri Junior Primary 2: Banksia
Middle Primary	6 – 9 years	Yr1, Yr2 & Yr3	Middle Primary 1: Melaleuca Middle Primary 2: Peppermint
Upper Primary	9 – 12 years	Yr4, Yr5 & Yr6	Upper Primary 1: Acacia Upper Primary 2: Jarrah
Adolescent Program	12 – 18 years	Yr7, Yr8, Yr9, Yr10, Yr11 & Yr12	Advisory 1: Kurulbrang Advisory 2: Koorla Advisory 3: Dangalang Advisory 4: Kara

Our classrooms and advisories are known by native tree names, local to the Margaret River area.

Junior Primary: Marri & Banksia

In Junior Primary 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.** This is also a time the children are introduced to share 'Show & Tell'. Children learn in a prepared environment from the broad Montessori curriculum. Outdoor education is important and practical life work is featured in the classroom.

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** and **Languages (French)**

The Extended Day Program ~ Half days to Full days

At some point around the child's fourth birthday, they are invited to stay all day on some days and participate in the Extended Day Program. This transition is dependent upon many factors, including the child's maturity, a willingness to move onto work that is more challenging, the ability to sustain an independent level of work with reduced supervision, gravitation towards the older children for friendships and an ability to separate from parents. Extended day children are better able to accommodate additional curriculum activities with a change of staff, which includes French, music, physical education, excursions and swimming. A transition to the full-time program is preceded by consultation with parents and is monitored to maintain a happy outcome for everyone involved.

Middle Primary: Melaleuca & Peppermint

Children transition to Middle Primary after approximately 3 years in Junior Primary. The education we provide is completely tailored to the individual child's needs. 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. This is also a time of enjoyment for the children to share 'Show & Tell'. 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.

Upper Primary: Jarrah & Acacia

It is through Middle and Upper Primary that the Montessori education aims to expose the children to the structure and understanding of all subject areas. 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 the following areas: **History,**

Geography, Biology, English, Languages (French), Maths, Geometry, The Arts, Physical Education, Technology and Spirituality. The Upper Primary consolidates the abstraction processes begun in Middle Primary after a solid foundation of concrete learning. 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. It is during this time that students are developing their strong moral compass.

Students are introduced to the place of Digital and Design Technologies as per the WA Curriculum and Assessment Outline in line with the Montessori National Curriculum and via our STEAM programs (integrated Science, Technology, Engineering, Arts and Maths). The use of digital technology by students as a tool for learning, research, recording and presenting is integrated into the classroom at Middle Primary and is an important part of the students' work in Upper Primary.

Adolescent Program

Our Montessori Adolescent Program is built around the social needs of the adolescent and is designed to respond to the sensitivities of this age: personal dignity, social justice, and belonging. It is a microcosm of a functioning community with its inherent roles, challenges and is reflective of a real-world society into which the adolescent will enter as an adult. The program is carefully designed to meet the needs of adolescents during this period of tremendous personal growth and change. Offerings include rigorous and well-supported academic course work that is interdisciplinary in nature with a variety of formats such as group projects, lectures, seminars, and individual study. The manipulative materials of the elementary level are rarely present at this level, except for mathematics materials, as adolescents have moved beyond their applications and are content with the abstract and more adult learning techniques of reading, discussion, and application to a task.

Over the three-year-cycle, the students will investigate the broad tapestry of human achievement with specific study on the constructs of human societies, scientific discoveries, geographic explorations and relations of humans to the environment. The Montessori syllabus itself can be divided into three sections, each dealing with a different facet of the overall development of the adolescent. These sections are Preparation for Adult Life, Psychic/Intellectual Development and Self Expression. These include: Occupations & Science, Humanities, Mathematics, English Language, Production & Exchange, Languages (French), Creative Expression and Physical Education.

The result is that the adolescents become deeply invested in what they do whether it is academic projects, day to day tasks and events in their school community, or the opportunities for outreach that take them from the classroom to direct their developing skills toward a wider society where they feel they are valued and can make a worthwhile contribution. These experiences foster care for themselves as people, care for others, and care for the environment.

Specialists

Our experienced specialist teachers work across the school and have a depth of knowledge in their specialist area to offer the students. Our specialist subjects include:

- **French:** French is taught to all full-time children and provides an in-depth understanding of the French language, history, culture and geography. From 4 years of age students experience weekly, hourly lessons that focus on the spoken and written aspects of French and allow them to experience cultural traditions while gaining a broad understanding of another country.
- **Music:** Music is taught to all full-time children and provides a creative music programme. Music at our school has a deep and rich history as it is weaved throughout the children's learning with the beginning of the musical bells in Junior Primary.
- **Physical Education:** Physical Education is taught to all full-time students and is an important part of the curriculum with a variety of skills, games and cooperative activities being offered. Although Montessori schools are non-competitive, the playing of sport is encouraged, with fundamental movement and game skills taught each week. Occasional After School Sport Programmes run throughout the terms.
- **Art:** Art is taught to students who enjoy access to a variety of art techniques as well as learning about art history.

Throughout the Adolescent Program students will also engage with

- a further range of creative expression opportunities - photography, jewellery making, ceramics, mural work, woodworking, dance, drama, etc.
- work that initiates out of their own personal interests and passions. The possibilities are endless - mountain bike trail building, building a covered orchard, design and construction of a solar passive building, mechanics, developing small businesses, etc.
- work that initiates out of the needs of the places and spaces – building a covered orchard, assessing and managing the health of the onsite waterways, etc.

Protective Behaviours Curriculum

As part of Margaret River Montessori's Child Protection Policy and as a requirement of the Department of Education we use the AISWA endorsed "Keeping Safe Child Protection Curriculum". This is a comprehensive SA Department of Education and Children's Services developed program that comes with resources for each level of development and requires our staff to undergo regular training.

Throughout the school year students engage with the Keeping Safe: Child Protection Curriculum (KS:CPC). It is a Department for Education and Child Development (DECD) responsibility under the Children's Protection Act (1993) and the Child Protection in Schools, Early Childhood Education and Care Services policy to ensure that effective abuse prevention programs are implemented and that all children and young people have access to an approved child protection curriculum.

We encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It covers a range of concepts including new additional material on contemporary issues such as bullying and cyber safety.

The KS:CPC is divided into 5 documents specific to the year level of the students:
Ages 3-5, Years PP-2, Year 3-5, Years 6-9, Years 10-12, plus 3 additional documents for educators working with students from culturally or linguistically diverse backgrounds, Aboriginal children and young people and for students with disability and additional needs.

The KS:CPC teaches all children, in an age and developmentally appropriate way, to:
- recognise abuse and tell a trusted adult
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe

The KS:CPC is predicated on two main themes which are presented through age and developmentally appropriate activities, under 4 focus areas:
- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

Focus Area 1: The right to be safe – Feelings; Being safe; Warning signs; Risk-taking and emergencies; Psychological pressure and manipulation.

Focus Area 2: Relationships - Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks.

Focus Area 3: Recognising and reporting abuse - Privacy and the body; Touching; Recognising abuse; Secrets; Cyber safety; Domestic and family violence.

Focus Area 4: Protective strategies - Strategies for keeping safe; Persistence; Network review and community support.
The KS:CPC fits primarily within the Health and Physical Education learning area of the Montessori National Curriculum and Australian Curriculum but can also be incorporated across other Learning Areas.

Please contact your child's teacher or myself if you have any questions about the program.

Transitions

Transition between phases: We aim to be flexible with transition and use observation to understand the intricacies of each individual child's developmental journey.

0-3 into 3-6 - This can happen any time after the child's 3rd birthday and once they are fully toilet trained. Please ensure you have completed an Application for Enrolment Form to ensure you are on our waitlist for 3-6/Junior Primary.

3-6 Part-time to Full-time - This is a very gradual and gentle transition process. Parents of part-time children stay in close contact with their child's class teacher about their attendance. See below for a general guideline:

* Meet and Greet - After the Enrolment process and you have received your Letter of Offer of a place you will be invited by your child's new teacher to attend this with your child in their new classroom.
* Orientation Day - The first day your child attends.
* 3 half days - About 4 weeks, as an orientation period.
* 5 half days - Until around your child's 4th birthday, although can be different for every child.
* Extended Day Program - Full days on offer for part-time children. Request an enrolment form from the office.
* Gradual build up to 5 full days - Your child's class teacher will formulate a plan with you for this.

3-6 into 6-9 - Usually during either the child's Pre-Primary year or their Year 1 year of schooling. Can happen middle of the year or end of the year.

6-9 into 9-12 - Usually during either the child's Year 3 or Year 4 year of schooling. Can happen middle of the year or end of the year.

9-12 into high school – The majority of our students go on to attend the Margaret River Montessori Adolescent Program and will begin the transition during their final term.

We acknowledge that every child is different and so we aim to provide flexibility throughout the transition with the children's ultimate benefit in mind. Transition timing is not just based on your child's birthday but on their social, emotional and academic development, as well as that of other children in their current and receiving cohorts. Please speak to your child's class teacher or request a copy of our Transition Policy if you would like further information.



