

Thomas More Christian Montessori School



2 Willow Court, Bega
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Prospectus
2026

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Introduction

Welcome to the Thomas More Christian Montessori School.

This Prospectus will provide you with information on the History of the Thomas More School, the Montessori Approach to Education and details on how the school operates.

History of Thomas More School

The Thomas More School was established in Bega by Kevin and Donna McCulloch in 1998. The school was first registered as a K to Grade 6 school with the NSW Department of Education in 1997 and receives State and Federal Government Funding for students who turn 5 by August 1st. Three and four year old students may be offered placements at the Cycle 1 level which delivers a 3 to 6 years of age Montessori program. The school is a registered Childcare Provider under the Commonwealth Government Childcare Rebate Scheme. Parents who are working can claim the cost of the preschool children's fees.

Ethos of the School

The Thomas More School is operated by a non-profit, non-denominational Incorporated Association dedicated to providing a quality educational service to the community. The qualities of Truth, Knowledge, and Courage, exemplified in the life of the 16th Century historical figure, Thomas More, serves as the School Logo and as an appropriate educational model for students to follow.

A non-denominational Christian ethic is incorporated into the school program, based on the reading of simple Bible stories, Value Tales, the daily practice of virtues, and the incorporation of "The Catechesis of the Good Shepherd Program" which was developed by Sofia Cavaletti at Maria Montessori's request. The Catechesis of the Good Shepherd uses hands-on materials that present central themes to the child. These materials draw the children into the mystery of his or her own spirituality and make it possible for them to have a dialogue with the "Inner Teacher." Central to this is the Parable of the Good Shepherd.

The school presents a carefully prepared educational environment based on the principles and theory of Dr Maria Montessori (1870 – 1952). In this environment children are allowed to develop and grow according to their needs and at their own pace. With this philosophy, children are neither rushed nor held back; rather they are free to progress through a series of activities based on their interest and ability.

School Management

The school is a non-profit, non-denominational Incorporated Association. The proprietor of TCMC is Thomas More Schools Incorporated which is an incorporated association under the Associations Incorporation Act 2009. It was incorporated as a non-profit association on 15th August 1997 and updated in 2009. It is the legal entity that owns the school. Its role is primarily concerned with the governance of the school, including long term financial planning, administrative policies and accountability.

The Constitution of Thomas More Schools Inc. provides for the school to have a Management Committee (referred to as the School Board) which governs the school.

The School Board

The members of the current Board are:

Mrs. Debbie Backhouse
Mrs. Cindy Clevenger
Mr. Ian Curtis
Mrs. Mary Plevey
Mr. Brett Phillips

Mrs. Debbie Backhouse, Chairperson

Debbie and her husband Garry have supported the TCMC school from its inception. Her husband Garry has been our maintenance officer since we opened in 1998 assisting with needed renovations to the original school house on the corner of 21 Laws Drive and putting up the needed fencing. Debbie has lived

her entire life in Bega. She is happily married for 40 years with 2 adult children. Her son attended the TCMC School when it was housed on Laws Drive and he excelled under Dr. McCulloch's tutelage. Debbie has served the Bega Community in various ways including being President of the "Poultry Club", assisting with the Boys Scouts for @ 14 years, and taking groceries to the elderly and homebound. She has faithfully served on our School Board since 2007 and is presently the Chairperson. She brings to the School Board her common sense, her gift of order, attention to detail, and her loyal commitment to the school's needs.

Mrs. Cindy Clevenger

Cindy Clevenger San Diego, California, USA.

Cindy holds a Bachelor of Arts in Child Development and Family Studies, a Masters of Arts in Teaching, and is certified by the American Montessori Society to teach children from the ages of three to twelve. She taught in Fairbanks, Alaska, for nine years, before moving to San Diego, California, where she taught an additional sixteen. Since then she has been working as field consultant/coach for a Montessori teacher training program. She currently manages a school library in a small private Montessori school and works with a public school which is dedicated to implementing a Montessori program in a low income area of San Diego. Her work at that school has involved the training and coaching of teachers. Mrs. Clevenger first met Dr. & Mrs. McCulloch when Dr. McCulloch took his Montessori age 3-6 Training at SD Maria Montessori Teacher Training College in 1994.

