



Newsletter

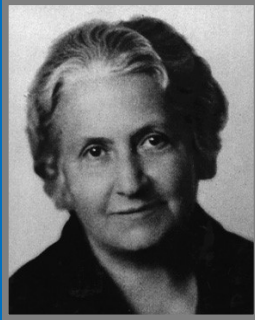
Term 3 2019



The Montessori environment promotes independence, freedom and happiness through understanding and respect



An International Baccalaureate School



Dr Maria Montessori

Dr Maria Montessori (1870—1952) was Italy’s first female medical graduate, distinguishing herself by securing an honours double degree as a Doctor of Surgery. She also had an intense, passionate interest in the development of young children.

In 1907 Dr Montessori opened the first institute for children below the age of six, which she called Cas dei Bambini (Children’s House). Dr Montessori’s two pioneering books, *The Montessori Method* (1909) and *The Advanced Montessori Method* (1917), closely link her educational theories with her basic philosophical ideas.

The school was founded by Mrs W M Duyker de Vries in 1962. The Montessori School is the oldest Montessori School in Western Australia.

The Montessori School fully endorses the A.M.I Objectives:

Article 3: The objective of the Association is to propagate, maintain and further the rights of the Child in Society.

The Council of the Montessori School:

- | | |
|------------------------------|----------------|
| Angela Chew—Chair | Rob Carruthers |
| MaryAnne D’Souza — Principal | Celine Royet |
| Yulia Wood — Treasurer | Tash Tourabaly |
| Ray Coffey | Julie Gravel |
| Deborah Duburguet | |

Council Meetings:

Parents may attend any Council Meeting. They are generally held on the third Monday of each month. Minutes of Meetings may be read at the School office.

Information about the School:

For information regarding membership of the Montessori School and subscriptions to the Montessori School newsletter please send a stamped, self addressed envelope to:

The Secretary, The Montessori School, PO Box 194, Landsdale WA 6065
 Telephone: (08) 9409 9151 Facsimile: (08) 9409 1682
 Email: admin@themontessorischool.wa.edu.au
 Web: www.themontessorischool.wa.edu.au
 Location: 18 Montessori Place Kingsley WA 6026

School Staff

PRIMARY

- Pre-Primary 1**
 Maria Vaioleti-Ponga
 Ciara Foley - *Assistant*
- Pre-Primary 2**
 Ria McBennett
 Jane Coffey
 Hemali Vasanjee - *Assistant*
- Pre-Primary 3**
 Jessica Jackson
 Audre Mare - *Assistant*

- Lower Primary 1**
 Salwa Guirgis
 Eavan Coughlan - *Assistant*
- Lower Primary 2**
 Sue Hoolohan
 Zoe Judge - *Assistant*
 Renee Batcock - *Assistant*
 Anja Reid - *Language*
 Renee Batcock - *Assistant*
 Shanie Do - *Assistant*

- Upper Primary**
 Vicky Jardine
 Rikhi Sadique
 Sue Hoolohan
 Vicky Brown - *Assistant*
 Eavan Coughlan- *Assistant*

SECONDARY

- Lower Secondary**
 Lena Streiff Kosok
 Katharina Stillitano
 Kamel Guirgis
 Emma Seeber
 Rikhi Sadique
 Diana Schuler
 Fern York
 Vicky Brown - *Assistant*

INTERNATIONAL BACCALAUREATE SUBJECT

- | | |
|----------------------|--|
| Katharina Stillitano | Co-ordinator/English /German/CAS/Pamoja online |
| Kamel Guirgis | Maths |
| Jaromir Kulir | Geography/TOK |
| Rikhi Sadique | Chemistry/Physics |
| Diana Schuler | Biology |
| Phil Gobetz | TOK |

OFFICE

- | | |
|-----------------|-----------------------|
| Debby Duburguet | Bursar/Office Manager |
| Leanne Hillyer | Accounts |
| Peta Wilcox | Book Keeper |
| Alison Grondein | Administration |
| Nicola Pattison | Administration |

Upcoming Events/Calendar

September:

02/09/2019 —19/09/2019: OLNA
Tuesday 10th September: Upper Primary Bushwalk
Thursday 12th September- Lower Primary Bushwalk
Wednesday 18th September Pre-Primary Bushwalk
Friday 13th September: Montessori School Formal for Senior Secondary and IB students
Monday 16th September: School Photos
Friday 27th September: Last day of term 3
Monday 30th September 2019: Queen's birthday - Public Holiday

