



Inspiring our children to create a better world with their own two hands

# **STAFF HANDBOOK**

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## Philosophy of the School - Values and Objectives

### 1.1 The Montessori Approach

The Montessori approach to learning in its most authentic understanding is the framework of our educational program. We understand that Maria Montessori's methods and materials are not a closed system; however, we commit to apply the words, wisdom, and practical advice of Maria Montessori and her closest associates as the lens through which we select, design, and evaluate our program and curriculum.

### 1.2 Democratic Principles

1.2.1. We believe that self-esteem, human dignity, and emotional well-being, as well as the ability to communicate and cooperate effectively with others, whether adult to adult, adult to child or child to child, must be valued as highly as academic and material success.

1.2.2. We affirm that we will support and promote the principles and practice of Australian democracy including the commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.

1.2.3. We affirm that we will support the ideal that all beings are interdependent and that every form of life has value regardless of its worth to human beings. We will support and promote the belief that we need to **protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life;** and to manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.

1.2.4. We affirm that education begins at birth and continues throughout life and that therefore all our values apply equally to adults, parents, teachers, guardians and all children in the school. We believe that intelligence is not rare among human beings.

1.2.5. We nurture intellectual, emotional, social, spiritual, and physical growth for the development of a whole, healthful being:

- **Emotional:** Our emotions are complex and powerful and it is important that we learn to feel them fully and without fear, identify them correctly (in ourselves and others), respect them, and accept them. It is equally important, however, that we learn to harness their power and not let them control our lives unchecked.
- **Social:** Our ability to interact positively with each other is essential to creating a peaceful world.
- **Physical:** We acknowledge our place in the physical world and seek to discover, understand, and adopt the lifestyle habits most appropriate and beneficial for our bodies and minds.
- **Spiritual:** While we feel it is each person's task to develop his or her own understanding of the nature of the universe and the individual's place in it, we proceed on the premise that our world is a beautiful, positive, loving place, a setting that provides the potential for each person to lead a full, free, joyful, and healthy life.
- **Intellectual:** The intellect is an important tool in the shaping of our world. Through the development of our thinking abilities we refine our emotional responses, and we clarify our picture of the universe.

1.2.6. We approach learning seeking to understand our students' uniqueness and guide them individually and at their own pace, so they fully realise their potential.

1.2.7. We celebrate the natural diversity of human beings.

1.2.8. We affirm the ideal of the renaissance person. Our ultimate goal is to produce individuals who not only have learned how to learn, but also have a love of learning, a wide range of interests, and an openness to new ideas and possibilities.

1.2.9. We affirm that self-esteem is one of the crucial ingredients for the full expression of a person's potential. We strive to nurture self-esteem at every level of learning.

1.2.10. We believe true success is achieved through the willingness to take risks. Individual success and failure are simply feedback mechanisms by which growth and progress are achieved.

1.2.11. We believe that wisdom can be cultivated, and consists of the ability to listen to your heart and know how best to put your intelligence to work for you.

### **1.3 Developmental Approach to Education**

Our educational approach is centred on the stages of human development. This approach includes keeping abreast of current theories on development, regular student observation, and a constant evaluation of the curriculum to ensure that it is appropriate for the developmental stages of our students. We recognise that the first six years are critical to a person's development. For that reason, the programs in toddler and early childhood are as important as any other level of the school. Investment of resources in the early childhood years will be made accordingly.

### **1.4. Individualisation**

We follow the Montessori curriculum which, by design, is adaptable to different paces and styles of learning. Each child works within an established curricular framework that includes the school's expectations for basic academic achievement. If a child needs more direction at certain times or is not internally motivated in a given area, we feel it is our responsibility to acknowledge the personal preference but to guide the child toward that necessary work.

### **1.5. Active learning**

We promote active rather than passive ("lecture and drill") learning by: encouraging students to pursue studies in areas of their personal interests; using hands-on, experiential learning, such as concrete manipulative learning materials, experimental discovery seminar discussions, independent library research, field investigation; creating an environment in which the child's personal success is the motivation for learning.

### **1.6. The Passage to Abstraction**

We consistently work from a very concrete level of experience to the abstract. We begin with "the big picture" and work toward an increasing level of detail. This model is supported by a spiralling curriculum in which skills and concepts are presented and reintroduced at increasing levels of complexity and abstraction over the years.

### **1.7. Freedom within limits**

We strive for a balance between freedom, order, and responsibility.

How do we enact this? Through the policies of the Board, the National Montessori Curriculum which includes grace and courtesy lessons, Bounce Back, school meetings and through staff policies, staff meetings, individual meetings and regular Professional Development.

## **The Staff**

All teaching staff report directly to the Principal, who is responsible for their supervision, safety and welfare in the workplace. The Principal is available at both campuses each week and staff have access to the Principal by telephone and email or by personal appointment. Whenever possible, the Principal endeavours to have an open-door policy so that issues can be dealt with promptly.

Staff at Melbourne Montessori School are committed to the duty of care towards the children in their charge, the highest degree of confidentiality regarding student's personal information and a collegial approach to sharing ideas and resources.

The highest degree of confidentiality regarding staff and parent personal information is expected from every member of staff.

## Positions of Responsibility

- There is currently one Nominated Supervisor who is responsible for the supervision of all aspects of DET requirements in Cycle 1 at Brighton. All other Cycle 1 teachers are Certified Supervisors and as such can be put in charge of the Cycle 1 service in the absence of the Nominated Supervisor.
- There are currently one part-time Deputy Principal who is responsible for the timetable, student teachers and external PR, staff liaison and welfare.
- There are four Cycle Coordinators, one for each cycle.

## Staffing Policy

### 3.1 Code of Conduct

All staff must act in accordance with the Code of Conduct, at all times. MMS Code of Conduct sets out a guideline of all expected behaviour and performance, along with MMS policies, procedures and protocols. This Code of Conduct compliments MMS Vision, Mission and values which underpin how we act, think and behave as Montessori people toward our students and the community, along with acting as a responsible staff members of MMS.

### 3.2 Annual leave

Annual leave will be paid at the Employee's full rate of pay. Please see Leave Procedures document.

#### 3.1.1 Timing of annual leave

- a) A teacher must take annual leave during non-term weeks. Leave must generally be taken, in the case of an Employee whose employment with the Employer is continuing into the next school or preschool year, in the four-week period immediately following the final term week of the current school or preschool year, unless otherwise agreed with the Employer.
- b) Administration Staff will need to co-ordinate their holidays with the others in administration to ensure that there are people at school across the holiday period. This does not include public holidays. The employer may require the general staff employee to take their annual leave during non-term weeks.

### 3.2 Staff Absence/Sick Leave/Personal leave

In the event of an emergency absence, staff must let the Outside of hours Relief Person know by 6.45am (Phone number is [0490 254 546](tel:0490254546)) so that alternative arrangements can be made for their classes. **Staff must then complete a Staff Leave Request form online**, along with attaching necessary documentation, as soon as possible.