Subsequently Mrs. Clevenger came to TCMC as the field consultant coach to Mrs. McCulloch when she was working on her Elementary 1 Montessori Teacher Diploma. Mrs. Clevenger has come to Australia to assist with the Cycle 2 and Cycle 3 students on two additional occasions. She has supported the school and its co-founders for many years and has served on the School Board since 2018. She brings to our Board her Montessori Expertise, her long term support of the co-founders, and her love for Australia, and our TCMC school.

Mr. Ian Curtis

Mr. Ian Curtis works in the building construction industry having been a part of the building of much of the Valley's infrastructure including the roofing of Stage 1 of the school's present site. He has contributed his time and talent to working with children in the sailing club, Bemboka pony club, Candelo cricket club, Wolumla school club & Go Kart club. He initially came to know Kevin when he brought his son to Dr. McCulloch's CAP concert band program in 1992. Dr. McCulloch taught his son to play the coronet. Ian had subsequently assisted with handyman jobs at the school prior to coming on the School Board. Ian's father was the Headmaster/ Principal of a Special School in Wagga and when invited to join our school board he felt that it was a natural fit. He has served on the School Board since 2018. He brings to our Board his business and building knowledge as well as his dedication to the service of the child.

Mrs. Mary Plevy

Mary is the mother of three adult daughters and is married to John Plevy a local pharmacist. Two of her daughters attended the school. The first daughter began at age 3 and continued through Grade 5. She has recently completed her MD requirements in SA and is working now as a GP. Her second daughter attended TCMC in her last few years of Primary Education and is now working on her B.A. in Canberra. Her third daughter studied Montessori education with Age of Montessori in Montana and received her Age 3-6 Montessori Certification while teaching at Canberra Montessori and has now created a beautiful Montessori based Music Education Program from her home in Canberra. Mary has been a dentist for almost forty years and recently just sold her practice in Bega. She has lived in the Bega Valley for 40 years. She has studied and read widely about Maria Montessori and her philosophy of education. She has served on the TCMC School Board since 2011. She brings to our School Board her business sense and understanding and dedication to the Montessori Philosophy and Method.

Brett Phillips

Brett Phillips is a father of six children, with two currently attending and two having recently graduated from Bega Montessori. Brett is a local business owner and graphic designer. In the past, Brett and Janene have both been involved in children's ministries with the Salvation Army, and Brett was a Salvation Army Family Store manager for 7 years in Dubbo. Originally from Narromine/Dubbo in Central Western NSW, Brett along with wife Janene and their children spent three years in Siberian Russia working with orphan youth and disadvantaged communities, before finally moving back to Australia in 2016, where they found a new home in Bega. Brett has served on our School Board since 2018. He brings his IT and graphic designer expertise to our School Board and his dedication to the service of the child.

The School Board meets approximately 4 times a year to receive reports from the school Principal and to support the Principal in the operation of the school in accordance with school policies.

The Principal is appointed by the School Board.

The role of the principal is as delegated by the School Board. The Principal is responsible for the management and day to day functioning and routine operations of the school, including but not limited to, the financial operation of the school, maintenance of buildings, management of facilities, resources and equipment, curriculum planning, implementation and assessment, teaching and learning programs, health and safety related to the school, staff selection, professional development, enrolment and daily attendance.

The Board is aware of the requirement for it to implement an appropriate level of supervision and monitoring of the School management while not engaging at any level in the micro-management of school operations.

The day to day management of the operation of the School is delegated to the Principal. All delegations by the Board (including sub committees) are determined and withdrawn at Board Meetings and recorded in the Minutes.

Educational Philosophy

- That the philosophy and methods of Maria Montessori be used as a basis for direction in the application of school curriculum.
- That the children will be helped to know God through the study of the Bible and thus have a model for a life of loving service to God and man.
- That each child be given the opportunity to learn at his or her own level.
- That education is a process for life.
- That children will enjoy learning.
- That each child is an individual.
- That the goals to self discipline, self esteem and mutual respect are to be valued and cultivated.
- That each child be given the opportunity to develop to his or her full potential; spiritually, emotionally, intellectually, physically and socially.

The Montessori Approach to Education

Montessori Philosophy

1. Children have an inner desire to learn.
2. Children have an ability to absorb knowledge like learning how to read, write, speak, calculate and knowing facts about Geography, Science, Music, Art, the Environment and other Cultural subjects. This ability or mechanism is described by Maria Montessori as the "Absorbent Mind".
3. Knowledge comes through the senses. The use of "hands on" materials enables children to concentrate more readily, and to refine their understanding of the differences in material things and of the senses. This helps towards clarification of abstract ideas, for example, tracing an actual sandpaper letter "a" with a finger helps the child to identify the shape and sound of this letter and prepares him/her also for reading and writing.