October:

Monday 14th October: Pupil free day
Saturday 26th October: PPSC Sausage sizzle
Monday 28th October: Discussion night: Brain Development

November:

04/11/2019—21/11/2019: IB Exams
Friday 15th November: Quiz Night
Monday 18th November: Pupil free day

2019 Term Dates

Term 3, 2019

Students start Term 3 - Monday 29 July, 2019
Last day Term 3 - Friday 27th September, 2019

Term 4, 2019

Students start Term 4 - Tuesday 15th October, 2019
Last day Term 4 - Wednesday 18th December, 2019

Student Free Days in Term 4, 2019 - Monday 14th October and Monday 18th November

Pre-Primary 1

Welcome back to the start of a new term as we welcome our new children and families, our children have settled back into the term and have been keen to see each other after the three-week school holiday break. It has been cool inside the classrooms, so slippers in winter are a welcomed choice of footwear and we encourage long-sleeved tops and jumpers which help to keep the children warm in the mornings.

We have started this term with a focus on the human anatomy and will then continue learning the different systems of the body throughout the coming weeks. Children were keen to join in singing ‘head, shoulders, knees and toes’ as we began naming the parts of our own bodies. We then looked at drawing the outer body of one of our students and then labelling the parts onto this life size drawing which the children enjoyed.

We have had lots of conversations around our body and what the parts of the body do. We also look forward to having our resident skeleton Mr Bones joining our classroom with lots of discussions around the skeletal system in the coming weeks.



This term we have also been looking at history and how the world has changed and how everyday objects such as telephones, cameras and vehicles have changed over time. The children have been keen to sort objects from the past and present and to discuss how different these objects look now. This also led into our reading of the Story of the Universe and the children had time to quietly contemplate the story and then had the opportunity to imagine what the beginning may have looked like with lots of collage and artistic work created around their own impressions and how they could reconstruct these images for themselves. Maria Montessori described the “child’s intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination”.

It is our aim, to offer the child lots of moments to marvel at the world and to grow in their imagination and enthusiasm for the wonders around them.

With the cooler weather, the children have been keen to enjoy the indoor time to cook and practise the practical life skills around peeling, chopping, juicing, spreading and serving.

We have been fortunate to have Shanie bringing in various tropical fruits for the children to cut and taste as well as having her prepare different recipes with the children, which has been a nice addition to snack time on those cooler mornings.



Thank you to those parents who have brought in oranges and lemons to squeeze as the children have really enjoyed making lemon water and orange water to share at lunch time.

As the term continues, please keep an eye out for events coming up as we have our school picnic at the end of this term on Thursday 26th September and the children will be walking to Moolanda park from school, for a picnic lunch with their families. We encourage all our families to attend as this is a wonderful way to enjoy the day together and to meet other families as well. We look forward to seeing you there.

Maria Vaioleti-Ponga

Pre-Primary 2

We welcome back all of our families and we would like to extend our warm welcomes to the new families that have joined us this term. We have had four new children start this term and it has been lovely to see them settle so quickly. All of the children have made their new peers feel very welcome and are making real efforts to help them feel comfortable, included and at ease in the environment.

Term three has started off with a flurry of work with the children eager to get back to their jobs and peer interactions after the three week break. It has been wonderful to see the children back to business and with new levels of interest, wonder and concentration. This term as we have completed our work on sound, we have turned our focus on new elements of the non-living world starting with magnetism.

We began by questioning the children on their understandings about magnetism, what magnetic or non-magnetic meant, and how to find out if an object is magnetic. We discussed what makes something magnetic and found out that we live on the biggest magnet 'the world itself', which of course they found fascinating. This work led us to finding out about how compasses work and even making our own compass.

The children have been using a magnet to sort common items found in the classroom into magnetic and non-magnetic categories. Many of the children were surprised that although some of the items we listed to check were made of metal, they were not magnetic and they had the opportunity to test various metals and classify them into magnetic metals and non-magnetic metals. We also set up an experiment to test which materials allowed magnetism to pass through and which do not. This has been very popular and repeated many times by the children over the past few weeks. While these lessons introduce new concepts and understandings to the children, the main goal or focus is to stimulate interest and questions on their surroundings, and to spark their imagination and natural curiosity.



We have also been learning about and identifying elements of pattern and we started by making repeating patterns through sounds such as clicking our fingers, clapping our hands and slapping our knees and then repeating this sequence all together. This provided the children with the idea of a pattern being something that is repeated over and over again, and this can be applied to anything.