If you know in advance that you are going to be absent from school (e.g. attending an appointment) staff need to **complete a Staff Leave Request Form online** (via Intranet). This must be approved by the Principal before leave is taken.

The EBA, Clause 14 covers Personal/carers leave and evidence required, pages 15 and 16. The Employee needs to produce a medical certificate from a Registered Medical Practitioner or statutory declaration to the Employer for:

- (i) any absence of more than two consecutive days;
- (ii) any absence continuous with a public holiday to which the Employee is entitled, or continuous with the first or last day of a term (where the Employee works term weeks only) which would not otherwise require the provision of evidence;
- (iii) when the number of paid personal leave days taken, without the production of a medical certificate or a statutory declaration, exceeds five days in one year.

See EBA on School website for information on other types of leave (<http://melbournemontessori.vic.edu.au/employment/>).

If staff do not submit an online leave form or have leave otherwise approved, prior to Payroll processing the respective fortnightly pay run, absence will be processed as Leave Without Pay.

Please see Leave Procedure document.

### **3.3 Performance Appraisal**

The Principal will undertake an individual teacher performance appraisal for all teaching staff and assistants on an annual basis. All teachers are supplied with the AITSL teacher standards and need to complete an appraisal chart which is developed each year on these standards and will form a basis for the discussion.

The Business Manager will undertake an individual staff performance appraisal with all administration staff on an annual basis.

### **3.4 Class Size**

MMS will follow Government regulations and requirements and in kindergarten there will be a ratio of 1:11 per class from January 2016.

### **3.5 Consultative Committee**

The Consultative Committee is made up of representatives from each cycle and each employment group and will run once per term to allow the staff opportunities to consult with the Principal about matters as set out in the EBA 2014.

### **3.6 Discounted fees**

Staff are welcome to apply for discounted fees for their children to attend Melbourne Montessori School. The discount is set at a 20% deduction based on the staff member working 5 full days a week. Those staff members that work part time receive a "pro rata" discount. An eligibility time period of a minimum 12 month continuous employment applies.

Staff will need to follow the same enrolment policy and procedure as a non-staff member.

### **3.7 Dress code**

All staff are expected to wear clean, neat clothing which allows them to perform their teaching or administration duties. Smart casual attire is expected at school and for Open Day, School Concerts etc.

### **3.8 Extra-curricular staff attendance**

Included in the "180/190" per year contact days, teaching staff attend the following: -

#### **3.8.1 Clean Up Days**

At the end of the school year, staff will attend school for two clean up days during which time the rooms are to be cleaned and organised for the following school year. Classrooms are expected to be completely ready for teaching at the start of every New Year.

#### **3.8.2 Curriculum Days**

Curriculum days are attended by staff at the start of the year and then once each term. Children do not attend school on these days. Curriculum Days provide the opportunity for staff to discuss curriculum, general educational issues, write reports or to engage in professional development activities.

#### **3.8.3 Cycle Meetings**

Each cycle is expected to meet each alternate week as organised by the Cycle Coordinator. Minutes of these meetings must be provided to the Principal in a timely manner. Specialist staff are expected to meet at least once a term. Minutes of these meetings are to be provided to the Principal in a timely manner.

#### **3.8.4 Information Night**

Information nights for ALL parents in the school are held in the first few weeks of Term 1. All Classroom Teachers are expected to prepare a presentation to inform their classroom parents about school routines, classroom routines, Room Rep responsibilities and the Curriculum for their class in the coming year.

#### **3.8.5 Parent Information Nights**

Parent information nights are held throughout the year. The objective of these meetings is for parents to learn more about Montessori philosophy, curriculum and method of teaching. Staff members are expected to present, contribute and attend where appropriate. Guest speakers are sometimes invited to present topics of interest.

#### **3.8.6 Open Day**

Open Day takes place one Saturday in the first semester. All staff members (excluding administration staff) are expected to attend. All staff and students have one day off as a day in lieu.

#### **3.8.7 Staff Meetings**

All Cycle 1-3 teaching staff are expected to attend staff meetings, which are usually held at 3.30pm every Tuesday will take place at Brighton and Caulfield as appropriate. These meetings provide an opportunity for



teaching staff to contribute to the effective running of the school. Items for discussion can be added to the staff meeting agenda by emailing the Principal. The Principal will chair the meeting. Regular agenda items include minutes of the previous meeting, OH&S issues, upcoming events from the diary and social behaviour of children.

Staff meetings will not take place in the weeks when Parent Teacher Interviews take place.

### **3.9 Hours of Work**

All staff have a right to fair, reasonable workloads, assistance, support and mentoring.

Under the terms of the NES, full time staff are required to work 38 hours per week. For teachers this is averaged over time and includes preparation, yard duty, correction, reporting, meetings and class organisation. Hours for all part-time staff are agreed upon appointment, and for classroom staff this may include yard duty and staff meetings.

For full time teachers the maximum number of days that a teacher will be required to attend during term weeks and non-term weeks will be 190 days in each school year with no more than 180 teaching days, except where legislation requires a greater number of attendance days in order to secure funding or maintain registration. These days are considered 'Term weeks'.

All classroom support staff (Assistants, Integration Aides, LDU Assistants) are required to be at school during term weeks and are required to be at school by either 8:00am or 8:30am depending on their specific role.

Cycle 1, 2 and 3 full time teaching and assistant staff are required to be at school by 8:30am which is when classroom doors open (MMS EBA 2014, Appendix A).

Cycle 4 full time teaching and assistant staff are required to be at school by 9:00am which is when classroom doors open.

Full time administration staff are required to be at work from 8:30am.

Refer to current EBA.

#### **3.9.1 Breaks**

All staff are entitled to a minimum unpaid meal break of 30 consecutive minutes no later than five hours after commencing work.

#### **3.9.2 Signing in and out**

All staff are expected to sign in and out of the school grounds upon arrival and departure from the school premises.

### **3.10 Long Service Leave**

A teacher or assistants is entitled to 13 weeks long service Leave upon completion of ten years of continuous employment. A teacher or assistant is entitled to an additional 6 ½ weeks' long service leave for each additional five years of continuous employment (as stated in current EBA). A teacher or assistant is entitled to take accrued long service leave after the completion of seven years continuous employment.

A general staff employee is entitled to 13 weeks long service Leave upon completion of fifteen years of continuous employment. A general staff member is entitled to an additional 4.3 weeks' long service leave for each additional five years of continuous employment. A General Staff Employee is entitled to take accrued long service leave after the completion of seven years continuous employment.

Refer current EBA.

### **3.11 Professional Development (PD)**

#### **3.11.1 Whole staff PD**

All Staff are to keep their CPR, First Aid certification, anaphylaxis management training and asthma management training up to date, by attending the professional development provided by the school. Other whole staff PD will be organised from time to time and staff are expected to attend these.