4. An observation of Dr Montessori's, which has been reinforced by modern research, is the importance of the "Sensitive Periods" for early learning. These are periods of intense fascination for learning a particular characteristic or skill, such as going up and down steps, putting things in order, counting or reading. It is easier for the child to learn a particular skill during the corresponding sensitive period than at any other time in his or her life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities which correspond to his or her own periods of interest.
5. Guiding children to learn is based on observation by the teacher and the provision of a Prepared Environment of attractive and self teaching materials and allowing children to select and pursue their own individual interests.

Early Childhood Curriculum: Age 3-6

(Cycle 1) Montessori Method

1. The teacher is more a facilitator than a director of what the child learns.
2. The method of proceeding from one skill to another is sequential.
3. There is an emphasis of order and beauty.
4. Children enter an environment which they explore and make their own. Small children have a sense of order and feel secure and confident in an environment based on routine. They love to work with concrete materials and perform real life activities. Children learn through imitating and then by doing.
5. Activities in Cycle 1 Age 3-6 include:

Practical Life:

These exercises allow the child to continue to develop self control and coordinated movement over tasks seen around the home. They are particularly important for the very young child as they help to satisfy the need for meaningful activity.

These activities help to develop abilities directed towards:

- Caring for the self eg polishing shoes, doing up buttons.
- Care of the environment eg washing up, arranging flowers.
- Care of each other eg preparing and serving a snack.
- Control of movements eg pouring without spilling.

Practical Life exercises are fundamental to the whole program. They lay foundations for the small child for his later activities in other areas. The activities are done not only for their own sake but also to develop inner discipline, organisation, independence and orderliness of the classroom.

Sensorial:

The activities in this area are designed to bring order to the wide range of sense impressions – sight, taste, touch, smell and sound – that the child has already received. These impressions provide a key to the environment, in bringing children to an awareness of differing qualities. In this way an external order is presented to the child, from which inner order can be built. The Sensorial and activities are designed to help children recognise similarities and differences, discriminate between similar objects, grade similar objects and educate and refine the senses.

Language:

The language curriculum begins with pre-reading and pre-writing skills, and includes vocabulary enrichment, phonics and the mechanics of writing. The child learns oral language naturally and he/she automatically takes it from his or her environment. The work of the teacher is to expose him/her to equivalent forms of written language which he/she learns through the same general pattern of development.

The development of language includes Speaking, Writing, Reading and Listening. Reading, Writing and Spelling go hand in hand. A phonetic approach is used for the teaching of these skills. A child is better equipped, to predict what is going to happen in a story, or factual description or account, to know what meaning a word is conveying and to take cues from the sound, shape, and grammatical function that words have, when the child knows the phonetic sound of each letter of the alphabet as well as multiple letter phonograms.

If a child knows why and how a word makes the sound that it does, the child will find it easier to recognise new words and remember familiar words. In combination with known sight words, this knowledge contributes to the early establishment of a strong reading vocabulary. Such a vocabulary is a must for any child on his or her way to becoming a good reader.

Mathematics:

This program lays the foundation in Mathematical concepts with concrete materials. The Mathematical apparatus can take the child from an initial understanding of the meaning of the numbers 1 to 10 to a comprehension of the decimal system and all the way to the four processes of Addition, Subtraction, Multiplication and Division. The materials are designed to take children from a physical concept of numbers, through to an abstract level of understanding of mathematics.

Culture:

This area is as wide and varied as possible. Activities give the child early experiences in Arts, Music and Movement, Basic Science, Geography, History, Fauna and Flora.