Behaviour Support

A Montessori classroom has freedom within limits. The limits are those necessary for the harmony of any community. Children are expected to be caring, considerate and courteous and encouraged to consider the other person's point of view, respect his or her rights, and solve problems with discussion and reason. We 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 which give the child the chance to practise appropriate ways of behaviour and also to see other children model various responses to situations.

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.

Classes generally work together to come up with agreed guidelines based on the Margaret River Montessori School Rights and Responsibilities.

Rights:	**Responsibilities:**
The right to feel respected	Respect the rights of others
The right to learn	Let others learn
The right to feel safe	Be prepared
	Respect personal and School property
	Act in a safe and caring manner

Restorative Justice

When situations occur, we employ a restorative justice approach with the child to ensure each 'mistake' they may make is a learning opportunity with guidance for growth and repair. It involves a 5-step approach:

- What happened?
- How did I feel?
- How did the other person feel?
- What will I do differently next time? and
- How can I make amends?



Making amends may not include saying sorry. We do not force this as it needs to be genuine. We offer a range of options for making amends if a child is having difficulty with this. If necessary, we will role play and walk side by side with the child to guide their play and interactions successfully.

Student Code of Conduct and Behaviour Support Process

We have a clear Student Code of Conduct to ensure clear boundaries about what behaviours are unacceptable (bullying, harassment, violence, lack of respect for property/environment/others' right to learn and be safe, etc.) and which supports students to uphold our school's values. Further information can be found in our School Wide Behaviour Support Process one pager and our Behaviour Support Policy.

All elements of expected conduct that apply whilst on our school site during school hours, also apply to:
- on school site events that occur after school hours
- off site school based events such as excursions, camps, interschool events, etc.
- any travel to and from school, including on the School Bus Service, any travel during school events or activities (camps, excursions, interschool events) including using public transport.

Please note that behaviour outside of school activities may also come under this code if it is deemed to have a wider impact on other students or to impact the reputation of the school, its students or staff in any way.

General Information

Work Cycle

We strive for a morning work cycle of three hours when the timetable allows. Higher levels of concentration are gained through little disruption whilst the work period is on. Therefore, outside time is limited to jobs in the outdoor learning environment. Children self-select activities with guidance and supervision for this time and intuitively begin to extend their ability to remain deeply focused for longer periods of time. We strive for few external interruptions during the morning work period. We ask parents to be punctual to avoid disruption. Children may enter the school from 8.15am and should be inside the classroom by 8.30am.

Safe Use of Technology and Online Environments

Students in Middle Primary, Upper Primary and the Adolescent Program are provided with clear guidance on the boundaries for technology and internet usage at school. These students must sign a contract at the beginning of each year to state they are aware of the boundaries and the expectations when using devices. The contract will be distributed and collected by your child's class teacher. Students in the Adolescent Program and any primary students with devices that have communication capabilities will be asked to hand it in on arrival to be locked away at collected at finish time. It is a priority to teach our students about internet safety, how to source good information and how to deconstruct and decipher media. Students in Junior Primary do not use devices themselves but are introduced to the place of technology and the internet in our society.

Technology and Devices

All technology primary students may need while at school is provided. Technology is also provided for Middle School (Yr 7-9) students and BYOD (Bring your Own Device) for learning purposes is optional and not required. BYOD information refers to adolescent students bringing a personally owned computing device to school for the purpose of learning. Students in Senior School (Yr 10-12) are encouraged to BYOD following specs provided below. They must only use the device at school for educational purposes under teacher direction and all students must adhere to the Student Technology Use Agreement and Code of Conduct. The school accepts no responsibility for replacing devices that are lost, stolen or damaged whilst on school premises, or after being confiscated. Microsoft Office 365 is available for free, this will be set up at school - this includes Word, Excel, PowerPoint, etc. Parents of students in the Primary School requiring digital assistance for reasons such as learning disabilities are able to apply through our BYOD process to bring a personal device to school under certain conditions. Please contact your child's teacher if this is the case for you.

Minimum Specifications for Supported Devices	**Supported Devices MUST include**	**Unsupported Devices**
• Laptops - Windows 11 Pro (not Home) operating system • Mac (doesn't matter which OSx version they are running, if it complies with the OSx requirements). If purchasing a new Mac buy M1 or M2 MacBook Air. 256GB SSD, 8GB RAM. • Tablets: Large form (10" or larger) with keyboard & case	• The CPU is either Ryzen 3 or Intel i3, or higher. • A minimum screen size of ≥ 9.7 inches • Battery life of ≥ 5 hours • 8GB RAM or more • Keyboard • Wifi capability • Headphone jack • A solid-state drive (SSD) 256Gb • We recommend the use of a wireless mouse but this is not required (Bluetooth or USB)	• Phones and iPods • Devices with a screen size smaller than 9.7 inches • Pre-ICS Android devices

Mobile phones/ smart watches Our school is a PHONE FREE school. This includes any personal devices with communication capabilities, such as smartphones, smartwatches, and devices like Spacetalk watches. The only exception is school-sanctioned laptops that meet the required specifications. We understand students may need them for before and after school travel arrangements however communication devices are not to be used during the school day (EXCEPT under circumstances approved by teachers) including break times. While some devices (such as Spacetalk watches) can be restricted during certain times, this is not something the school is able to monitor. For this reason, at both campuses, any communication device brought to school must be

handed in to Administration when students arrive and can be collected at the end of the school day. Students can ask teachers if parent contact is required.

Booklists and Stationery

All student books and materials are provided to the children at school.

Homework

It is not the policy of the School to give set amounts of homework, other than our daily Home Reading Program. Encourage your child to read, write stories or poems, do their own research, practise music, times tables, etc. We also encourage children to explore play and to contribute to the family through chores. In Upper Primary and in the Adolescent Program, there may be times when work is taken home to finish; however, this is negotiated on an individual basis.

Morning Tea, Lunch and Drinks

Junior Primary Students: Part-time children need to bring morning tea in a small container. All children may bring one piece of fruit or vegetable, some crackers, or a small sandwich to eat during the morning. Students choose to cut up their piece of fruit or leave it whole. For full-time Junior Primary children please provide a lunchbox that fits in the cubby space/pigeonhole and one that your child can open easily on their own. Ask your child to practise this minor but important operation before buying a new lunch box. This will contribute to independence at mealtimes at school.

Middle, Upper Primary and Adolescent Students: We strongly encourage being waste wise as much as you can! Your child will need enough food for morning tea and lunch. Please include only wholesome healthy foods such as fruit, sandwiches, vegetable sticks and dips with some protein to sustain prolonged learning. We ask that each student has a water bottle and filtered water is provided for refilling in each classroom. Water is the only appropriate drink to bring from home. **Update:** Junk food of any kind is not to be brought to school.

Parents MUST refer to information provided by Administration for foods to be excluded as per our Allergy Awareness Procedures.

Chewing gum is not permitted at school to reduce the resources needed to manage chewing gum waste.

News/Show and Tell

Show and tell or news gives children an opportunity to stand up in front of their peers and speak about a topic of interest to them. It builds public speaking confidence and helps children develop effective communication skills. Some ideas to support your child in Junior and Middle Primary during show and tell or news may include singing a song, reciting a poem, performing a science experiment, bringing in a photo, discussing their favourite book, showing a nature souvenir, describing an item of their favourite colour or sharing a cultural tradition. We kindly ask that toys and jewellery stay at home. Please check with your class teacher as to what day and how show and tell/ news is conducted in your child's classroom.

Toys/Personal Items

Students are not to bring toys/cards of any kind to school. On special days like Beyblade Club day, for example, the students involved in this can bring Beyblades to school but they are only to be brought out of bags and used within the club, not at any other time. If students bring Beyblades or any other toys to school, then staff will ask to hold onto them and return them at the end of the day. We also prefer students not to bring their own personal sporting equipment to school. Plenty of options are available for students to use via the sports sheds at lunch time. The reason behind these boundaries is to prevent upsets when special toys are lost and broken, and to prevent distractions which can arise.

End of Term Celebrations

Each term we have an end of term celebration or concert. They are always very lively and very popular with our school community. The children perform songs, poems or present work they have been doing. Parents, relatives and friends are highly encouraged to attend.

Kaigi – The Japanese word for gathering or meeting. We use this word in the Primary school to recognise our school's 20 year history of learning Japanese (2002-2022). We host an end of term Kaigi for JP/MP/UP each term. Parents, family and friends are welcome.

Coffee House/Exhibitions – The AP students will host end of term events each term (sometimes called Coffee House) so students can showcase their work for the term. Parents, family and friends are welcome. Year 10-12 students host an Exhibition at the end of each term as part of their Big Picture studies. Students plan these events themselves and make decisions about who they would like to invite.

Home Reading

All full-time students visit and borrow from the school library each week. Children bring home non-fiction or fiction books of their choice. Children also bring home readers from our Home Reading Program. These books are selected by the teacher according to the child's instructional reading level and are intended to be read daily by the child (once they can read independently) to their parents.