### 3.11.2 Individual PD

All staff are encouraged to undertake approximately 20 hours of professional development during the year. They need to apply for each specific session using the PD Application Form and the Principal will authorize appropriate sessions along with relief cover if required.

The Principal will also work with staff to identify professional development needs as part of the annual appraisal process and will support the professional development of individuals annually. At a minimum, all staff will be encouraged to keep up to date with modern Montessori pedagogical theory, wider modern pedagogical theory and develop basic personal computer skills. All teachers are encouraged to observe in the classrooms of their colleagues and at appropriate schools.

### 3.11.3

Specialist staff will be expected to make observations in a range of cycle classrooms to inform them about the way to treat children in a Montessori environment and how to deliver lessons in Montessori manner. Additionally, they will need to attend twice yearly Professional Development given by a trained Montessori trainer. These sessions will take place at MMS after school.

### 3.11.4

All newly appointed staff will be mentored during their first term of teaching. This is to help them develop the attitudes, values and mannerisms which are expected in a Montessori classroom.

## 3.12 Qualifications and Salaries

- All salaries or pay scales are in accordance with the Melbourne Montessori School EBA which is determined approximately every three years to ensure that pay scales are in line with, or better than, the relevant National Employment Standards.
- All teachers need VIT registration, all Cycle 1 teachers need to have Early Childhood Qualification, VIT and we expect all teachers to have Montessori training. Assistants in Cycle 1 must hold at least Certificate III in Early Childcare or a Diploma.

## 3.13 Return of School Property

Upon termination of employment with Melbourne Montessori School, all staff are required to deliver to the staff responsible all school property including keys, equipment, documents, school materials, student plans etc. which may be in their possession or under their control. Laptop computers and digital cameras must be signed back in with the IT Manager.

## 3.14 Salary and Superannuation

- All staff are paid fortnightly two weeks in arrears by bank transfer to their nominated bank account.
- Pay slips will include detail of relevant pay period dates, leave entitlements and superannuation payments.
- Superannuation will be paid on the gross income, as per statutory requirements.
- Contributions of superannuation at 9.5 % are made to the superannuation fund of the employee's choice, or can be directed to the schools nominated superannuation fund.
- For more information on tax in Australia, please see: <http://www.futuretax.gov.au/>

## 3.15 Staff Selection

Melbourne Montessori School advertises for new staff on the internet and, if appropriate, on the MAF website to ensure the appointment of the best trained professional staff to all positions.

## 3.16 Time Sheets

Timesheets must be completed by all casual staff and for any variation in hours worked by full time and part-time staff. Written approval must be obtained prior to the work being undertaken.

## 3.17 Student Teacher Placements

Teachers have numerous opportunities to mentor a student teacher in their classroom and benefit from the great range of energy levels and enthusiasm a student teacher may bring to the class. The teacher will be supported by the Deputy Principal and will be given all the documentation from the University in a timely manner.

## Job Expectations

All staff are welcomed to the team and it is vital to work together, sharing ideas and co-operating with colleagues.

### 4.1 Position Descriptions

#### 4.1.1 Planning

- Each term, plans will be written up for the term and will document how the lessons relate to the Montessori National Curriculum. They must be handed to the Curriculum Coordinator/Principal no later than the end of Week 1 each term.
- Each term, plans for individual children are written and must also be submitted to the Curriculum Coordinator/Principal.
- Please see the Planning Policy

#### 4.1.2 Record Keeping

##### Children's Files

The teacher is required to set up and maintain a file for each child (upon entering the class and for the duration they are in the class) as detailed below.

Photographs of children working with equipment are kept for school records, used on the school website blogs and are useful for reporting to parents.

##### a) Buff Personal Folder for Students

- with personal details and information
- the three-year work file
- observation book (Cycle 1)
- anecdotal book (Cycle 1, 2, 3)
- LDU forms and Communication Book if necessary
- External assessment reports or referral reports Family Media Agreement
- Parent Communications
- PAT R Testing
- Recent spelling tests
- Recent running records

##### b) Coloured Folders:

Yellow Folder	-	Language
Green Folder	-	Maths
Red Folder	-	Cultural Sciences

- Throughout the year, after recording the work a child has completed, the samples of their work will be filed in each coloured folder. Each area will contain 2 samples per term, which will total 8 samples per year, totalling 24 samples per cycle.
- This work might be drawn upon in the event of legal questions and should not be taken lightly.
- Upon leaving the cycle, samples of work from the coloured folders are placed in the Buff Personal Folder and given to the next teacher (these samples where necessary can be photocopies).
- Upon leaving the school these samples of work are placed in Buff Personal Folder and given to the office for archiving.
- Folders, buff and coloured are available at Reception.

##### c) Child's Work Record

- Each child is to have the standardised Three Year Child's Work Record that is marked off during the time the child is in the class and passed onto the next teacher either digitally, or in the buff folder.
- This Work Record must be supported (underpinned) by written observations and other samples of work by each classroom or specialist teacher.
- Each teacher is also expected to maintain an individual/personal form of recording of each child's work in order to track the child's work and development.

**d) Class Buff Folders**

Separate Class Buff Folders will be kept to collect reporting that contains all running record of the whole classroom if applicable (e.g. cycle 1).

In the case of excursions, parent authorisations will only be kept if an incident or accident occurred during the excursion and an appropriate form was filled in. If no incident or accident occurred the authorization forms will be kept until the end of the year and then shredded as the form contains private information, i.e. signatures and telephone numbers.

**4.1.3 A Verbal Handover**

A verbal hand-over is also expected to occur if a child moves classes or cycles. See the Transition Policy.

**4.1.4 Co-operation with Colleagues and Parents**

Support for colleagues is essential. In order to provide all students with a consistent curriculum, all teachers in each cycle are expected to work co-operatively. Resources must be shared at the cycle level. Specialist teachers must communicate all necessary information about students to Classroom Teachers. Classroom Teachers are responsible for communicating most information about a child to parents. Classroom Teachers are expected to complete a brief description of each child in their class to specialist staff, if necessary, to ensure care of children is consistent across all areas of the school. The LDU Coordinator is expected to keep all teachers informed about any strategies which will help them teach and care for any children whom LDU work with.

**4.1.5 Reporting Requirements**

Formal written reports to parents on each child's progress take place towards the end of Term 2 and Term 4. They are written in relation to both the Montessori National Curriculum and the AUSVELS and must be in the current format, as discussed in Staff Meetings. Any teacher unsure about how to complete their reports can discuss the matter with the Curriculum Coordinator/Principal/IT Manager where necessary. For Cycle 1, 2, 3, written reports are handed to the parent on the last day of Term 2 and Term 4. For Cycle 4, reports are mailed to parents. Please refer to the Student Assessment and Reporting Policy.