The children have been practising making their own patterns with various objects and then identifying to us why it is a pattern. The children have very much enjoyed this work and sharing with us the patterns they find inside and outside in the natural environment.

This term we also have the responsibility of taking care of our school planter box. The children spent a lovely morning planting flowers and arranging them in the planter box. Initially we had to identify all of the basic needs of plants which must be met in order for them to survive, and the children have taken to their care with love and enthusiasm.



Ria Mc Bennett & Jane Coffey

Pre-Primary 3

A very warm welcome back to all of our families this term. After the three week break, the children returned to school full of enthusiasm to learn. At the beginning of this term we have been exploring the science world of sound and electricity. Later on we shall be taking a look at geology.

We began with the topic of sound and have learnt about how sound is transmitted. The children enjoyed experimenting with vibration, a particular favourite was recording in slow motion fingers being plucked across elastic bands to show them moving back and forth. After learning what vibrations were and that sound is created by vibrating materials, we started our conversation about different types of sound. We brainstormed a list of things that made sound and if they were pleasant or unpleasant.

This week we have begun to learn about electricity. We commenced by discussing what electricity is and where it is. We followed this discussion with a lesson on static electricity, we had lots of fun demonstrating this with a balloon and our hair! Next we learned about electrical circuits.



Along with our science studies we continue to explore our Montessori mathematical and language material with a new found love of story writing. We have been focusing on retelling and writing stories this term and have also begun to take a look at poetry!

The children have learnt about comparing volumes of liquids and we have also been learning to measure different quantities of liquid by measuring in millilitres and litres.

In preparation for our upcoming bush walk, we have been taking group walks with our peers from PP1 and PP2 classes. The children are eager to begin their invitations! We look forward to having you all join us on the bush walk and invite you to enjoy the experience of PP3 through observations and lunch dates.

Jessica Jackson



Lower Primary 1

Welcome back everyone after our three weeks break. There have been some changes in our class this semester.

We welcome Rikhi the Science teacher who is going to teach our class Science on Monday. Zoe is back as well after her maternity leave. We have also rearranged the class setting which the children have been pleased with.

We had an excursion on the 31st July to the State library, as part of our History curriculum to show the children what happened in the past. We went by bus and spent the day there. We divided ourselves into two groups, one for the younger children and the other for the older ones. We had different activities to suit their age.

The children experienced what Perth looked like many years ago. Our children participated very well. We would like to thank all the parents who helped us in this excursion.



On the 19th August lower primary children went to Joondalup library for book week. This year, we went to Joondalup library and met the illustrator who showed them how to draw and at the end, she read the book to them.

As an ongoing project for lower and upper primary classes, we made a knitted blanket in memory of Mrs Duyker, the founder of our school. We selected some children from the three classes and went to the Woodlake Aged Care facility Kingsley to donate it.

The children got to experience the sense of community. Our children enjoyed it as they also met with the knitting group from the Age Care and were exposed to different types of knitting. Our children are using knitting loom.



On Friday 9th August, we displayed our Grammar materials in our classroom to show the parents what we are teaching the children at school. Montessori equipment is amazing and it has been liked by our children very much. We would like to encourage everyone to visit to experience

Our children are busy working as usual with Grammar boxes being a very popular job this term. Older and younger children are working on it at their level. They write their own sentences on striped paper and draw the symbols to show the function of each word. It has been enjoyed by the older ones who keep asking me to write more sentences. Then we discuss it together when the rules changes.

Reading and discussing the content is very important and we try to make it routine for our children. Renee is reading with each group from both classes on certain days and the children really enjoy that. Anja, our German teacher, prepares lots of jobs and activities for our children to consolidate their German learning. She gives them responsibilities by ticking off the jobs or games when they finish and we follow up with the children to make sure that they have done it before the following week.

Presentation is our focused this term. We all enjoy the different topics and they choose what to present. We started with the older ones, then the younger ones can learn from them. Everyone chooses whatever they like and talk about out in front of the class and bring something to support their topic. They learn how to speak clearly with a loud voice, use eye contact and answer the questions after. It's an enjoyable time for all of us.

Our children have watched lots of experiments that were presented by the lower secondary students on Science day.

It was a very busy day following Sports and play time. Then we forgot to display the report books for the parents to read and had to put it outside the classroom instead of on the children's tables. We are sorry for inconvenience.