Please see the Home Reading Journal and handouts from your child's teacher for more advice and strategies for success. We encourage you to use correct language with your child. Such as: Bird not birdy.
When labelling or writing your child's name, please ensure that you use cursive and a capital letter at the beginning of their name, and lower case for the rest of the name. Also, please give your child the 'sound' of the letter, not the name e.g. 'a' as in apple, not the letter 'a'.



Student Birthdays – Ceremony and Timelines

A child's birthday is acknowledged by the classroom in a variety of ways however, to prevent competition and for health reasons, birthday cakes/treats from home are not permitted. If birthdays are not celebrated in your family, please consult with the class teacher. It is important that teachers acknowledge children's birthdays, even ones that occur on weekends and in school holidays.

Regular methods may be selected from:

- Gathering at the end of the morning/day to sing happy birthday and give the child compliments.
- Sit in a circle and complete the Montessori birthday 'walk around the sun' ceremony and sing the song https://www.youtube.com/watch?v=t9KnFEGZKng.
- Children bring in a photo from the age they are turning to add into their Timeline Booklet and write a small entry about what they were doing at that time in their lives.
- The Timeline Booklets begin with the child in Junior Primary and are continued in Middle and Upper Primary. Children are supported by staff in JP but can become increasingly independent in filling out their Timeline Booklets as they get older, creating a journal like memoir of their primary school years.

Camps, Excursions and Internships

Excursions are different in each learning cycle. The aim for Junior Primary is to allow exploration and knowledge of different natural environments and to 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.

Middle and Upper Primary students also attend an annual outdoor education camp and are involved in the organisation and preparation of their camp. These camps have a strong focus on caring for our environment, caring for ourselves and caring for our friends.

Students take responsibility for planning additional camps and outings to access external facilities and engage visiting speakers and mentors based on their interests. They are supported in these activities to develop judgment and take responsibility confidently, ethically and with compassion. They also gain life skills such as organisation, planning, budgeting, and communications. In Year 10 and beyond, students explore internship avenues to gain work experience as well as insight to make informed post-secondary decisions.

Parent Involvement in Learning

Primary Observations and Parent Meetings

Meetings or interviews between parents and teachers are an important means of communication and are actively encouraged. They can be initiated by teacher or by parents. 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. These are booked directly with the teacher. At least one observation is necessary in your child's class each semester (2 per year); you will then have some firsthand knowledge of your child's learning environment. These are booked through the front office.

Adolescent Parent Meetings (Learning Plan Meetings)

Unlike previous levels, adolescent students are included in parents/guardian meetings. Learning Plan meetings take place at the start of the term (for Yr 7s or new students)/semester (for existing students), allowing students share their goals and choices within their *Big Picture* learning plans. At the end of each term, students collaborate to perform at a *Coffee House* performance or Exhibition within which learning is reiterated and demonstrated through skits, games, performances and displays. Parents and students are also encouraged to attend education evenings where teachers share insights as well as how to align methodologies at home. We do not provide observations at the adolescent level out of respect for students' autonomy.

Assessment and Reporting

Parents, teachers and the students 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.

Assessment Reports 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 regarding 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 Western Australia have officially approved our school's reporting methods.

<table>
<tr><th>Junior Primary
Pre-Kindergarten and Kindergarten</th><th colspan="2">Junior, Middle and Upper Primary
Pre-Primary – Year 6</th><th>Adolescent Program
Years 7 - 12</th></tr>
<tr><td colspan="3">Observations / Classroom Visits: At least 2 observation per year. Class visits regularly. Book through front office.</td><td>Observations / Classroom Visits: Do not happen in the adolescent program.</td></tr>
<tr><td colspan="3">Parent Meetings: At least twice a year and/ or as requested by either the parent or teacher. Book through teacher.</td><td>Meetings: At the start of every term (for Yr 7s or new students)/semester (for existing students) so students can share their goals. Parents/Teacher meetings at the request by either parent or teacher. Booked through teacher.</td></tr>
<tr><td colspan="3">Portfolios: Can be viewed at any time upon request. A formal portfolio celebration is held at the end of the year for students to showcase their work.</td><td>Portfolios: In Year 10 – 12, students create a digital portfolio through Big Picture Learning.</td></tr>
<tr><td colspan="3">Seesaw: Students can share their learning through a secure digital learning platform. It is used by students who can independently complete this task. Parents require a secure login.</td><td>Presentations/ Performances: Students collaborate to create a Coffee House/ Exhibition performance each term that demonstrates their learning.</td></tr>
<tr><td>Written Reports: Not required. Parents may view their child's portfolio.</td><td colspan="3">Written Reports: A comprehensive written report is completed each semester as per the State and Federal requirements which are approved to include the Montessori Curriculum. These reports demonstrate the child's progress and leaning against the state curriculum achievement standards.</td></tr>
</table>

Further information regarding Big Picture and Senior Secondary Teaching, Assessment and Post-Secondary Pathways can be found in our Senior Secondary Pathways at MRMS Document.

School Routines

School Times

School grounds open from 8:15am - Students should arrive before 8:30am - Classes begin 8:30am.

Part-time students finish at 12:00 noon - **Full-time students** finish at 3:00 pm.

Administration/Reception is open from 8:00am to 4:00pm Monday to Friday.

Students are not able to enter the school site prior to 8:15am. There is no supervision for students before this time. If the gate you are using to enter has not yet been unlocked, please kindly wait for a staff member to arrive. Please do not climb over gates or lift children over gates and leave. If you have work commitments and you are unable to make other arrangements please notify the front office on 9757 2564 or montessori@margmont.wa.edu.au and we are happy to assist you with this. We understand bus times are not negotiable and we are able to work with this. We thank you for your adherence to this request for the safety of our students, your children.

Late Arrivals & Early Departures
Students arriving after 8:30am (whether planned or unplanned) must be signed in. It's the parents' responsibility to ensure this is done. Older children are able to report to front office to sign themselves in. Children arriving after roll call will be redirected to front office to sign in before they can join the class. Students departing early must be signed out by a parent/guardian at front office prior to leaving school grounds, this is required for both planned and unplanned early departures.

Term Dates

Term dates are advertised on our website, in our newsletters and via our parent portal.



Dogs on School Grounds

We all love our pets but we are unable to accommodate dogs on school grounds due to hygiene and safety requirements. If you must have your dog with you (and sometimes it is unavoidable) please wait with them outside of any external gates.

Margaret River Site Comings and Goings

Parents Entering Site

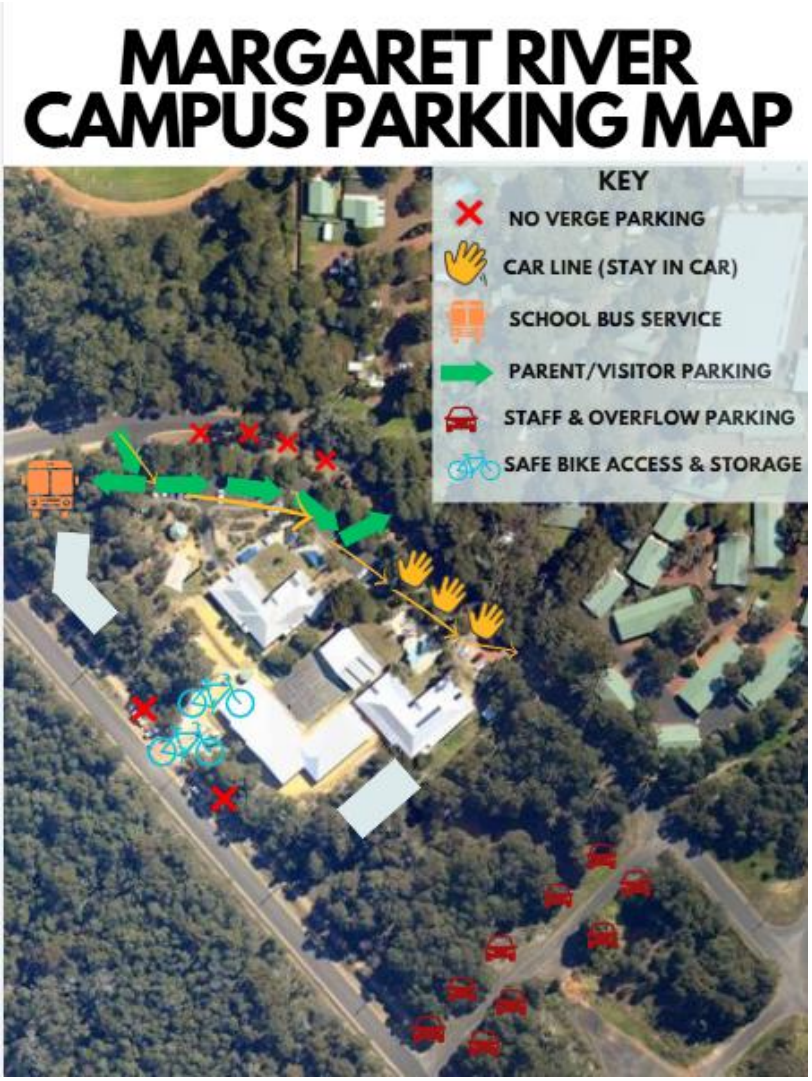
Parents entering School at any time outside of normal drop off and pick up times for any reason (except whole school or whole class events) must be via the FRONT GATE ONLY and you must sign yourself in and out at the office.