**4.1.6 Parent Teacher Interviews**

- Classroom teachers and Specialists will conduct Parent Teacher Interviews during Term 1 and Term 3 on the specific Parent Teacher Days as noted in the Broadsheet and website.
- Before the interview, teachers need to fill in the PTI forms which document a child's progress. These PTI forms are the basis of the PTI and become a legal document which records information discussed by teacher and parents.
- A schedule is made available for parents to co-ordinate their interviews two weeks before the interview days. Each time slot is 15 minutes long. If this is insufficient for the discussion required, teachers need to make an additional time for parents to finish the discussion on another day.
- If parents do not attend a PTI, the teacher needs to follow up the parents by phone to make alternative arrangements for this important meeting which is in the best interests of their child.
- PTI forms need to be returned to the Principal after all meetings are concluded so that they can be read and signed.
- If a child is experiencing difficulty, either academically or social/emotionally, it is expected that teachers will meet with parents, as soon as difficulties arise, outside the formal Parent Teacher Interview times. This is important to inform parents, and also to develop a personal plan consistent between home and school.

**4.1.7 Materials Preparation**

- Teachers are expected to prepare new materials for use in the classroom. All Montessori language, botany, zoology, geometry and other paper or card materials must be replaced on a regular basis.
- These materials are provided by the school and will be the property of the school. To avoid any misunderstanding all materials in the school are the property of the school unless listed on the "Teacher's Personal Property" list and signed by the Principal. Materials must be listed when they are brought to the school, not after the event.

#### 4.1.8 Specialist Teachers

- Specialist teachers are required to keep abreast of all school activities by reading the Broadsheet on the website and Staff Meeting Minutes.
- Specialist teachers write a semester report for each child in preparatory grade (last year of cycle 1) upwards, which is included in the child's formal report.
- Specialist teachers also need to be available for Parent Teacher Interviews and need to place a timetable at Reception before the PTIs for parents to fill in. Specialists need to be available on a pro rata basis depending on their teaching hours. E.g. if they teach two days per week then they need to be available for one of the nights allocated for PTI.

#### 4.1.9 Broadsheet/Magazine

- The Broadsheet is the school newsletter which is published on the website once a week and teachers are expected to keep up to date with any information contained in the Broadsheet.
- Staff are expected to contribute to the school magazine. This is an annual magazine that is distributed to parents and prospective parents. It gives teachers a further opportunity to showcase the work of the children in their classroom.

#### 4.1.10 Performance Items at School Meetings

School meetings are held fortnightly at both Brighton and Caulfield. One class each meeting prepares a short performance piece for presentation to the school. A roster is drawn up by the Cycle 3 Coordinator early in the year at Caulfield and by the Nominated Supervisor at Brighton.

### Safety and Supervision

#### 5.1 Duty of Care

- The teacher's duty of care responsibility begins the moment they step foot on the premises. The level of a teacher's duty of care will depend on a variety of factors e.g. The age of students, behaviour of students, nature of activity, location of activity, etc. A teacher's duty of care is not limited to specific school activities such as excursions and incursions; a teacher has a duty of care towards students at all times whilst the student is in the teacher's care.
- A teacher's duty of care also includes **being aware of and implementing all school policies** affecting student's safety and welfare, e.g. Behaviour Management Policy, Occupational Health & Safety, Anaphylaxis Management Policy, Asthma Management Policy and Mandatory Reporting, Responsible Online Behaviour Policy, Responsible Use of ICT, etc.
- Generally, the duty of care owed by teachers to students cannot be delegated; however, in certain situations the teacher may delegate this duty of care temporarily to non-teaching staff, volunteers and/or external providers.

#### 5.2 Mandatory Reporting

**Every adult who has a reasonably belief** that a child is in need of protection, then you must report the incident or disclosure without delay. Seeking assistance or advice should not hold-up the reporting process. You should attempt to file the report on the same day as the belief is formed.

See Child Safe Policy and Mandatory Reporting Policy.

#### 5.3 Illness

- If a child becomes ill during the day, the child can be taken to the sick bay and a staff member needs to telephone the parent to let them know. On no account must a phone message (either text or voice message) be seen as adequate.
- At all schools, there are a small number of students who have medical issues which may escalate to a crisis situation very rapidly. (These conditions can include asthma, anaphylaxis, epilepsy and diabetes etc.) Action Plans, complete with photos of the relevant children for use by staff **MUST** be on display in the child's classroom, all rooms where they are taught e.g. the hall as well as the sick room and additionally in the playground if they are Cycle 1 children.

- All staff must be familiar with these Action Plans and with the administration of the specific medication in their classroom - which is to be kept in the Emergency Basket along with the Pink Folder.
- All medication at school for a specific child must be kept in its original container in the care of the Classroom Teacher. Teachers must follow the procedures designated in the Administration of Medication Policy – see the self-administration concerns.

#### **5.4 Yard Duty**

- All the teaching staff, assistants, specialists and support teachers participate in yard duty.
- Yard Duty requires all staff on duty to actively supervise students for all cycles, Early Learners and even Parent and Toddler. All the yard duty rules need to be followed.
- In the Cycle 1 playground play equipment must be ready and available before the children come out to play.

Normal Yard Duty times are from:

- 12:00 noon to 1:00pm at both Brighton and Caulfield
- 3:15 till 3.45pm at Caulfield front gate (no duty at Brighton)
- All children are encouraged to get some exercise at lunchtime. Children are not permitted in any classrooms without supervision.
- The Grace and Courtesy encouraged at our school applies as much outside as in the classroom. Common sense should prevail however, activities which are expressly forbidden are wrestling and fighting; no kicking; no screaming; no running along the deck at Caulfield; no bad language; the use or the carrying of weapons of any description and climbing on fences or trees is prohibited. Please see the Behaviour Management Policy.
- Students must be supervised and any concerns or accidents acted upon and reported appropriately. All accidents must be recorded in the Accident/Incident Book available in each classroom and in the sick bay. A photocopy must be made and placed in the child's file and the original sent home. These books are reviewed by the OH&S Committee regularly.
- One of the staff on duty should carry the first aid pouch so that children may access first aid for minor cuts. The pouch also holds a behaviour record book, in which behaviour of any concern must be recorded.
- Staff need to undertake one final tour of the grounds to ensure that all children return to their classrooms after lunch time.

#### **5.5 Wet Weather Guidelines**

- If it is raining at the beginning of the lunchtime play, the staff on duty need to make the decision to go out or to stay in. If it is decided that it is a Wet Weather lunchtime, they need to inform the other teachers that the children will not be able to play outside. Children stay inside the classroom at lunchtime while a staff member supervises.
- Specialists need to relieve the teachers/assistants so that they can have some lunch.
- When the children are inside the classroom, they are required to act in a quiet and orderly manner.