Salwa Guirgis



Lower Primary 2

With the lovely spring weather upon us, the children are choosing to work outside much more – including practising their German dialogues, conducting science experiments and simply sitting outside to work. The views of the bush are beautiful – how lucky the children are to have such a beautiful backdrop for concentration.

Recently, we have had trips to two different libraries. The first, to the State Library, was to explore how living in WA, particularly Perth, has changed over time. We learned how Perth Zoo has changed its focus from entertainment and cruel practices to a focus on conservation; how the Royal Show has become more expensive, more commercial and less focussed on local produce; and how children once clambered on huge, felled timbers in Kings Park, which have since been removed and replaced with a variety of playground facilities. It has to be said that the trip in the bus, made longer due to roadworks in the city and several circulations of Northbridge, was the highlight for some!

The second trip, to Joondalup Library, was to celebrate Book Week. We had the privilege to listen to illustrator Kate Blair, who showed us the process of illustrating the picture book *When Billy Was a Dog*. This was a fascinating and light-hearted session which culminated in giving the children the opportunity to create some lovely, charcoal drawings.



Science Week was also celebrated with a number of activities. The children loved watching all the fiery, squidgy and colourful experiments prepared for them by the Upper Primary and Secondary students. It was truly a wonderful event. The care, respect and patience demonstrated by the older children towards the younger children was a joy to observe. In class, we are looking at how scientific data is collected through the senses and how technology can enhance the collection of that data.



This is the foundation for scientific work which goes right up to the IB Science programme and Theory of Knowledge discussions. The children also enjoyed viewing *Whale Wisdom*, a fascinating documentary about how different species of whales solve problems, especially in order to find food. Lots of the children knew the voice of the narrator (it was David Attenborough) and made connections with documentaries they had watched at home.



We do not set homework for children. However, the expectation is that much work is done at home.

Clearly, from the discussions we have as a group, our children come from families who provide a rich, intellectual environment for their children at home.

I feel very lucky to be working with such children. Spending time with a child is the most important thing a parent can do. I have mentioned before the great importance of reading at home with children and enjoying trips to libraries to foster their interest in discoveries through reading. But there is so much other “homework” to do! Talking about the world and how it works, great feats of humankind and disasters, too. Looking intently at colours and form in the natural and created environment. Helping children discern what is right, what is not; what is helpful or what attitudes and actions are harmful (on all levels, from personal to global.) Pointing out letters, words and grammar in discussions and daily observations, speaking another language at home and making the connections between them.

Finding joy in the beauty of patterns, numbers and shapes all around us and how those numbers and shapes have helped create the technology we use today. I would like to thank all the parents for providing such emotionally secure and academically stimulating environments for their children at home and for working together with staff, who prepare the Montessori environment at school.

Sue Hoolhan

Upper Primary

Term 3 is seeing the Upper Primary students delving deeply into the Scientific Research Process as part of their integrated Literacy and Great Project studies. Developing the skills that they need, such as explicitly identifying their own prior knowledge on a topic that they are interested in, creating mind-maps, doing background reading all leading up to being able to formulate a clear set of sub-questions to guide their research that will follow, has taken quite a lot of focus.

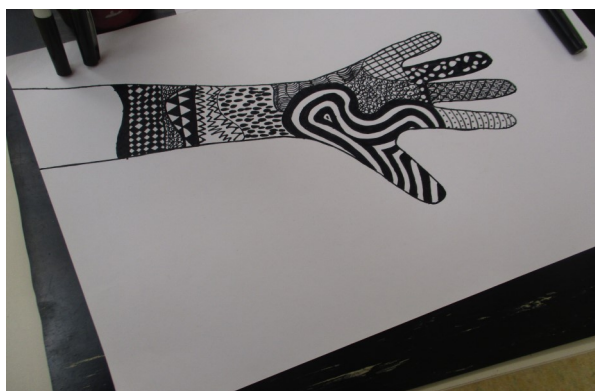
The buzz in the room is so exciting as each child pursues their topic with enthusiasm. The teachers can hardly wait to see the students emerge as the 'experts' on their topics and have the opportunity to tell, teach, explain and ignite the curiosity of their classmates!

For me, as a teacher I find this so exciting as it is giving me the opportunity to embrace and implement all the amazing Montessori ideology and observe the wonderful positive and settling effect this is having on the students. And the cherry on the cake, is the presence of Sue Hoolohan in the Upper Primary Classroom on Thursdays.