Primary Curriculum: Age 6 to 12 (Cycle 2 and Cycle 3)

The foundations laid in the Cycle 1 classroom are built upon by the continued hands-on concrete materials for each subject area. “Education between the ages of 6 and 12 is not a direct continuation of that which has gone before though it is built upon that basis. Psychologically there is a decided change in personality, and we recognise that nature has made this period for the acquisition of culture, just as the former was for the absorption of the environment. Knowledge can be best given where there is an eagerness to learn, so this is the period where the seed of everything can be sown, the child’s mind like a fertile field, ready to receive what will germinate into culture.”¹

“At this stage the cosmic plan can be presented to the child as a thrilling tale of the earth that we live in, its many changes through slow ages when water was nature’s chief toiler and the accomplishment of her purposes, how land and sea fought for supremacy and how equilibrium of elements was achieved, that life might appear on the stage to play its part in the great drama.”²

Many Montessori Materials and charts have been handmade to give the child the “big picture” of the cosmos that Maria Montessori recommends at this age. All have been lovingly created and supplied in our Cycle 2 and Cycle 3 Classrooms.

At this Level and Plane of Development Cosmic Education is taught through the Subject areas of Math, Language, Science and Technology, (Botany, Zoology, Science, IT) Human Society and Its Development (History, Geography) Music, Personal Development, Health and Physical Education, Art and Drama, Spanish and Bible Study.

Currently we have two classrooms for our Cycle 2 and Cycle 3 students.

At the end of 2022 and the beginning of 2023 considerable planning and preparation went into our upgrading of all the Montessori materials for these grades as well as the furnishing of the room with new tables and chairs and added shelving. Coincidentally with the purchase of new materials both the Cycle 2

¹ To Educate the Human Potential. Maria Montessori p. 3

² To Educate the Human Potential. Maria Montessori p. 1

and Cycle 3 classrooms were combined in such a way as to have all of the curriculum materials from grades 1-6 together by subject matter. All students are able to freely move within the two rooms accessing the curriculum materials that they need to work on. ie: all of the Maths and Language materials are in one room and the History, Geography, and Science materials are in the next. Both teachers also move freely between rooms as needed to present their lessons.

“Another interesting fact to be observed at the Cycle 2 and Cycle 3 level is that the child needs to associate himself with others, not merely for the sake of company but in some sort of organised activity. He likes to mix with others in a group wherein each has a different status. A leader is followed and a strong group is formed. This is a natural tendency through which mankind becomes organised.”³

“All other factors however sink into insignificance beside the importance of feeding the hungry intelligence and opening vast fields of knowledge to eager exploration.”⁴

At TCMCM we have set the stage in our Cycle 2 and Cycle 3 Classroom for the above exploration to take place.

³ “ibid”. p. 4

⁴ “ibid”. p. 4

Principal

Mrs. Donna McCulloch M.A. B.A. MFCC.

Donna is a Mentor Teacher who served with Poway Unified School District in San Diego, California from 1988 to 1998 where she taught Kindergarten for seven years and Second Grade for three years. She earned her Teaching Credential at the University of San Diego in 1988, and a Masters Degree in Counseling Psychology from the National University, San Diego in 1985. She completed the National Centre of Montessori Education (NCME) Diploma for Early Childhood Education through Cincinnati, Ohio in 2002. She is a licensed Marriage and Family Therapist in the State of California and had a private practice in Counseling from 1985 through 1993. She earned her AMS Montessori Elementary 1 Credential through the Maria Montessori Teachers College of San Diego, CA. in May of 2013. Donna is married to co-founder Kevin McCulloch and is step-mother to his 3 children and grandmother to 10 grandchildren. She presently serves as Principal and is training the Cycle 1 Staff in the Montessori Method.



Teaching Staff

Cycle 1

Ms. Jane Guest B.A., GradCertEd

Jane grew up in a small village in North Essex, England, with her five siblings. She became a teacher in her mid-twenties after volunteering in a primary school in one of the most deprived areas of the UK. On completion of her teaching qualification, Jane went back to work at the same school. Later, she moved on to work at a small school in Frinton-on-Sea where Jane became a senior leader working to develop the curriculum, support children with special educational needs and social/emotional difficulties and train new teachers.

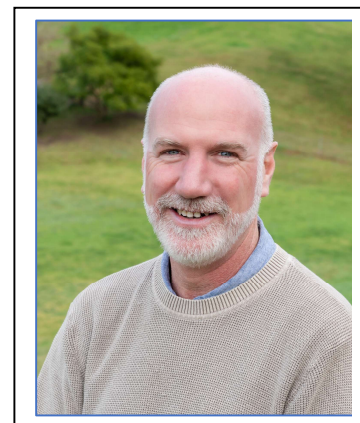
Jane made the move to the Bega Valley last year to join her sisters that already lived here. She worked with TMCM as a casual teacher before taking on the role of Cycle 1 Teacher.