Drop Off and Pick Up & Parking

Please use correct entrance and exit ways to the main car park on Clarke Road. All verge parking on Clarke Road is prohibited by the Augusta Margaret River Shire. Outside the Hall on Railway Tce is STAFF ONLY parking. Alternative parking is on Betts Street at our wetland boardwalk, although staff are encouraged to park there to make more space in the main carpark. Please drive at a walking pace in carparks (5km/hr) to assist with keeping our children safe.

In the main carpark you must PARK to drop off. Cars cannot stop in the main thoroughfare of the carpark.

- Parent/Visitor Parking – MAIN CARPARK ONLY.
- Staff Parking – Betts Street or Hall carpark (Railway Tce), Main carpark.
- ALL VERGES – NO STANDING AT ANY TIME
- Morning AND Afternoon Car-line – Please stay in your car and we will direct your child to you. If your child needs help with their seat belt please park in the main carpark instead of using car-line.
- Buses for ALL ages – Top of Clarke Rd (Railway Tce end)
- Bikes – Hall carpark entry
- Bluebird drop off pick up is at the main gate.
- Bus line meets at on the veranda outside the Studio.
- Come in! You are welcome! Mill and mingle in the Welcome Garden area.



Drop-off

- All JP Parents/Carers please come to the JP Gate for drop-off and pick-up as per the map below. Park in the car park and enter via the MAIN gate. Follow the path to the JP Gate as per the large green arrow below. Staff will be waiting at the JP Gate to greet all children and also to walk with them to their class. We ask parents to drop off at the JP Gate. Families of new/younger students may enter and take their child to the bag area for their class as an initial settling in period.
- Our staff provide whatever support children need to be successful at this task. Staff at our school at are experienced at assisting children to work through separation difficulties. If your child experiences separation difficulties please contact your child's teacher and we are only too happy to make a gentle and gradual plan.

Parents are reminded of the ways to support their child's independence and feelings of confidence at school:

- encouraging children to carry their own bags
- walking together and holding hands instead of carrying your child
- quick kiss/hug and goodbye at the gate

Pick-Up and Afterschool Play

Parents are welcome and encouraged to mill and mingle after school for a small amount of time. If doing so, please ensure your children **remain in your line of vision at all times**. Only the MP/UP playground, oval and Welcome Garden are to be used (not Junior Primary or Playgroup). We ask that parents ensure students follow the same rules and boundaries as during the school day when playing after school.

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. To apply for Student Transport Assistance, you must first register online at www.schoolbuses.wa.gov.au. We kindly ask you to inform us of the days that your child is going to use the bus.

Safe Walking and Riding to School

We encourage students to walk or ride to school where appropriate. We recognise that every child and journey is different, so families are best placed to decide what is suitable for their child. When children travel independently, please consider their age, confidence, and the safety of the route, and practise the journey together beforehand. In Western Australia, there is no strict legal minimum age for riding on footpaths or crossing roads without adult supervision. Police guidance notes that younger children benefit from close supervision, especially near or when crossing roads, as they are still developing road awareness. Students who ride to school must wear a helmet, as this is a legal requirement.

All bike entering and exiting school grounds should be done via our Railway Terrace entrance regardless of which direction you are riding from or to. This is also where all bikes should be stored. For safety reasons we walk our bikes (not ride) when within school grounds. Please note we recommend crossing Clarke Road at either the Railway Terrace end or the Betts Road end to offer the best view of traffic coming from all directions. Please see the map for safest suggested access to and from school grounds.

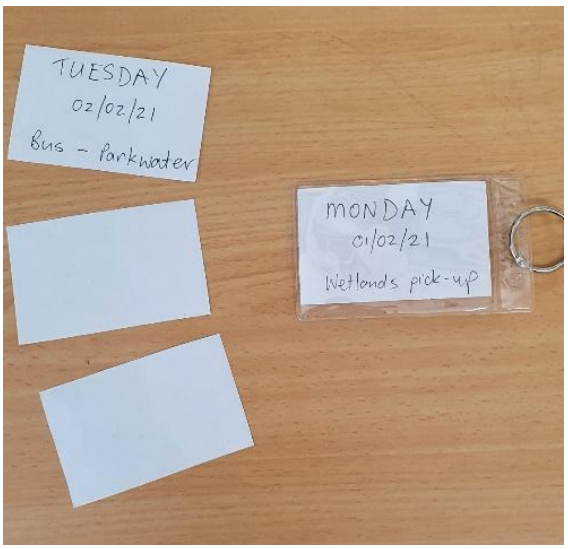


JP/SIBLING DROP-OFF/PICK-UP PLAN



Set your plans for the day

Students regularly become confused (and sometimes upset) when they cannot remember how they are getting home (whether to go to car-line or the bus for example). We suggest setting your plans with your child in the morning and NOT changing them. We are unable to accommodate changes (e.g. for social reasons) via the office throughout the day, unless of course in situations that become unavoidable (traffic, work, emergency, etc.).



Bag Tag for End of Day Plans In order to take away your child's anxiety about remembering how they are getting home (and eliminating the need to email or call the office) we suggest a bag tag in which you place a small note or label each day that there is a plan your child may not remember. See the example here: If your plans are regular and your child can remember them the bag tag is not needed. It may be just for those days when the plan may be different to usual.

Sending children home with people other than yourself

You may give permission for another school parent or a relative or friend of yours to collect your children. If it is regular, please inform the office and we will add them to your child's file as having on going permission to collect your child. If it is a one off the school MUST be informed ahead of time (for Junior Primary and Middle Primary children). Please do not inform the office of pick-up changes that are for social reasons as we are unable to accommodate delivering messages to children and teachers for this purpose.

After School Activities Drop Off and Pick Up

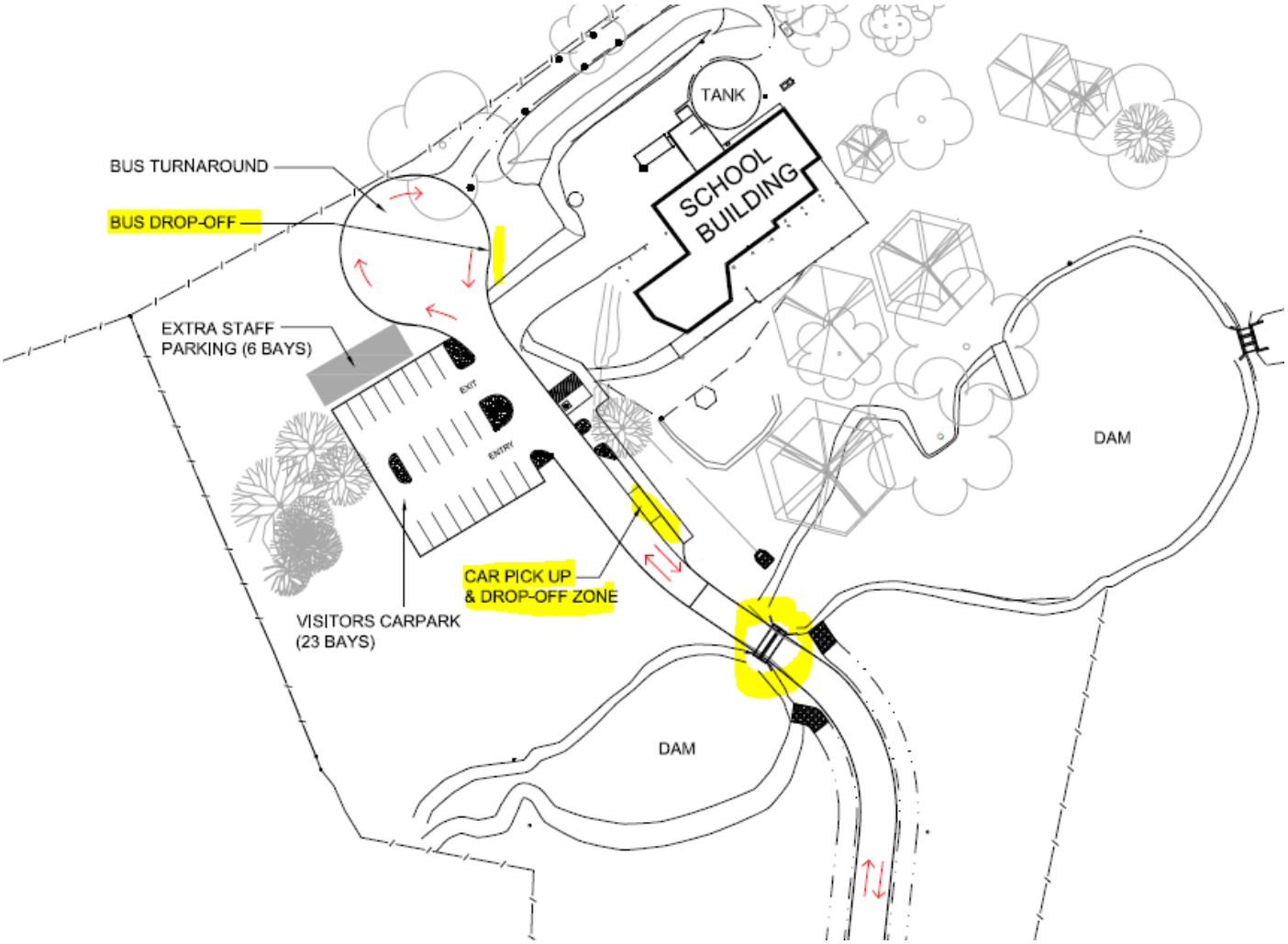
Music After School – All Music drop off and pick up is via the small Middle Primary gate
Sports After School – All via FRONT GATE ONLY