#### **5.6 Hot Weather Guidelines**

- All teachers and children should follow the school Sun Protection Policy regarding hats and sunscreen. Broad-brimmed hats need to be worn in Terms 1 and 4. All staff need to wear a broad-brimmed hat when outside both for their own protection and to be a good role model for the children.
- If it is hot, staff need to encourage children to stay in the shade especially when it is over 30 degrees and watch that they do not become exhausted from the heat. Encourage the children to drink lots of water. If the temperature reaches 35 degrees or over, children are to be kept in the classroom or can be taken home by the parents.

## **5.7 Food Safety- Melbourne Montessori School encourages parents not to bring nuts to school**

The need for hygienic practices is essential in the preparation, handling and storage of all food. Consideration must be given as to how food is prepared, handled and stored once it is on the school premises. The key to food safety revolves around hygienic practices and the involvement of students in these procedures. Please see the Food Safety Policy for details.

## **In The Classroom**

### **6.1 Classroom Opening Times**

- Cycles 1, 2 and 3 teachers are to be in their classroom and doors open by 8:30am in order that all children can commence class by 8.45am.
- Cycle 4 teachers are to be in their classroom and doors open by 9:00am in order for class to commence at 10:00am.
- Cycle 1 need to be signed in on arrival and signed out before leaving the school grounds. Cycle 1 half-day children leave school at 12.00 noon.
- Cycle 1 children who are staying for a full day, stay in the classroom until their parent/guardian signs for and collects him or her. Details of each individual authorised to collect a child from school are held by the school office and are available to all staff through the school administration system, SAS2000.
- All children are expected to enter their class and commence work. There is no playground supervision in the morning. The Caulfield library is open from 8am until 8.30am and early children may read quietly in the library. Parents are discouraged from coming into the classroom in the mornings; however they are welcome in the afternoon after school when they can view their child's work.

### **6.2 After School**

- Staff at Caulfield are rostered for yard duty at 3.15pm each day at the school gate to supervise Cycle 2 and 3 children who need to wait for their parents in a quiet, orderly manner with their bags, at the front of the school.
- Children at Brighton wait in their classrooms.
- If a child is still at school at 3:45pm then they will be taken to Reception to wait for their parent. They will not be able to play outside.
- Cycle 3 children whose parents require them to travel home on their own must sign the required form and the teacher keeps a copy for their records.

### **6.3 Student school Attendance/Absences**

#### **6.3.1 Completion of the Roll**

This is not only a requirement of the School but also a requirement under the Department of Education and Training (DET). This affects our data collection and funding and should be completed as follows:

Pre-Primary and Primary:  
Every morning by 10:00  
Every afternoon by 13:30

Secondary:  
Every morning by 11:00  
Every afternoon by 14:00

If you are away on an excursion or camp, this data can be collected on paper and entered back at school, or even at home. You can fill in the required data before school starts on the first day back from camp.

The classroom teacher should inform administration of any change in the status of their classroom, i.e. If a child is going to be absent for a length of time or has been absent for a length of time which is unexpected.

### 6.3.2 Infectious diseases

Here is a list of infectious diseases and the exclusion periods required. If a child has head-lice then they may return to school immediately after their treatment has commenced.

#### Schedule 7

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009).  
In this Schedule, medical certificate means a certificate from a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immunodeficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received M-M2 within 144 hours of exposure, they may return to the facility
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Poliovirus*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella* (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verticillin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

#### Statutory rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:  
(a) specified in column 2 of the table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the table in Schedule 7; or  
(b) specified in column 3 of the table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs marked in bold with an asterisk (\*) require the department to be informed immediately. Contact the department on 1300 651 160 for further advice about exclusion and these diseases.)

#### Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Section on 1300 651 160 or visit [ideas.health.vic.gov.au](http://ideas.health.vic.gov.au)



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Department of Health



### 6.3.3 Accident/Incident book

Each classroom has the following:

- **Accident book.** In this book any accident which occurs in the classroom or in the playground is recorded. This is an important legal document. All entries should be made in ink, not pencil. A copy should go in the child's file and another to go home with the child.
- **Medication book.** In this book the parent records any medication required by the child. When staff administer medication it must be checked by another staff member and co-signed after administration.
- **Incident book.** In this book any incident which occurs in the classroom or in the playground is recorded. This is an important legal document. All entries should be made in ink and not pencil.

### 6.4 Information and Communications Technology

- Staff need to ensure that they use all ICT equipment responsibly and safely. The classroom teachers need to distribute and collect the Family Media Agreements from each student's family annually in Term 1. They need to ensure that they explain the expectations of all students before students are allowed to use the internet or any of the school's devices.
- **Teachers are not allowed to use mobile phones whilst they are responsible for children in their class.**
- An IT Manager is employed full-time and is available to assist staff and students to develop skills on a needs basis. It is expected that all staff will access professional development from the IT Manager regularly in order to keep up to date with ICT developments.
- Staff need to understand that some problems will take time to resolve.
- Please see the Responsible Use of ICT Policy, Responsible Online Behaviour Policy and Family Media Agreements.

### 6.5 After School Care

An after-school care program is run at Caulfield Primary school from 3.30pm to 6.30pm. The names of children using the service on any given day are entered by their parents or carers onto the After Care Sheet held at Reception. Cycle 1 children will be collected from their classrooms by staff, while older children make their own way to Reception at the end of the day.

## Parent/Teacher Communication

It is the responsibility of the Classroom teacher to communicate with parents of their class. This is not the role of assistants and support staff. Classroom teachers need to note and date all face to face communication that is significant. Incidental conversations with parents can be the decisive factor which leads parents to judge the school and make decisions about future directions.

### 7.1 Parent Orientation

Cycle 1 families will be invited to bring their new child to the Orientation Morning at Brighton on the Curriculum Day in Term 4. This is an opportunity to meet the Cycle 1 staff as well as other new families. Families joining the school will also be invited to the coffee mornings arranged by the Parent Association early in the New Year. They will be added to the email list for the Room Representative of their classroom and the Room Rep will keep them informed about anything happening at school or of school community events.

### 7.2 Observations

Parents are encouraged to observe their child at work at least annually. For further details see "Observations" below. Refer also to section 10.2.

### 7.3 Room Representatives

Room Representatives have ideally been part of a class for a minimum of one year. It is preferred that they are appointed prior to the start of the school year in order to have a handover from the previous representative. A Room Representative may volunteer, or be approached by the outgoing representative, but the teacher must approve every representative. Room Representatives volunteer for a minimum of 1 year and a maximum of 2 years.