Cycle 2

Mr. David Foster BEd(Prim)

David Foster first called Bega home over 20 years ago when he started his teaching career at St Patrick's Primary School. After working throughout Eastern Australia as an Education Officer at various organisations, including Questacon, the RACQ, and the Brisbane City Council, David returned to the Bega Valley 10 years ago. As well as his work creating education programs as an Education Officer, David has a varied teaching background having taught at many local schools including SCAC, Bega High and Mumbulla Steiner School, Marist College in Canberra, and more recently at Bombala Primary School. Together with his lovely wife, Sally, David has four children.





Cycle 3

Ms. Nikki Wagner BBiomolSci, BSc, MPH, MSc

Nikki has undergraduate degrees in Biomolecular Science and Chemistry, as well as a postgraduate degree in Public Health & Human Nutrition. Over the past year Nikki has been learning the Montessori Method and will also pick up additional professional learning courses for specific learning difficulties in literacy and numeracy throughout the rest of this year.

Nikki runs a business, Nikki Wagner Nutrition, where she teaches traditional cooking and conducts private nutrition consultations. For the past seven years Nikki has run the cooking portion of the Kitchen Garden Program at Mumbulla School. She homeschooled two of her children through most of high school and ran a homeschool group for several years with up to twelve

children, focusing mostly on the sciences, literature and ancient history.

Additionally, Nikki offers art classes in local, natural materials for colour and fibre, including watercolours, ink, cloth dyeing, basketry and more. She posts articles, how-to guides and essays on all these skills, as well as cooking and gardening, on Substack.

Support Staff

Dr. Kevin McCulloch. Ed. D. (USA) B.A. (Swinburne) B.Ed. (La Trobe) T.P.T.C (Toorak) T.T.L.C. (Melbourne) Dip Primary Montessori (NCME. San Diego. USA).

Kevin served with the Victoria Department of Education for over 30 years, completing his service as School Principal in North East Gippsland. He was Musical Director for the Merimbula, Pambula and Eden School Bands Country Area Program from 1989 to 1993. He completed the National Centre of Montessori Education (NCME) Diploma for Primary Education in San Diego, California in 1994 and earned his Doctorate in Montessori Education in 2000. Kevin retired from teaching in 2014 at which time he served as Co-Principal and Business Manager until 2020. Kevin is married to Donna and together they founded our TCMC school. Kevin has 3 children and 10 grandchildren. He presently serves as Business Consultant to the Principal.

Secretary:

Mrs. Kylie Hotson

Teacher Assistants:

Mrs. Toni Remy

Mrs. Nicole Moon

Parent/Child Program Coordinator:

Ms. Kara Boutler

External Bookkeeper/Accountant:

Ms. Melissa Caffarelli

Cloud 9 Accounting

External Accountant & Business Consultant:

Mr. Mark Kenmir

of Mark Kenmir and Co. Cooma

External Auditor:

Ms. Libby Hovaspian

P Squared Ofc. Sydney, Canberra, Cooma

Maintenance and OHS Officer:

Mr. Garry Backhouse

Mr. Grant Hotson

Cleaning Contractor:

Jenna Wilton

Grounds Keeper:

Parrot Lucas

Parrott Lucas Pty Ltd

Tree Trimming:

Sapphire Tree Trimming

School Hours

Full time students: 9.00am to 3.00pm
Kindergarten students have the option of not attending on Friday through Term 1.

The Classroom environment

At the Thomas More Montessori School the Cycle 1 classroom environment is a peaceful and soothing place in which children can learn. Children change into slippers before entering the classroom. Classical music is played for extended periods during the day, contributing to the calm atmosphere and to accelerated learning.

Montessori materials are arranged around the rooms on shelves. The children are given individual instruction; the child places a carpet mat on the floor, selects his or her activity, and proceeds to complete it under the observation of the classroom Teacher/Guide. The Cycle 2 and Cycle 3 classroom (6 to 12 years of age) located downstairs, is spacious and beautifully equipped with state of the art Montessori Curriculum materials. The peaceful atmosphere begun at Cycle 1 continues with Cycle 2 and Cycle 3. Students at this age level enter the classroom, begin with their journal entries for their choice of work for the day chosen from their assigned Work Program for the week. Children work either individually or in small groups.

