



2024

Information Booklet

To inspire individuals
within a nurturing,
learning community so
they can live a
connected and
purposeful life.

Chrysalis Montessori School
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The Purpose of Chrysalis Montessori School is

To inspire individuals within a nurturing, learning community so they can live a connected and purposeful life

Our Values

At Chrysalis we strive to embed habits of mind and heart that we need very much to help our community thrive.

Our school motto is:

“We are learning together and growing together”

OUR CORE VALUES



For over 100 years the Montessori method has proven to be outstanding in recognising and nurturing the worth of a child.

We are a non-profit association of parents and staff that operate a school in Perth WA for the benefit of our children. Working as individuals and as a community we:

Provide a nurturing educational environment where we develop self-esteem, life skills and respect for others.

Embrace our roles in the Chrysalis community, participate in the life of the school and contribute according to our skills and passions.

Nurture and pursue our passions, strive to fulfil our potential and make a difference in the world.

Enquiry Information

History of Montessori: Maria Montessori was an Italian doctor who strove to improve the quality of children's education at the turn of this century. She recognised that a child's strengths and weaknesses need to be nurtured and encouraged using both simple and sophisticated methods of teaching. Via a unique balance of freedom and responsibility, in and out of the classroom, Montessori teaches a child to use his or her natural instincts and abilities. The child is valued as an independent thinker and encouraged to make choices of his or her own. The Montessori teacher watches the students carefully as they approach their work, intervening when a child is in difficulty or seems ready to move on to new or more challenging work. Primarily the teacher is an observer of the classroom.

The Montessori approach recognises that the universal laws of development are inherent to children of all races and cultures. This approach to education continues to be respected and practised all around the world. Because of the nurturing environment, Montessori children have a very well developed understanding of self-respect and respect for others.

" Education is a natural process spontaneously carried out by the human individual and is acquired not by listening to words but by experiences upon the environment."

Dr. Maria Montessori

School History and Context: The School is located only 10 minutes from the city centre, within easy reach of the Mitchell Freeway, and is located next to parklands and the Herdsman Lake. Chrysalis also has a carefully planned adventure playground which allows the children to exercise, explore and play in ways that enhance their physical and spatial development.

In November 1989 a group of parents who shared the Montessori philosophy decided to start a new Montessori school. Chrysalis is an independent school registered with the WA Education Department.

1990: The school opened in February 1990 with just three teachers and 23 families. And was located at a temporary site in North Perth.

1991: The school's current site in Glendalough was purchased and enrolments began to steadily increase. Commonwealth funding became available in the following year.

1992 – 1995: Extra classes, an additional Children's House and one Primary class, were added. 1994 saw enrolments of children exceed 100 for the first time. In 1994, enrolments exceeded 100 students for the first time.

1997: A remodelling of the internal space made each classroom more physically accessible. Space for a more functional administration area was created, as well as a new kitchen area and a new library.

2000: The Mariposa classroom was added. There are now two Children's Houses and four primary classes.

2002: A more holistic playground was developed by Bernhard Kaiser. The involvement from the parent body to fund and build the playground was a catalyst in strengthening the Chrysalis community.

2004: Additional renovations. An undercover outdoor area was developed, additional teaching facilities were created, the art room was upgraded and the administration and staff spaces were remodelled. Gumnut Montessori joined Chrysalis Montessori.

2005: The school went through re registration with the Department of Education and was registered for a further 5 years thus meeting Government regulation requirements.

2010 – Through Government funding, a national Schools Pride grant of \$75,000 allowed the school to build an art structure/outdoor area, attached to the two Children’s Houses. Funding of \$850,000 from the Building Education Revolution for the 21st Century program allowed the school to add an upper story at the front of the school for a new multipurpose built space for our library, music lessons and band practice, yoga, dance, school meetings, community hire use and extra curriculum activities. During 2010 the school went through re-registration and was awarded a further 4 years, continuing to meet Government regulations requirements.

2011: The new upstairs multipurpose building at Chrysalis Montessori was officially opened.

2012 onwards: Chrysalis has had a number of renovations and upgrades to classrooms and administration areas, such as installation of split system air conditioners, new school kitchen cooking appliances, a PA system and new storage cupboards throughout the school.

2014: The school was awarded a further 4 years of registration. (*School registration is compulsory and includes government approval of the curriculum and all aspects of the school governance.*)

2014: Chrysalis Montessori School registered as a child care facility, with After School Care now available for eligible students.

2016 – 2018: The playground upgrade continues in stages. Added to the playground from 2016 is the double swing set, three rollover bars and various running beams. The jungle gym, tower and bridge crossing have been replaced and remodelled with additional stepping logs introduced into this area.

2018: The school was awarded another five years of registration, which is the maximum given by the Department of Education.

2018: The Before School Care program for eligible students is introduced.

2019: The original single Flying Fox in the playground was replaced with a dual Flying Fox.

2019: An early years, Extended Day (optional) program is introduced for already enrolled and attending half days in Children’s House.

2019: Chrysalis Biodiversity Art Project with artist and facilitator Anglea Rossen and students collaboratively created a large mural, which hangs in the school’s foyer.

2020: The school received a \$12,000 grant from the locals School Community Fund. This grant went towards stage 3 of our playground development, which included developing the area outside the Children’s Houses by installing a custom-made wooden dinghy and bridge for the younger children.

2021: We are currently working on a future project, a multi-use sports court in the playground area.

2021: Spitfires classroom (cycle 3) was refurbished. Macbook computers were purchased for every student in the 2 upper primary classrooms

2022: Successfully re-opening the school garden in the loose play area. Redesign and renovation of the toilet block area for primary students and staff. Implementation of sustainability resources and successfully secured a WasteSorted Schools grant of \$5000.