Metricup Site Comings and Goings

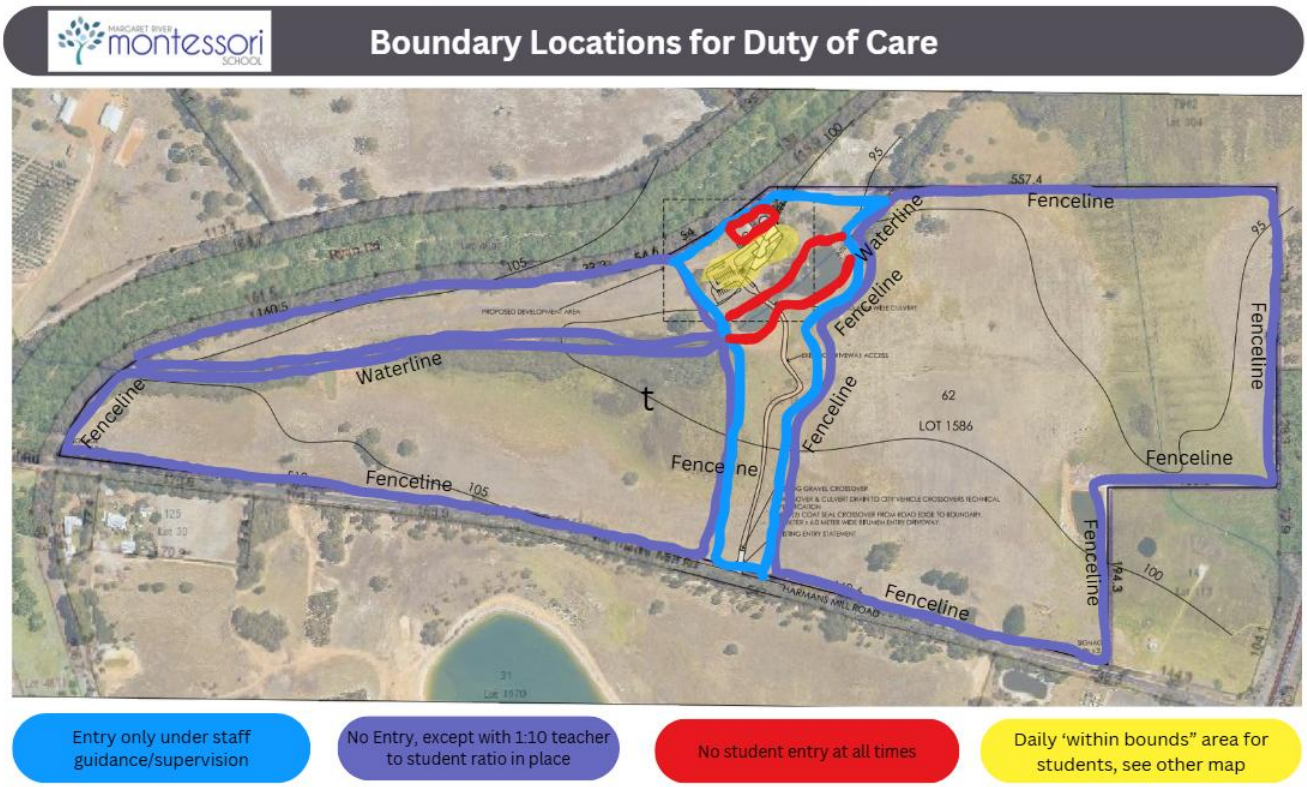
Drop-off and Pick-up & Parking

See map below. Please take note:

- The entry driveway is a shared road for both buses, cars and delivery trucks. Please drive with caution.
- Cars must be CAUTIOUS when passing over the small bridge marked below with a yellow circle as it is narrower than the road and vision of oncoming vehicles may be hindered by the corner.
- If you are dropping off and picking up without needing to get out of your car, please use the car drop-off pick-up zone as marked on the map below.
- Please use the designated parking bays if you would like to park and get out of your car, following entry and exit locations.
- Bus drop-off and pick-up is also marked on the map below.
- Staff will be on hand in mornings and afternoons to support student and vehicle movement.



Duty of Care and Safety Boundaries - Metricup Site



Every day "in bounds" area. Staff on duty during break/lunch times. See Duty Roster and Student Code of Conduct for further information.

No students behind the main building at any time. No students within 1m of any water areas (except if initiated by staff for school-based activity)



Uniform and Dress Guidelines

School Uniform

- Junior/Middle/Upper Primary - Our school uniform colours are navy blue and jade green. Please note that wearing School Uniform is optional. However, the uniform is compulsory to be worn for the Junior, Middle and Upper Primary students on excursions for safety and duty of care reasons, and to represent the school in the wider community. The Uniform Shop is open each Wednesday morning from the School Hall (8:45am – 9:15am). Order forms and payment is from the front office and we do have EFTPOS. Some second hand items are available. We also welcome your donations of used items when they no longer fit your children.
- Adolescent Program – The uniform is not compulsory for AP students. Please refer to "Appropriate Dress for School."

Sun Smart Policy

According to SunSmart https://www.sunsmart.com.au/ and the Cancer Council WA it is essential to apply sun smart practices when the UV level is at 3 or higher. We acknowledge that the UV rating is not high all year round however, we have made the decision to remain consistent with our sun protection practices throughout the year. Within the AP we encourage students to participate in checking the UV rating on the BOM website (www.bom.gov.au) and joining staff in making informed (adult-supported) decisions about hats, clothing, sunscreen and swimwear during the year.

- **Hats:** Throughout the year ALL students and staff are to wear wide brimmed hats outside. A "No Hat No Play" policy applies, particularly within JP/MP/UP. The uniform shop has wide brim hats for sale.
- **Shoulders and Straps**: For all students and staff, we ask that shoulders are covered, as part of our sun smart policy. The exception might be for a formal night activity (e.g. a formal dance or ball).
- **Sunscreen:** Sunscreen is available for all students to use in each classroom. Junior Primary students are offered sunscreen and assisted with its application. We encourage you to support your child in applying sunscreen each morning at home. If you require your child to use an alternative sunscreen please provide it and inform your child's class teacher.
- **Swimwear:** When the UV Index is at 3 or above in the location of the swimming activity (available from www.bom.gov.au), then rash vests or t-shirts should be worn.

Footwear

Sandals and lace-up shoes provide good opportunities for young 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, Ugg boots and gumboots are not suitable for any age (except gumboots for specific wetlands activities/excursions) as they restrict movement. Crocs are discouraged for the same reasons. Footwear needs to be well fitted, safe for children to climb and play in the playground, and the child needs to be able to put them on and off independently. Sports shoes must be worn for sports lessons.

Update: If students do not wear sport shoes for sport lessons and any fitness type activities they will be asked to sit out as this is a safety risk. Parents please support your children to have the correct shoes for Sport days (timetables have been supplied by teachers but see your class teacher if you need a reminder). Closed in shoes are the most suitable footwear for the Metricup Campus.

Hair

All students with hair longer than shoulder length should have their hair tied up during school attendance. We require this for safety when students are playing (i.e. swings and during sport), and for relevant activities - food preparation and serving, when using equipment (e.g. blower vac) - and/or if the hair is distracting from work as well as to reduce the spread of nits within our school community. Students and parents will be notified if nits are present in the community.

Update: If students come to school with hair down, or in their face (not conducive to learning), staff will offer them hair ties if available and require/support them to put it up.

Appropriate Dress for School

We love students to express their individuality, but all clothing and shoes need to be appropriate for school and for the activities being undertaken. The clothing should be comfortable, good for climbing and floor work, sturdy, hardy, and able to be managed independently.