### The responsibilities of the Room Representative:

- Communicating with the class teacher
- Contacting all new parents before the start of the new school year
- Organising social meetings for the class; participating in orientation days as well as being available to welcome new parents at morning teas; liaising with the class teacher
- Keeping in communication with the other Room Reps
- Being aware of what is happening in the school socially and continually updating parents regarding up-coming events
- Attending Room Representative meetings with the Principal on a regular basis.
- Room Representatives need to act within the boundaries of the Room Representative Job Description

### Special Education

The Principal will meet each teacher (including specialist teachers) whenever necessary to discuss an individual student's emotional, social and academic progress on a formal basis. Teachers can also ask for support by requesting that the Principal spend time in the classroom to observe any particular student. The Principal is also available to attend any Parent Teacher Meetings to support the teacher and to add further input.

#### 8.1 Learning Differences Unit

A child may enter the school with a recognised learning difference, or at times, a child may not be progressing in the manner anticipated. If this occurs the classroom teacher should advise the Learning Differences Coordinator as soon as possible. In these cases, the teacher should keep detailed notes on the child, the measures he or she has used to assist the child and of conversations with the parents.

The Learning Differences Coordinator will then perform an observation of the child and speak to the classroom teacher about their concerns. They will conduct any testing seen to be useful to identify any action and they will recommend certain strategies for the classroom teacher to use. If these are tried and still the child is not progressing, the LDU Coordinator may recommend that an external expert such as an educational psychologist be requested to undertake an assessment of the child. The parents will be responsible for payment to any such professionals.

Any child with a significant learning need will have monthly/termly team support meetings which include the class teacher, parents, Principal and any external providers working with the child. It is the responsibility of the Learning Differences Coordinator to plan and implement these support meetings.

Applications are made on an annual basis for government funding where possible; this may require formal re-assessment of the child's capabilities, although this is usually required only once every three years. Please see the Learning Differences Policy.

#### 8.2 Learning Differences wider support

Melbourne Montessori School has a learning differences program in place to support students who are in need of such assistance in areas including literacy, numeracy, other academic areas and social behaviour and development. Wherever possible the strategies will work in the classroom in conjunction with the classroom teachers help, but children may be withdrawn for specific intervention if deemed efficacious. Any actions recommended by the Learning Differences Coordinator need to be followed by the classroom teacher.

### Excursions and Camps

Excursions are an integral part of the Montessori Method of education. All excursions need the written approval of the Principal and Business Manager and **need to be finalised two months ahead of the excursion**. This will require a completed excursion form from the teacher organising the excursion detailing the nature, purpose, time, place, timetable of the excursion and the number of children, staff and other adults attending the excursion. Please see the Excursion and Camp Policy.

All excursion/camp signed parent approval to be collected by the classroom teacher.

**SAL locator must be completed at least 6 weeks prior to camp/excursion**

## 9.1 Parental Consent Forms

- These must be signed for each child, or that child will not be able to participate in the excursion. Parents must be given sufficient information about the nature of the excursion and the risks that may be involved.
- The consent form will require parents to list contact numbers for the day of the excursion. The consent forms will be returned to the teacher.
- The minimum supervision ratios are: 1 adult to 10 children (or fewer) for both Cycles 2, 3 and 4.
- A roll of the students attending the excursion will be marked before leaving the school property and again before leaving each excursion site. Frequent checks of student numbers will be made during the excursion. Children need to be instructed about the procedure of the excursion, eg: staying with their partner and what they are to do should they become separated from the rest of the student body.
- If any incidents or injuries occur, a report must be made to the Principal and Business Manager on returning from the excursion.
- The teacher is responsible to take the consent forms, all medication required by any anaphylactic or asthmatic children, the roll, a First Aid kit and their mobile phone.
- Incursions are the preferred method for Cycle 1 children.

## 9.2 Camps

**Cycle 2** – The Cycle 2 sleepover will be for Year 2 children and will take place in school in the hall.

Year 3s will have a one-night camp away from school organised and run by the PE teacher supported by the Cycle 2 teachers.

**Cycle 3** – All Cycle 3 children will attend a compulsory two night camp which will be extended for the Graduates into a 4 night camp. The camps are organised and run by the PE teacher supported by the classroom teachers. There is a three year rotation of camps set in place, so that children will visit 3 different camps over their Cycle 3 experience.

**Cycle 4** – There will be two camps per year: one in February and one later in the year. All full time teachers and PE teacher will attend.

## School Visitors

### 10.1 General

All visitors to the school must sign in at Reception and wear nametags, which will be allocated at Reception. If you meet someone not wearing a visitor's badge, please redirect them to Reception.

### 10.2 Observations

Melbourne Montessori School offers observations for the following reasons:

- For parents to see their children at work.
- To demonstrate to parents how the Montessori philosophy is applied in the classroom.
- To promote our school to prospective parents.
- To provide real-life experience to student teachers undertaking teaching practice. This is an important way of educating potential Montessori teachers.

Parents are welcome to observe their child annually in the classroom. Parents are to make appointments with the administration staff to observe in the classroom. Teachers are informed prior to the date by email.

Parents are also able to observe ONE classroom of the cycle into which their child will be transitioning in the near future. They are to apply to reception and they will be allocated one classroom which will be rotated so that each classroom takes it in turns to have observers.

## Enrolment and Progress of Students throughout the School

### 11.1 Enrolment Process

- An important part of the enrolment process is the orientation of new 3 year olds and 4 year olds. On the last Curriculum Day of the year, normally in November, all the new 3 year olds (and 4 year olds)

with their parents will meet at Brighton for a coffee morning. All the Cycle 1, LDU, Early Learner teachers and assistants will meet the new arrivals too.

- Later in the year, when the children have been allocated their classrooms, the teachers will be informed by administration of the parent contact details and it is the responsibility of each classroom teacher to arrange a time to meet the parents and child out of class time but before the child arrives for their first day.
- It is the teacher's responsibility to assess the child for Readiness, using the Readiness Checklist, and keep parents informed of the criteria the teachers are working on to help the child achieve Readiness. Please see the Transition Policy.

### **11.2 Half and Full Day Attendance**

A 3 year old child transitions into the school and usually attends 5 mornings per week in the first year at school. Typically they then begin transition to 5 full days during their second year as the teacher deems the child is developmentally ready. All four-year-olds are expected to attend for five full days by the end of their 4 year old year unless there are exceptional circumstances. See Transition Policy.

### **11.3 Movement between Cycles**

- Typically, the Principal and cycle teachers will meet in teams about mid Term 4, to determine class placements for the following year. The Principal, Early Learners and Cycle 1 staff will meet directly after the Orientation morning to determine placement of new Cycle 1 children. Parents will be notified of the new class for their child before the end of Term 4 by Administration.
- Occasionally a child is seen as needing to stay a little longer in a class or conversely, transition ahead of time to the next cycle. In this instance, the classroom teacher needs to speak to the Principal and the LDU Coordinator to ask for the exception.
- Teachers will organise a handover from one classroom teacher to the next and will hand over all records ready for the next year.
- Children will transition for a few sessions at the end of Term 4 ready for the move.
- Please see the Transition Policy.