Excitingly, students are also involved in planning a menu in small groups and will have the opportunity to cook together! For Design and Technology this term, the students are building creations using the Lego Architecture materials. Talk about 'Lego-Masters'!



Just look at some of the fabulous artwork that we are seeing this term as part of our unit on Line Art. Each student is working on an Art Portfolio and they are very proud of their creations.



National Science Week is an annual festival of science that takes place in August. The goal of the event is to promote and encourage youngsters in the areas of STEM/STEAM.

It provides an opportunity for everyone to engage in science-related activities and in turn, witness the wonders of 'science' happening in our everyday lives. Inspired by Science Week, like last year, our school celebrated Science Day on 15th August by organising a non-competitive science fair.

We had two teams from Upper Primary who designed and presented their projects to pre-primary, lower primary and rest of their upper primary cohorts. Ashlee, Anneliese, CJ and Sarah-Kate made a model water purification system using recyclable household items. On the other hand, Eric and Ruby amazed our little students with their demonstrations of chemical reactions using reactants from the kitchen pantry.

It was inspiring to see the confidence and knowledge of our upper primary scientists. The day came to an end with all our students watching selected age-appropriate award winning movies from the SCINEMA 2019 (International Film Festival) playlist.



For PE and Sport, the students are designing a 'class game' that meets certain criteria as having rules, involving skills, develops fitness and provides opportunities to communicate and cooperate to achieve a goal. They are doing this in small groups and will teach their games to the whole class. In the end, we hope to either find a game that we love playing, or take the things we enjoy from each game and see if we can make one even more fun game to play.

The bonus is that in order to achieve this, students are practising what we are learning in our Health lessons this term, which focuses on the topic of Rights and Responsibilities and Resilience.

So, you can see that Term 3 is shaping up to be quite an interesting and exciting one!

Vicki J and Rikhi S

Lower Secondary

Observing the students on our annual Science-Day on August 15 was a delight. The learning through meaningful tasks and the interaction between the Secondary students and the Primary children, who were so interested and engaged during the demonstration of experiments, made it again apparent what makes this school so special. How lucky we are to have this community.



Much of term two and the first half of this term were dedicated to develop the Lower Secondary play Shakespeare's 'A Midsummer Night's Dream', and by the time you will read this newsletter it will hopefully be a wonderful memory. The students have worked hard and given it their all. They fought their way through the sometimes confusing and intimidating word labyrinth of Shakespeare's language and all have challenged themselves. This in itself was a positive experience.

The Lower Secondary have begun working on their favourite Math project that involves mathematics and probability. They have to create a fun fair style game using probability. The finished projects will be presented to the school community as part of the 'Carnival Game Fair' taking place on Friday, 13 September at 3 pm.



The Pre-IB students have visited a youth workshop and attended the Ordinary Council Meeting of the City of Joondalup as part of their Civics studies. The workshop was attended by 120 secondary students who were able to give their input on 'activating' unused or unloved areas in the City of Joondalup. It was good to see the students interact with peers from other schools.

On Saturday 24 August Lower Secondary students manned the stall at the Kingsway Community Markets. Despite the icy wind, the students did well at promoting the school as well as selling their Micro-Economy products. It was a wonderful occasion that we hope to repeat again before the end of the term.



Lena Streiff Kosok & Emma Seeber

International Baccalaureate

This term, the IB Year 2 students are in the process of completing their internal assessments. It is a very busy time for all IB students; while the Y2 students are finalising their internal assessments (IAs) in each subject and are preparing for their final examinations, the Y1 students have settled into their studies and are studying for their first practice or ‘mock’ exams, which coincide with the final IB examinations.

While the Y2 students are in the process of finalising not just their IAs but also their Extended Essays (EE) and CAS experiences, The Y1 students are in the very beginning of embarking on writing the EE. They have just decided on a subject area in which they would like to write the EE and are in the process of narrowing down their areas of interest to a suitable and manageable research question. The Extended Essay is a ‘Mini-academic paper’, which requires students to explore an area of interest, that the students are keen to research and explore further. They need to explain background information and concepts relevant to the research questions, conduct research, analyse and evaluate their findings. Helping them through this process are the EE supervisor who regularly meets with the students and regular study skills lessons with the EE coordinator. The whole research project is going to be conducted over the next nine months.

As the Y2 students are also in the process of planning their future endeavours and enrolling in tertiary institutions, we organised an incursion by TISC (the Tertiary Institute Service Centre), the body through which students apply to a WA university. The TISC representative explained different pathways into university as well as other tertiary institutions, the university application process and also mentioned alternative entries into university. The students found this a very valuable experience and both, Y1 and Y2 students, benefitted from the incursion.