Recreational Areas

Playground equipment and facilities include the upper area for Cycle 1 students and the lower oval area and upper flat area for Cycle 2 and Cycle 3 students. The adjoining Lynjohn Park also continues to be an excellent recreational venue for the children.

The Daily Program

Cycle 1 children enter the school rooms via the school verandah. They are encouraged to be independent in hanging up their bags, placing their lunchboxes in containers provided, and changing into their school slippers.

Parents farewell their children at the front gate, and the child enters the school rooms independently.

The school day commences with a Montessori Work Period which lasts until 12 noon. This work Period includes "Circle Time" when children come to the rug for singing, school prayer, sharing, calendar, nomination of Line Leader for the day etc.

Snack is eaten in the kitchen area of the classroom. This includes fruit and vegemite toast. Each child must wash up their plate after they have eaten their snack.

Lunch is eaten together on the table and chairs located on the verandah then followed by play time on the top playground.

Games and activities are played with the teacher on duty, as well as free play on the playground equipment.

Board games etc are played when lunchtime is spent indoors.

Students are collected from the school gate at the end of the day.

Cycle 2 and Cycle 3 children have a similar day with a 3 hour Work Session in the morning with Cosmic Education Instruction in all 6 Key Learning areas. Also singing, school prayer, sharing and being responsible for different duties around the classroom.

Children travelling home by bus are escorted to their bus by the teacher on duty.

Sport

The children play a range of ball games and other activities at lunchtime that are designed to develop their motor skills.

Cycle 2 and Cycle 3 students also participate in daily fitness in addition to their PDHPE Program. Cycle 1 students join in at appropriate times during the year eg: the annual athletics carnival.

Excursions

A school excursion program includes activities appropriate for all children attending the school. Offsite activities enrich the classroom learning especially for Cycle 3 level as they are encouraged to plan and participate in going out activities.

Previous excursions have included the Court House, Police Station, Fire Station, Bega Museum, Eden Whale Museum, Merimbula Aquarium, Bournda National Park, The Goldfields in Bermagui, Poteroo Palace, Tilba Tilba, The Cheese factory and Kianinny.

Community Service

Children are encouraged to be involved in community service activities.

Music

Music permeates the Montessori workday with special song periods each day. Students are taught to sing as individuals and in choral groups with emphasis given to harmony, pitch, timing, and rhythm.

Instrumental music is taught using Ukulele, recorders, keyboard and xylophones and the children are introduced to musical notation, ear training, and solo and group performance.

Use of Technology

Cycle 1

Dr Montessori observed that children aged 0-6 learn best through direct experience with their environment and that the manipulation of real concrete objects assists them with their developmental goals of coordination of movement, independence, language and social connection within their culture. As such we do not use technology such as computers in cycle 1 as the children learn abstract concepts through their use and manipulation of specially designed Montessori materials.

Cycle 2

In Cycle 2 and Cycle 3 the children are in a different stage of development and have a reasoning mind that is ready for more abstract ideas and concepts. They continue to use mostly concrete materials however, to support their growing intelligence and to support the cosmic education offered to the child during the ages of 6-12 the children have access to computers. The computer is one tool that is available for the child to use in addition to books, Montessori materials, going outs etc to both find out more information or display their knowledge in varied and expressive ways. In this way they are not limited to the knowledge of the teacher or the materials in the classroom.

VIP Week

Each student is assigned a week to be the VIP.

During the week the student can share his or her favourite books, sport, collections, and/or even their pet.

A special VIP poster features that student during the week and is displayed in the classroom. Parents are encouraged to do a short presentation during their child's VIP week. The presentations are as varied as are the talents and interests of the parents, eg: how to change a bike tyre, how to bake a cake, how to put up a tent, how a car engine works.

Gardening

Children are given the opportunity to plant and care for their own vegetable and flower garden.

A favourite daily Montessori activity is flower arranging. Children are able to go to the garden and select flowers for arranging. They are taught how to cut the flower on a diagonal, and how to arrange for beauty.

Book Parade

An annual book parade provides an opportunity for students to select a favourite book character to portray. Each Parade features a different Virtue, featuring themes such as "compassion", "perseverance" and "honesty and courage".

Parents and siblings are invited to attend. Each student receives a Book Parade Certificate.