### **11.4 Children Leaving School**

- When a child leaves the school, certain documentation accompanies the child including a transfer note, an academic report, and a farewell certificate created by administration. Children will be given their items by their teacher in their room.
- Teachers must take all records or material in connection with a child who has left the school to administration for archiving.
- The Cycle 3 teachers need to make contact with the teachers in the new school of Graduates and help in their transition. Leaving gifts for the Graduates will take place at the Graduation Concert held at the end of Term 4.

## **Resources**

### **12.1 Petty Cash**

- Each teacher is given \$100 per month to be used for purchasing consumables and small items for the classroom. Receipts are to be handed into the office with an expenses slip. Staff will then be reimbursed.
- Other purchases need to be approved in advance. A purchase order can be filled in and delivered to the office awaiting approval by the Principal or Business Manager.
- In Term 3, a Budget Request Form will be issued by the Business Manager to each classroom for major items which are seen as necessary for the following year e.g. bookcases or additional carpet mats. There is no guarantee that these items can be bought.

### **12.2 Stationery Orders**

Stationery orders are made by individual classes or by cycles to maximize optimal costs.

### 12.3 Montessori Materials

Montessori material requests must be made in writing by the cycle coordinator. It is seen as imperative that cycle classrooms have the same equipment and that it is only rare and expensive items which might be shared by more than one classroom. Any requests to purchase materials for the classroom must be made in writing to the Deputy Principal. Please see administration staff to get a purchase order form and submit this to the Business Manager or Principal for approval before any purchase can be made.

### 12.4 Books

Any requests for book purchases can be made to the Librarian/Curriculum Coordinator. Any purchases for the library need to be approved by the Principal. Each Montessori classroom should maintain a reasonable collection of books. A teacher resource collection is maintained in the library from which staff may borrow.

### 12.5 Donations to the School

Donations are from time to time offered to the school. **All donations must be referred to the Principal** before they are accepted. The purpose of this is to ensure an equal distribution of materials and equipment to where they are most needed in the school. Every child has the right to expect the same facilities regardless of which room he/she attends.

### 12.6 Storage Areas

- Each room has its own storage area. Stationery, art supplies and other consumables not needed on a daily basis can be stored there. All storage must be kept to a minimum. Storage areas must be neat and tidy and all materials used within two years.
- Teachers and assistants should be allocated a place in the classroom to hang coats and to keep personal items safe. All student records must be kept in the locked filing cabinet provided. Classroom cameras, and other electronic equipment must be locked away when not in use.

### 12.7 Copyright

The School has entered into copyright agreements to allow staff to copy printed material and sheet music. Primary schools may make up to 30 copies from each original work owned by the school or a member of staff in the school, with the exception of choral sheets. The originals from which any copies are made must be marked with the following information: the words "AMCOS licence - copies made", the name of the school and the date the copies were first made. The school has a stamp made up marked with this information. Where the owner of the original is not the school, the member of staff who owns the original from which the copy was made must supply sufficient details to enable that person to be identified if necessary.

## Amenities

### 13.1 Staffroom

Staff have access to the staff room as a place where staff can relax or work away from the children. It is the staff's responsibility to clean up after using the facility.

The staff kitchen contains a fridge and microwave at both campuses. The school supplies coffee, tea, fruit and biscuits. Staff are to bring their own lunches unless advised otherwise e.g. some whole staff PD days or PTI nights.

## Melbourne Montessori School is a nut-free school

### 13.2 Parking

All car registration numbers, make and model, must be given to the office so that cars can be identified when necessary. A list is held on SAS2000 for ease of identification. If a staff member changes cars they need to notify the office of this change.

Off-street parking is available at both campuses.

### Caulfield

Parking is a major issue in Roselea Street, both for our neighbours and for us. To help maintain everyone's rights it is important to follow a few rules.

### Please enter Roselea Street from Almond Street only

Park on the school side of the street and ensure that you are not blocking a driveway, as this would be very frustrating for the people trying to leave or enter their driveway.

## School Operation

### 14.1 Occupational Health and Safety

- There is one Occupational Health and Safety (OH&S) Officer at each campus and they are responsible for keeping children's Action Plans, medication and school medication up to date and within the Use by Date.
- All staff members have a responsibility to ensure that the school is a safe place for children and adults and is free of all hazards and potential hazards. If there are any hazards they should be reported in the OH&S Maintenance Book or to the OH&S Rep.
- Teachers are responsible for ensuring that their classrooms are safe and free from hazards for both children and adults. All poisonous substances are to be kept in a safe place so that children do not have access to them. All chemicals are registered in the school record and staff must not bring any other cleaning products into the school unless they notify the Business Manager.
- If a staff member has an accident and is injured, this should be recorded in the incident book kept at Reception.
- If a "near miss" is experienced by a child or staff member, a report must be made in the incident book at Reception so that the cause can be addressed. Please see the Occupational Health and Safety Policy.

#### 14.1.1 Traumatic Event

In the event of traumatic events e.g. child/staff in an accident at school, death of a former student the school, staff are able to contact Alma Family Therapy Centre on 9500 2411 for assistance.

### 14.2 Minor Maintenance

If there is minor maintenance work to be done, the request is to be written in the Maintenance Book, located in Reception at Caulfield and Brighton. Urgent maintenance, eg: a broken window or overflowing toilet should be reported immediately to the office.

### 14.3 Accidents

All full-time teaching staff should hold a current First Aid Certificate. First aid kits, for school and excursion use, are kept in the Sick Room at Caulfield and the Staff Room at Brighton.

### 14.4 Emergency Management Plan

A plan for dealing with emergencies and disasters (the DISPLAN) is in place and all staff must be aware of and understand this document. In summary, report any emergency to the Principal. Politely challenge any people who are wandering around the school. A drill for emergency procedures is held once a term.

### 14.5 Security When Leaving School

Each teaching staff member is given a key code, which is keyed into the central alarm. This code consists of four digits and is strictly confidential. The alarm is connected to a security firm. When entering the premises (and the alarm is on) enter the code and then press 'off'. This turns the alarm off. When leaving the premises (and all others have left the building) enter the code and then press 'on'. This activates the alarm at which point you must promptly leave the building. When leaving the premises, lock your own area then **check if you are the last person in the school and lock the front door.**

Before leaving a classroom for the last time that day check that:

- All doors and windows are locked.
- All heaters and fans turned off.
- All lights turned off.

If you believe you are the last in the school check that:

- All doors in the Reception area are locked and that all hot water kettles and boilers are turned off.
- The photocopier is turned off.
- The chain is replaced on the gate and the padlock secured.
- The alarm is armed and the school is secured.