In week 4 the IB Y1 students also organised an activity for ‘Science day’. In collaboration with the LS students, Pre-IB students, Rikhi, Emma and Lena, the Pre-Primary, Lower Primary and Upper Primary students were invited to observe a morning of science experiments and join an afternoon of Science movies. Science Day was a great success and the experience certainly sparked new interest in science in many Pre-Primary, Lower Primary and Upper Primary students. Thank you, for organising a terrific Science Day for the school, it was a very well organised and enjoyable experience for all.

Over the next two years we will include a brief description of the IB subjects taught at our school, to allow future IB students and parents/guardians a brief insight into what is taught at IB level:



Figure 1: IB Diploma Programme syllabus, as displayed in the IB Geography subject guide, First examinations 2019.

International Baccalaureate

IB Biology, what is it about?

The IB Biology course is in the group 4 experimental sciences. It can be taken as either Higher level (HL) or Standard level (SL).

Throughout this challenging course students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science”, this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The Internal assessment consists of investigations that may be laboratory based or make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Students are assessed both internally and externally. 20% Internal assessment 80 % external assessment.

Biology syllabus overview:

Core covered by both SL and HL

1. Cell Biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human Physiology

Additional higher level (AHL)

7. Nucleic Acids
8. Metabolism, cell respiration and photosynthesis
9. Plant Biology
10. Genetics and evolution
11. Animal physiology

Option

Ecology and conservation

In addition, students are expected to participate in a group 4 project which is a collaborate work consisting of experiments and presentation on a subject choice of students.

Katharina Stillitano



- Resignations:* Resignations must be received during the term prior to the child's **last term** at school, and must be in writing.
- Dress:* We advise loose, comfortable and practical clothing that enables the child to undertake the full range of possible activities. Shoes are not worn inside the school by pre-primary or primary children. The use of soft slippers is advised. Long hair should be worn tied back. The Montessori School encourages the use of protective clothing and sunscreen for all outdoor activity. We maintain a year-round "No Hat—No Play" policy.
- Insurance:* Pre-Primary and Primary school hours are from 8.40am to 3.00pm, Lower Secondary from 8.40am to 3.15pm . The school's responsibility for the children is from 8.30am, when the child has been formally brought to the teacher's care, until 3.15pm or when the child has been formally returned to the care of the parent. Staff are not available to supervise the school's playground after 3.00pm. For that reason children are not permitted to play in the school playground after 3.00pm.
- Lunches:* Wholesome lunches are encouraged in the school. Students are requested to take home any food that they cannot eat. The school aims to provide a safe and supportive environment for students at risk of anaphylaxis. Parents are requested to assist by not sending any nuts or foods containing nuts to school.
- Absences:* Parents should notify the school office of the absence of the student as soon as possible. Notification of extended absence, for reason other than illness, should be made in writing. An acceptable reason must accompany the absence notification.
- Late Arrival / Early Departure* In order to maintain accurate attendance records, the School is required to record students who arrive late and or depart early. Students arriving at school after 8.40am must report to the Office, sign the Late Register and pick up a Late Pass. If a student needs to leave school early, parents / students must proceed to the Office first, sign the Early Departure register and receive an Early Departure card which is given to the teacher.
- Books:* Books which are the property of the school may be borrowed. Books must be returned to the school the following day, to be available at school, and must be carried in a cloth book-bag.
- Television:* Parents are reminded that research into child development indicates that TV does not contribute to the development of the child. It is recommended that TV-watching is kept to as little as possible for as long as possible.
- Medication:* As a rule, medications are not to be brought into the school. Should special circumstances arise to make it necessary, parents must first discuss the matter with the Principal and complete an authorisation form. Parents will be contacted to pick up children who are sick at school. If parents cannot be contacted medical advice will be sought on their behalf, if necessary.
- Head Lice:* The school follows the Health Department recommendations on the treatment of Head Lice, and undertakes Synchronised Head Lice checks as part of the Head Lice Management Program.
- Report Books:* Report books are a record, by parents and teachers, of the child's development from birth to when he/she leaves Montessori. Report books are available to parents on request, at mutually convenient times.
- Contact with Teachers:* Teachers are available to talk to parents before school between 8.15am and 8.30am and after school between 3.15pm and 3.30pm by appointment.