What Cycle 1 students need to bring to school

- Dressed in school uniform.
- Slippers for wearing inside.
- A school bag large enough for lunchbox, change of clothes, jumper, library books.
- Children are responsible for packing and unpacking their own bags.
- A change of clothes and underwear.
- Food requirements: Morning tea: a piece of fruit to be shared.
Lunch: A nutritional packed lunch (no lollies, highly sugared cakes, chocolate, chips etc please) and a drink bottle filled with water.
- A sun hat/school hat.
In summer sunscreen should be applied to your child before attending school. Should you wish to have sunscreen reapplied, you will need to advise the staff.
- All your child's belongings need to be clearly marked with their name.
- Children are encouraged to take responsibility for their belongings.

What Cycle 2 and Cycle 3 students need to bring to school

- Dressed in school uniform.
- Slippers for wearing inside.
- A school back-pack large enough for a lunch box and jumpers.
- Food requirements: Morning tea: a nutritional snack.

Lunch: a nutritional packed lunch (no lollies, highly sugared cakes, chocolate, chips etc please) and a drink bottle filled with water.

- A school hat.
- Sunscreen as for pre-primary children.
- All your child's belongings need to be clearly marked with their name.
- Children are encouraged to take responsibility for their own belongings.

Uniform

The school has a uniform which you purchase directly from the school. There is also a clothing pool from which parents can purchase uniforms.

Summer uniform: Girls

Shirt – blue polo, short sleeve

Jumper – as for winter

Shoes – black school shoes

Socks – white

Slippers – appropriate for school, plain colours, hard sole, without fluff

Summer uniform: Boys

Shorts – royal blue

Shirt – blue polo, short sleeve

Jumper – as for winter

Shoes – black school shoes

Socks – navy

Slippers – appropriate for school, plain colours, hard sole

Winter uniform: Girls

Track pants – royal blue

Shirt – blue polo, short sleeve

Jumper – blue hoodie or zip jacket with school logo

Shoes – black school shoes

Socks – white

Winter uniform: Boys

Track pants – royal blue

Shirt – blue polo, short sleeve

Jumper – blue hoodie or zip jacket with school logo

Shoes – black school shoes

Socks – navy

Transport

The school is serviced by all of the bus companies. A teacher is on duty to assist students getting on and off buses.

Parent/Teacher Interviews and School Reports

These are scheduled twice a year, giving parents an opportunity to discuss their child's progress.

Staff Development Days

There are staff development days through the year. These days give staff an opportunity for continuing education enabling them to better meet the children's needs. These dates are clearly notified in advance.

Fees: Fee Schedule 2026

Level A Full Time and Part Time

1. \$850 for each of the four School Terms.
2. Payments to be made at the beginning of each Term.
3. Students need to have turned 5 years of age before August 1st.
4. Students need to be enrolled before August 1st.
5. At this level students receive government funding.
6. Attendances are charged on a term basis.

Level B.

1. Per each full day \$50 per day.
2. Half day \$40 per day.
3. Payments to be made at the beginning of each Term.
4. Payment adjustment for increases in attendance will be made accordingly.
5. For students who have not turned 5 years of age before August 1st.
6. For students who have enrolled after August 1st.
7. At this level students do not receive government funding.

Medication

Administering places considerable responsibility on the teaching staff. As a result the following procedures are followed if a child requires medication:-

- No over the counter medication will be administered by staff.
- Parents are encouraged to return to the school and administer prescribed medication.
- If it is not possible for a parent to return to the school to administer a prescribed medication, parents must seek approval from the school for staff to administer the medication.
- If staff agrees to administer the prescribed medication, parents must give written authority for this, and precise and accurate instructions.

Immunisation

It is required by law that parents provide proof of their child's immunisation for the school's records. You are asked to bring a copy of your child's record of immunisation to be photocopied for our records.

Exclusion for Infectious Diseases

In the event of an outbreak of a vaccine-preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak for their own protection. These families will be notified immediately. The school observes exclusion guidelines for most infectious diseases as outlined by the NSW Department of Health.

Parent Involvement

Parents are encouraged to be involved in the School.

This includes:

- Participating in working bees.
- Participation in our P & C Committee.
- Gardening with the P & C.
- Material Making.
- Assistance on excursions.

Parent Concerns

Parents can express any concerns they have either directly to the Teaching Staff, or to the Principal who will follow the school's Grievance Policy.

Policies

Parents can view School Policies upon request.