**It is the responsibility of all teachers to ensure their rooms are locked and that heating/cooling/lights are turned off prior to leaving the premises.**

## 14.6 Cleaning

Classroom staff are responsible for keeping their classrooms clean throughout the day. Toilets in Cycle 1 must be inspected regularly by staff and kept clean. If there are problems with the cleaning please notify the Business Manager – include a photo if appropriate. The cleaners have requested that fruit be put in the fridge at the end of the day to prevent ants and that all chairs are lifted off the floor.

## 14.7 Pets in the Classroom

- The essential principle for pets/creatures in schools is that the activity should be limited to the observation and behavioural studies; children are encouraged to learn how to look after them appropriately. Animal experimentation beyond this is not appropriate in schools either during, or out of, school hours. Please see the Pet Policy for further details.
- Teachers are responsible for the care and welfare of the animals they have in the class and this must be the highest priority in any activity involving creatures.
- **Appropriate arrangement must be made to ensure that all creatures are given proper care during the week-ends and holidays.**
- **No dogs are allowed in school unless by special permission.**

## 14.8 Use of School Premises Out of Hours

Anyone wishing to enter or use school premises out of hours must first **seek permission by email**. There are implications for both security and administration. All proposed meetings/working bees should be listed in the school Broadsheet thus alerting the entire school community of other activities going on within the school.

## 14.9 Administrative Support

The office staff are available from 8:30am until 5.00pm each day. The office staff are available to help with the organisation of notices for excursions, etc but are not available for classroom typing or photocopying.

For incoming calls, phone messages are taken down and left in the staff member's pigeonhole or emailed unless the message is urgent, in which case it will be given to the staff member straight away. Phones in the classroom are freely available to staff for any matters relating to school business. Staff are requested to limit the use of the phone for personal matters. No child is permitted to use the phone independently for outgoing calls.

## 14.10 Support Materials/Equipment

The materials preparation area has the following:

- Guillotine
- Large stapler
- Book binder
- Photocopier - the photocopier can be used by staff. Cycle 3 children are allowed to use the photocopier independently after they have been shown how to use it safely and correctly.

General educational advertising catalogues are collated and placed in the Staff Room.

## 14.11 Student Files (Also See 4.1.2 Record Keeping)

Each student has two files:

- The Educational file is kept in the classroom. This file holds samples of the child's work and records details of the child's progress over their years of school at Melbourne Montessori School. The file must also hold details of the child's notes and communication with parents.
- The Administration file is kept in the office. This file begins with enrolment, registration details and information relating to legal matters. It also holds copies of statements and other finance-related correspondence.

The Learning Differences Coordinator will hold a third file if the child is receiving any kind of learning support. This file records details of the child's progress over their years of school at Melbourne Montessori School. The file must also hold details of the child's notes and communication with parents.

### **14.12 Pink Folders**

Each classroom has a Pink Folder located near the phone in the classroom at adult eye-height. In this folder all relevant student information is contained e.g. phone and email contact details of parents/guardians, birthday dates of children and the CRT paper roll. It must be taken on all excursions or emergency procedures.

### **14.13 School Calendar/Timetable**

A school calendar is issued at the end of each year for the following year. The school generally follows the state school dates except for the addition of a preparation day on the first Monday of each term. No children attend on this day. Staff use the time to attend professional development and/or prepare their plans for the new term.

### **14.14 Electrical Appliances**

Staff must not bring in electrical appliances from home because of regulations requiring their compliance tagging on a regular basis. Any new electrical equipment must be tagged before using.

### **14.15 Email Communication**

Staff communication is largely through email. The Daily Bulletin is emailed approximately 8.30am each morning to keep staff informed about events for that day. All staff are requested to check their e-mails daily and to keep their inboxes available.

## **Melbourne Montessori School Affiliations and Memberships**

### **15.1 MAF - Montessori Australia Foundation**

MAF is the peak body for Montessori in Australia and is based on AMI principles. The Association Montessori Internationale (AMI) was founded by Dr Maria Montessori in 1929. The organisation maintains close supervision over its teacher training centres, which have been established worldwide for the promotion of Montessori education. The Montessori Method is international, in that it is based on universal principles. The AMI diploma is universally recognised for the quality and authenticity of training given. Each course lasts one or two years and is very intensive, focusing on the educational, psychological, and intellectual development of the child and the means by which development can be best assisted. MAF also recognizes other training organizations such as MWEI and is inclusive in its membership.

### **15.2 Independent Schools Victoria (ISV)**

ISV was established as a non-profit organisation to represent and promote the interests of independent schools. The objectives include: -

- Assisting, strengthening, representing and promoting the interests of independent schools in Victoria in any way whatsoever.
- Protecting the autonomy of member schools, including the right of a school community to decide its constitution and form of governance.
- The right of a school community, through its governing body, to determine school policy, including school enrolment, staffing, curriculum, co-curricular programs and discipline.

### **15.3 Maths300**

Maths300 is an attempt to find the 300 most interesting mathematics lessons from classrooms across Australia and beyond and to filter them into learning networks everywhere to generate professional discussion. The lessons are the fuel for those discussions.

### **15.4 Play Australia**

Play Australia is committed to promoting the value of play and increasing play opportunities for children, young people and families.

### **15.5 Australian Early Childhood Association Inc**

The Australian Early Childhood Association Inc (AECA) is a national peak non-government organisation acting in the interests of young children aged 0 – 8 and for older children in outside school hours care. It promotes the provision of high quality services for all young children and their families and supports the important role of parents in caring for their children. AECA is also the national umbrella organisation for children's services and sees this task as supporting the advocacy role of the child care sector as a whole, without undermining the rights of each specialist organisation to operate and speak independently.



The AECA publishes Every Child magazine of the Australian Early Childhood Association Inc quarterly.

**15.6 Co.As.It Italian Resource Centre**

Co.As.It is the largest Italian language and cultural centre in Australia. It has a large multimedia centre that provides among other things, books and a CD-rom library.

**15.7 Glen Eira Library and Information Service**

Provides information, materials, services, books and magazines. It has an extensive collection, which includes books, magazines, CDs and videos and Italian language materials. The closest venue is Caulfield Library, City Hall, Cnr Hawthorn and Glen Eira Roads, Caulfield.

**15.9 Legislative Bodies**

Melbourne Montessori School is accountable to the following legislative bodies. Both the Principal and Business Manager complete regular compliance documentation to each of these organisations in order to secure government funding and to meet the school's registration and legislative requirements:

ACARA	Australian Curriculum, Assessment and Reporting Authority
DET	Department of Education and Training
DEEWR	Department of Education, Employment and Workplace Relations
DHS	Department of Human Services
VIT	Victorian Institute of Teaching
VRQA	Victorian Registration and Qualifications Authority

**15.10 Other Melbourne Montessori School Subscription Publications**

- Montessori Courier
- English Montessori Journal
- School Bulletin - Ministry of Education official publication (formally the education gazette)
- Child Education
- North American Montessori Teachers Association
- Montessori Matters

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