- **Great for everyday** – the school uniform (JP/MP/UP), shorts, tracksuit pants, t-shirts, jumpers, sneakers.
- **Items not conducive to play/comfort, easy toileting and distract from learning** - tuille skirts, tights, gumboots (too bulky for climbing), thongs (trip hazard), boots with heels, dress up type clothes, etc.
- **Activewear e.g. bike shorts/leggings** – OK for younger children. As students get older, activewear should only be worn for appropriate activities (e.g. run club) but a change of clothes should be brought for the school day. Activewear should fit comfortably without being overly tight or revealing. In regular classroom settings, it should be paired with clothing of suitable length to ensure a professional appearance. It is generally not appropriate for school excursions unless for athletic events. Activewear is best suited for physical education classes, sports activities, or after-school athletic programs.
- **Not appropriate for school –** Midriffs showing, clothing one can see 'up', 'down' or 'through', shoulders uncovered, clothing with wording/imagery that is inappropriate/disrespectful.
- **Sport days** require sport clothes and sneakers as the ONLY appropriate option – Please ask your child's teacher for their timetable.
- **Clean and in good repair** – Clothing worn at school and for school activities should be clean and in good repair, no holes, rips, stains or unclean smells.
- **Swimwear** – When required to wear swimwear for school activities, bathers should be appropriate for the activity and not chosen purely for exhibition purposes e.g. sturdy enough to wear in wavey conditions for surfing activities. Sun smart practices should be followed as above.
- **Dress for a focus on learning** – We will have a conversation with students who wear anything that is deemed to be causing students to be distracted from their learning. This can include but it's not limited to hair colours/styles, nails, make-up, piercings, items that would be associated with costumes/dress-ups, etc. We ask that students make an appropriate choice.

Personal hygiene

It is important that we all support our young people with their personal hygiene – showers, teeth cleaning, washed clothing (incl. socks), use of deodorant, etc. We will have a conversation with students/parents when further support may be needed.

Deodorant

The adolescent students (and UP students if needed) should bring and use non-aerosol deodorant each day.

Choice

When free choice is an issue or young children, Montessori advises we provide choice within limits (ie. a choice between 'this' and 'this' instead of free choice from anything in your cupboard).

For AP, in particular, we are working towards students understanding the concept of 'appropriate for the occasion' and what is considered 'professional'. This is discussed in class before activities and events. We also encourage students to take responsibility for their clothing decisions that are healthy and conducive to learning. For example, checking the UV index on the BOM website when they pack for camp or get dressed in the morning and making a sensible decisions regarding what may or may not distract themselves and others from focusing on learning.

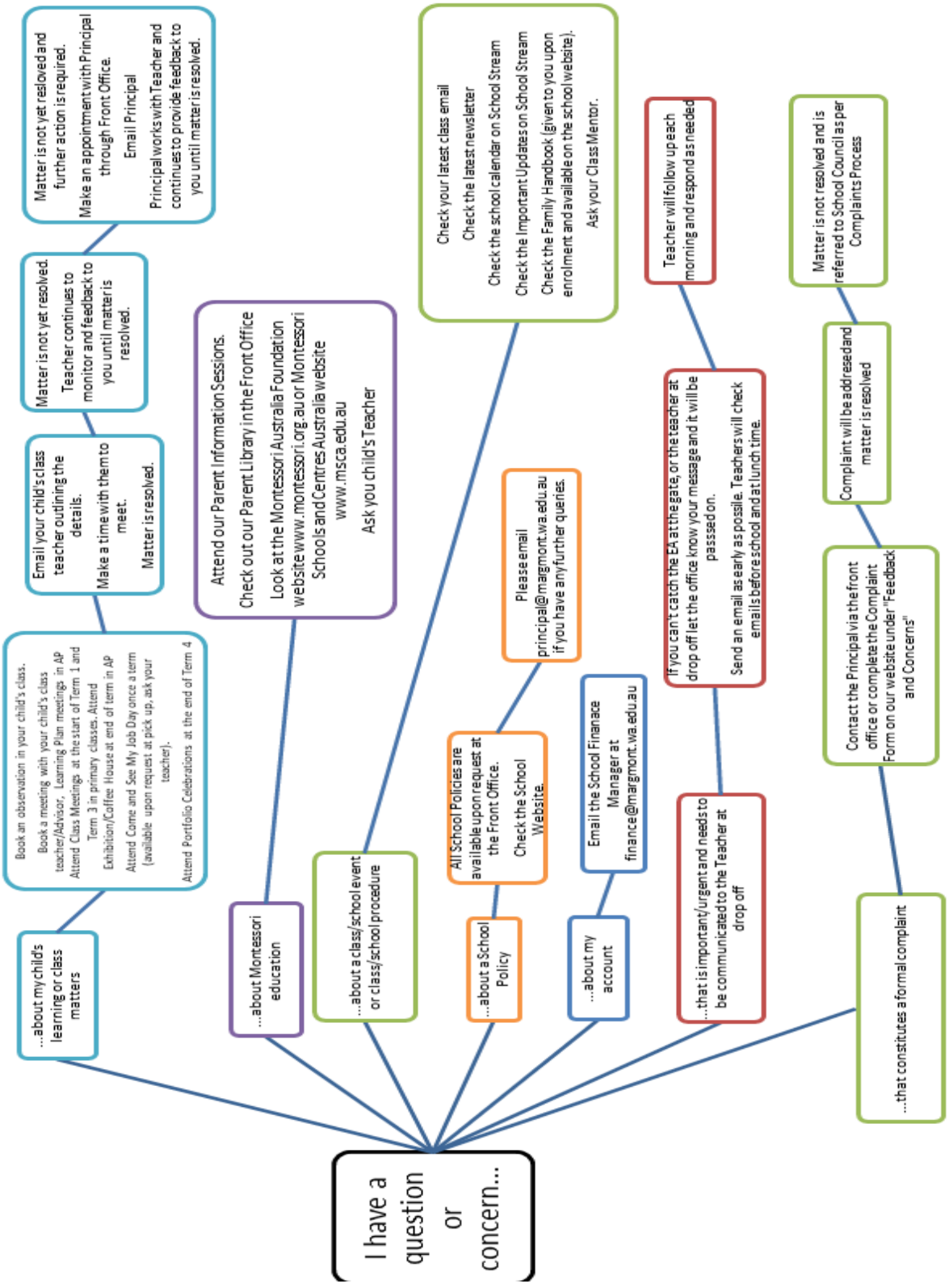
The final decision on any clothing/dress code related queries is at the Principal's discretion.

Please ask your child's Class Teacher or Advisor if you have any questions.

Communication

It is vital for staff and Council to communicate with parents about the running of the educational program and administration of the School. Please see the flow chart below to help direct your query. If you are ever unsure please contact our front office who are only too happy to help direct your query.

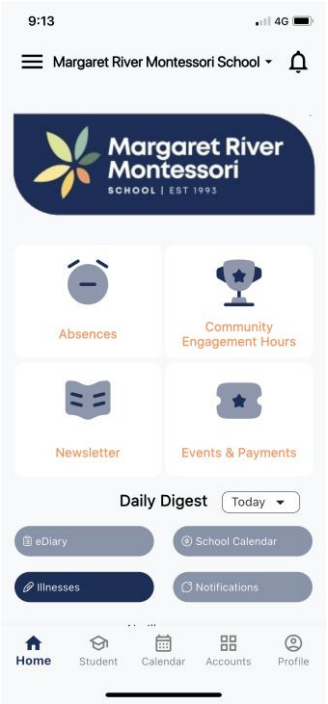
Parent/ Carer Communication Flow Chart

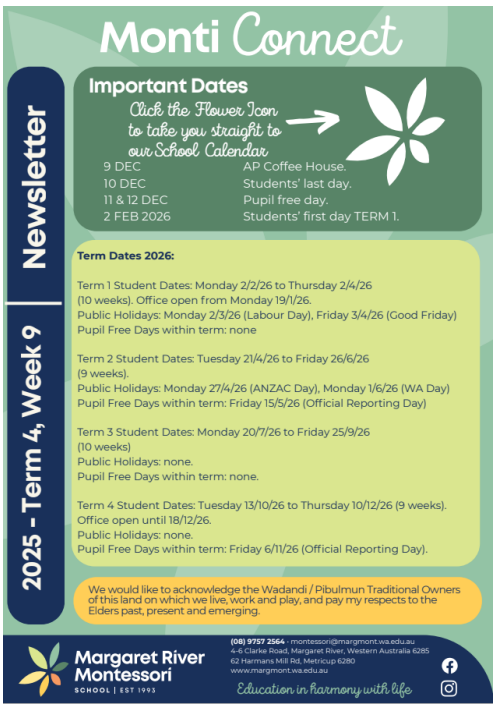


Parent Portal/App
We are currently in the process of switching to a new School Management System software and will keep you informed as changes occur.

Newsletter, Online Calendar and WOW

The school Newsletter sent out 3 times per term and can be found on the website. The Newsletter contains information about current school happenings, notices from the Principal, special events, requests for help, P&F news, School Council updates and term dates. Administration sends out a WOW – What's On Weekly each Friday for the week ahead.





For more information visit Margaret River Montessori School (margmont.wa.edu.au)

Please also take note of:

- Regular emails from administration, teachers, class mentors.
- Regular updates on Facebook and Instagram from the school, P&F.
- Regular updates on our website.
- See saw updates.

Class Mentors

Each class has a supportive parent class mentor to support new and existing families. They are very beneficial in welcoming and supporting the inclusive school community. Please expect an email or phone call from the Class Mentor in your child's class and be encouraged to call on them for advice and questions.

Concerns and Complaints

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.

Student Complaints Process

If students have a concern or a complaint, they are welcome to come and talk to any staff member that they feel comfortable to talk to or put can put their complaint in writing.

A Concern: is something that is worrying you that can usually be solved quickly by talking to the person involved or the class teacher or another staff member.

A Complaint: is when you think someone or the school has:

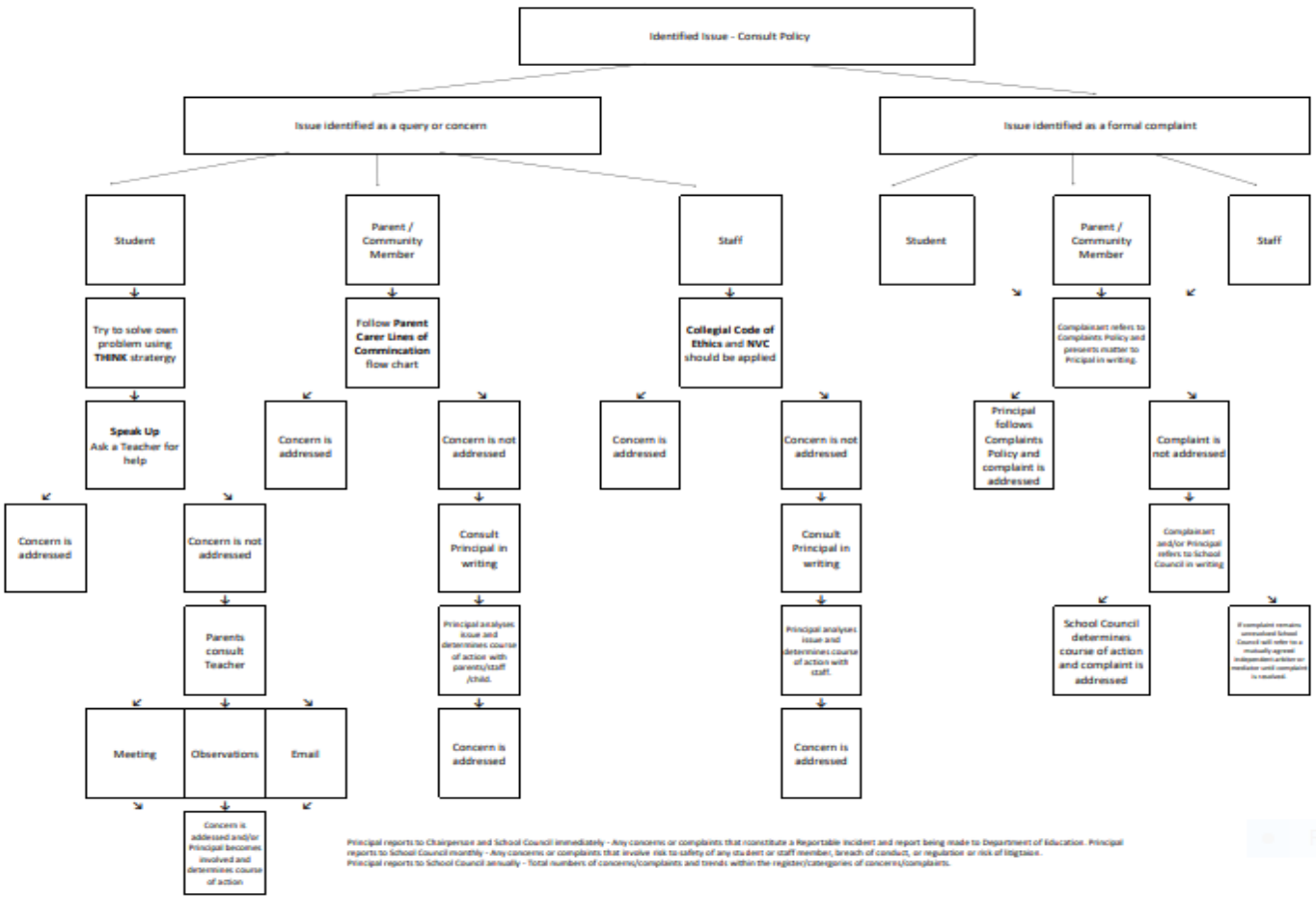
- done something wrong;
- failed to do something it/they should have done; or
- acted unfairly or impolitely.

A complaint cannot be so easily resolved. Staff members are always willing to listen to you and will help you to solve a problem you may have. They may recommend you talk to the class teacher or the Principal**.**

Step 1: Tell someone you trust about your complaint or put your complaint in writing.
Step 2: The Principal or a staff member will contact you to plan the next steps.
Step 3: Set a time to meet to follow up on your plan.
Step 4: Complaint solved. Or if not solved, go to Step 5.
Step 5: Meet and make another plan together. Persevere. Don't give up!
Each class discusses this procedure in group settings and in more detail.

Please follow the Concerns and Complaints Policy Flow Chart:

Concerns and Complaints Policy Flow Chart for Parents



The above Flow Chart can be found within the Complaints Policy on our website, parent portal or by request.

Parent Commitment – Community Engagement

At our school, we believe that family involvement is at the heart of our vibrant, connected community. The time and care our parents give help make our programs richer, our events more joyful, and our children's experiences deeper. To help nurture this sense of shared contribution, we ask each family to offer a minimum number of hours per term of Community Engagement (CE) time, in ways that best suit your family and to the satisfaction of the school:

- performing a minimum number of hours Community Engagement per family per term, specified by the School Council and completed to the satisfaction of the P&F;
- paying a per-term or pro-rata hourly fee set and ratified by the School Council at the annual Budget meeting and thereafter specified in the annual Fee Schedule, in lieu of the completion of the required hours of Community Engagement.

Our Administration can provide further information about Community Engagement.

Parent Support at Home

The Montessori approach is based on a profound respect for the child. Children are encouraged to contribute by helping at home, practice kindness and always demonstrating mutual respect.

Spending uninterrupted time with your child, playing, talking and working together makes for happy children and is the best support parent can provide.

We have a wide variety of Montessori literature, articles and journals in our Parent Library located in the office. We also stock readings and DVDs on a variety of parenting related topics and from a variety of authors. Parents may borrow from the library via the front office. Please see your child's teacher if you like guidance or advice regarding additional resources to improve the Montessori philosophy.

School Governance

School Council

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, P&F Rep, and executive members. Council Members are responsible for general policy decisions affecting the management of the school.

Parents & Friends Association

Constitution: a copy to be found at the school. The P&F 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 reps are elected by the Parents & Friends Body at the annual AGM. The P&F executive is composed of Chairperson, Vice Chairperson, Secretary, Treasurer and Executive Members.

School Policies

Our School Policies are available via our website, parent portal or by request.

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.

Administration & School Fees

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.
Approved Absences - Illness and bereavement (child or family member) are the only approved reasons for absence. School work and educational support will be provided in these instances.
Family absences – Family time, birthdays, visiting relatives, etc. are not approved reasons for absence and will be considered as in term holiday absences.
In term holidays – Holidays during term time can never be considered approved absences. The School is unable to support the education of your children if you choose to absent them from school during term time.
Extended Absences - Please refer to the Fee Schedule signed upon enrolment and the Fees Policy for information about fees during extended absences.
If your child is to be absent – Please notify the front office immediately with the dates and reason for the absence (this is a legal requirement). **Absences of 5 school days or longer** – Please notify the Principal in writing.

Admission and Enrolment
General
For children to gain the most out of a Montessori Schooling, that they begin at 3 years of age in Junior Primary and continue their Montessori education through to their final year in the Adolescent Program.

Children are admitted to Junior Primary (following application and successful placement) on, or soon after, their 3rd birthday. Junior Primary Children along with their parents are invited to the classroom for a Meet & Greet in which the teacher introduces themselves, shares the classroom environment, and answers any questions. Children will then have their Orientation Day (First official attendance day), parents are asked to be available at pick-up time to speak with the teacher about how the session went. Following this the children Kindergarten and below will transition with teacher guidance to full-time attendance. Further information on how this transition works can be found in the 'Transition to Full-Time Information Sheet".

We understand families move and therefore change schools or change schools for another reason. When places are available, we can consider admission into our school for such students, and we acknowledge that these students can immensely value add to our community. In these situations, the enrolment process (especially for the Adolescent Program) may be more involved than for a child entering our school from the beginning. As our learning communities are well established it is essential for both new and existing students' benefit, to ensure the transition is smooth. A 4 week "Settling in Period" will apply to all new students across the school, 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. Siblings are not automatically entered on our waitlist for enrolment. A formal enrolment application for Siblings is required and although they are prioritised placement is not guaranteed.

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.

Application Fee
An Application Fee is payable with the return of the Application for Enrolment Form and the required documentation. It ensures the applicant is placed on our waitlist. This fee is non-refundable. This fee does not apply to Playgroup. (A 20% sibling discount is applicable for simultaneous applications)

Placement Fee
Once a student place has been offered a place, a fee is charged to confirm acceptance of the place. This fee is to be paid within 14 days of receipt of the Letter of Offer. This amount is a pre-payment of the student's first term's fees

and will automatically be deducted from the first term account. If this fee is not received within 14 days of the Letter of Offer, the school cannot guarantee the place will remain available. This fee is non-refundable. This fee does not apply to Playgroup nor to students transitioning within the school.

Tuition Bond

This is a one-off flat fee on commencement of the first child entering the School. The Tuition Bond is designed to encourage families to commit to the full educational journey at Margaret River Montessori School and to support long-term enrolment stability. The Bond is refundable if either of the following 2 conditions are met:

1) If the family completes their full enrolment journey, the Bond may be applied as a **credit toward the final term's fees** in the final year of formal education for the **youngest sibling** in the family.
2) The Bond is refunded when a family chooses to withdraw their child or children, and one full term's notice in advance is provided, unless there are remaining children from that same family in the school in which case the Bond continues to be held against their current enrolment.

The Tuition Bond becomes **non-refundable** if the child or children leave the School before the youngest sibling completes their final year of formal education at Margaret River Montessori School (except during the trial period, as outlined above), **and/or** if the required **one term's notice** of withdrawal is not provided. See current fee schedule for the value of this fee.

Capital Contribution

The Capital Contribution for families is a once off, flat charge on commencement of the first child entering the School. It is subject to increase as per the percentage increase to tuition fees but the increase is not charged to families who have already paid this one off charge. It is not charged for subsequent siblings commencing at the same time or afterwards. However, should the Capital Contribution be increased at the time of entry of other siblings into the School, the difference between paid amount and the increased Contribution will be levied. The Capital Contribution is a TAX DEDUCTABLE non-refundable contribution that enables parents to make a direct contribution to the on-going refurbishment of buildings and grounds and future development of our school.

For families who have paid an Enrolment Bond (prior to 1st January 2023), the Bond will still be refunded at the end of Year 6 of the last child in the family (as per signed agreement at time of enrolment). At this point in time the family will either receive the refund if the last child in the family attends high school elsewhere or be able to roll-over the Bond into the non-refundable Capital Contribution if the last child in the family continues on to attend our Adolescent Program. Similarly, if at the time that the last child in the family transitions into the Adolescent Program, the Capital Contribution amount has increased, the difference between the original amount and the increased Contribution will be levied.

Payment of School Fees/ Accounts

Fees may be paid by:
1) Direct deposit as per detail on invoice
2) Follow the link shown on your invoice to pay online with a credit card
3) Credit / Debit card at the school office/over the phone
4) Cash (via the office)

A re-invoicing/overdue fee may be charged when a tuition fee invoice remains unpaid by the time of the next term fees being issued. The matter may be referred to a Debt Collector if the account remains outstanding beyond 3 school terms. Payment plans can be discussed with our Finance and Administration Manager if needed.

Please note Fee Statements are emailed through our finance database. The Fees Schedule and Policy are available on our website, parent portal or by request.

Notice of Withdrawal

As per the Fees Policy, one full term's notice is to be given for withdrawal of a student. For example, if you plan to leave at the end of Term 4 the notice needs to be given on or before the last school day of Term 3, based on the term dates for that term. If the required full term's notice is not received, and if there are no children from that family who remain enrolled, the Tuition Bond is held in lieu of notice. Should a student be withdrawn at any time during a term and/or without one full term's notice and/or following the initial four-week trial period, term fees and charges for that term will also be due and payable. Should term fees and charges have been paid in advance, fees and charges for the term in which the student is withdrawn will not be refunded. For all students in Year 6, transition to our MRMS Adolescent Program is automatically offered. Notice of intention to attend high school elsewhere, needs to be provided on or before the end of Week 1 of Term 3 of the year the student is in Year 6. Should this notice not be provided, and if there are no children from that family who remain enrolled, the Tuition Bond is held in lieu of notice.

Safety, Health & Hygiene

Immunisation

Parents are required to present an Australian Immunisation Register Statement (AIR), regardless of their immunisation status. The statement must be dated within 2 months of the child's start date with the school and can be obtained by logging into Medicare or MyGov alternately you can phone 1800 653 809.

Allergies and Anaphylaxis

Parents are to notify the school of any allergies their child may have.
Please refer and adhere to the current Allergy Awareness Information 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 parents, by reference to Communicable Disease Guidelines. A copy is available for viewing at school. The school will endeavor to contact families of un-immunized children in the event of an outbreak. 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.

Medication at School

Staff cannot undertake assistance that will compromise normal duties/activities of the school. All medication containers must be in their original packaging and properly labeled with the child's name. A "request to administer medication" form, signed by a parent/guardian**,** is to be completed by the parent at the office when leaving medication at 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 found with live head lice may be excluded from school until treated. Please ask the front office for an easy and economic Fact Sheet on how to treat Head Lice successfully.

Injury at School

We will apply First Aid if your child is injured at school and may call you, or if unreachable and emergency contact, to collect your child. For all head/face/teeth injuries, even when the child appears well, we will call you and may ask you to decide whether or not you wish to collect your child.

Illness at School

Children should not be sent to School when they are unwell. We will call you, and if unreachable your child's emergency contact, to collect them if this is the case to stop the spread of germs to other students and to staff. Please take note of the following guidance.

Medication: If your child needs medication of any sort in the morning to dry up their nose, stop their cough or to pep them up they are not well enough to be at school. The medication runs out after a few hours and they are then coughing and snotty again.

Noses: If your child has any mucus present, they are not well enough to be at School. Children's noses run, they touch their faces, they get snot on their fingers when using tissues. We must send a child to the bathroom to wash their hands after using a tissue and if they need a tissue constantly this is not conducive to learning for their sakes.

Coughs: A doctor once told me about one of my own children that when they are coughing they are spreading germs and they shouldn't be at school. We understand coughs sometimes linger so we use the age of the child as a determiner. Young children (Junior and Middle Primary students) struggle to remember to cough into their elbow every time. The less able a child is to manage their own hygiene the more precautionary we are.

Vomiting and/or diarrhoea: We will follow the Western Australia Health Department guidelines for schools, but there must be a minimum of 24 hours since the last incident before considering returning to school.

Making the Call: We will call you to come and collect your child if they are displaying signs of illness. However we appreciate you making this decision yourself to keep them at home if you notice the signs or if are unsure, rather than 'seeing how they go' at School.

If you are erring at all it is probably a sign that your child may need to remain at home.

Health Appraisals

Full health appraisals are done by a Child and Family Health Nurse at 4 years (Kindy). This is a free Government Health Department service. Parents may request a referral to the Child and Family Health Nurse at any time if they have concerns regarding their child's development. This must be done through your teacher.

Dentist

The Margaret River Augusta Shire is very fortunate to have the service of a Dental Therapy Centre which is part of the School Dental Service. This is a free general health care service provided by the government for local schools. All enrolled 5-to-16-year-olds or until Year 11 are offered an appointment for a dental check-up. It is the parent's responsibility to take their child to the appointment. If you would like to get in contact the number is 9757 8211 or via email RapidsLandingDTC@dental.health.wa.gov.au. They are located at Rapids Landing Primary School. Alternatively, if you would like further information about the service, please visit www.dental.wa.gov.au

Child Protection

All those who encounter children through their everyday work whether paid or voluntary have a duty to safeguard and promote the safety of children. The School Child Abuse Prevention Policy is a public document and is available to all members of the school community via our website.

Margaret River Montessori School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment. Please see below for a description of these terms, as defined in the *Guide:'*

Child abuse:
Four forms of child abuse are covered by Western Australian law:

1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
2) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
   a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
   b) the child has less power than another person involved in the behaviour; or
   c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
3) Emotional abuse includes:
   a) psychological abuse; and
   b) being exposed to an act of family and domestic violence.
4) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
   a) adequate care for the child; or
   b) effective medical, therapeutic or remedial treatment for the child.

Corporal punishment:
Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.

Degrading punishment:
Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (from UN Committee on the Rights of the Child, General Comment No. 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007).

Photographs/Videos of Students



There are children enrolled at our school for whom parents have not provided permission to be filmed or photographed. We ask that parents only post photos or videos of their own children on social media and in other shared forums.

Parent/Carer Code of Conduct

All parents and carers agree to abide by all policies and procedures of the school upon enrolment. One such policy is the Code of Conduct for Parents, Carers, Volunteers, Visitors and Contractors. This policy is essential for all to read and is available on our website, our parent portal or by request.

Working With Children Checks

Any parents wishing to stay overnight on a school camp must obtain a WWCC and present it to the School prior to the camp. All staff, including relief staff, are also required have current WWCCs.