2023: Outdoor equipment and furniture in playground, study pods and seating for primary

Why Choose Chrysalis Montessori? Chrysalis prides itself on its community spirit and works towards making new parents and children feel welcome and valued. Common amongst all parents, is the desire for the very best in terms of academic, emotional, physical and the spiritual needs of each child. Chrysalis is a community-administered school and is always open to new ideas and suggestions.

Throughout its relatively short history, Chrysalis has blossomed into a place where children know they are accepted and appreciated, respected and loved. This is a direct result of the commitment and generosity of spirit of the teachers, families and friends who have shared their skills and enthusiasm through the years. We have learned from each other and continue to work together to give the children an environment in which to thrive.

CMS Staff: The staff at Chrysalis Montessori School are all professional educators. All teaching staff are State trained, with having Montessori qualifications and each has seen the benefits of Montessori over many years of teaching. Your child will reap the rewards of years of professional and personal effort from each of them. Many staff are continuing to further their education. To our teachers, Montessori is not only a way of life, but also a way to contribute to the community.

Curriculum: The Chrysalis Curriculum encompasses the Montessori Curriculum, the West Australian National Curriculum and the Early Years Learning Framework. The Montessori Curriculum is fully implemented in the Children's house (ages 3 to 6 years). In the primary years, both the Montessori Curriculum and the West Australian Curriculum are presented to the students, with increasing emphasis on the West Australian Curriculum in the later Primary years. The Chrysalis Curriculum weaves together the study of language, math, science, geography, history, art and music and is designed to challenge students to integrate and synthesise information, identify and analyse problems, and develop inquiry and problem-solving skills. In the process the students not only become well educated but also experience a genuine joy in learning. The child also progresses at his/her own speed. Thus, the level of stress is minimised, and the child is free to set their own challenges in collaboration with classroom teachers. Some of the curriculum areas are detailed below.

The Weekly Rhythm for Children's House: *A weekly rhythm creates security for the child at school.*

Practical Life Activities - These help your child become independent, to take care of themselves and the classroom, and to develop socialisation skills (working as a group, manners, courtesy, and self-controlled activities).

Sensorial Activities - These help your child to observe and classify his or her world through visual and spatial kinaesthetic, auditory, and other discrimination.

Mathematics - This begins with the sensorial materials. The four arithmetical processes are taught with golden beads and other materials. Later, more advanced and abstract maths are taught.

Language - This is enriched by, for example, naming geometric cabinet shapes, geometric solids, maps of the world, card sets, and objects in the classroom.

Writing - This is developed hand control achieved with the use of tactile letter, tactile phonetic elements, modelled and spontaneous writing. We also use the First Steps program which gives the children a specific format to generate ideas, create the various types of written expression and to chart their progress. Oral language, grammar, word study, sentence analysis, word recognition skills, sight word identification, spelling rules etc, are also encompassed.

Reading - This develops with labelling of the classroom environment, cards on which similar phonetic structures – prefixes, suffixes, word families are written. A variety of books from all genres and at different reading levels are available. Other traditional comprehension activities are also used.

Other Activities - Health and Physical Education, Music, French, Cultural Studies, Cooking and Art and Craft are also undertaken. Our school weaves together the study of physical movement, language, math, science, geography, history, art and music in a creative and sensorial way which commits learning to memory in a most effective manner. In the process, the students not only become well-educated, but also experience a genuine joy in learning, one of the main aims of the Montessori method.

Early Years Extended Day Program: We recognise that keeping the younger children at school all day is becoming necessary for some parents. To this end, we offer an afternoon extended day program for those children. Children attending half days and can be enrolled for the extended day program are collected from their Children’s House classrooms at 12:00 noon and are escorted to the extended day classroom, where they will have lunch, some quiet time, outdoor play and access to a carefully selected range of jobs and activities till 2:45pm each afternoon.

Primary: The primary groups – cycle 2 and cycle 3 - have an age range from six to twelve years. During the mornings there is a three-hour work cycle with a focus on individual needs. The afternoon program varies from day to day and incorporates French, art, music, history, geography, science, sport, and relaxation. The specific program changes from term to term. The primary groups follow the Montessori curriculum as well as the Western Australian curriculum.

Playgroup: The Chrysalis Playgroup is designed for children from 18 months up until pre-kindergarten age. Each session has up to 13 children with each child accompanied by a parent or carer. Parents and children are exposed to the Montessori Philosophy of learning in a fun and loving way. Playgroup runs Tuesday, Wednesday & Thursday mornings 9:30am to 11:30am.

Before and After School Care: Our before school care is from 7:30 – 8:20am. Children arrive at After School Care when school finishes at 3:00pm. A carer collects the children from their classroom. Our service follows the Montessori Pedagogy. To be eligible your child has to be a full day student and registered with CMASC.

School Events and Excursions: Some of the curriculum activities are incorporated into a whole school theme each term. We have drama and dance in the form of a celebration of the Winter Solstice each year and end of year concert. There is also an annual camp for all Primary students. A variety of physically active outings and educational visits to theatre groups and other live performances give the children an excellent range of activities from which to learn and develop.

Parent Participation - Sense of Belonging

As a community based school, Chrysalis is dependent on parent participation. On joining the school, parents agree to be involved in some area of school life. Many areas rely on voluntary assistance for the smooth-running of the school and this is an ideal arena for you to show special talents and interests you have.

Examples of this include activities in the classroom such as cooking, art, woodwork, or a talk on any subject you think may interest and educate the children. Some parents have introduced an interesting overseas visitor or a grandparent to give glimpses of their lives and so enrich the children’s lives. Naturally you will be helped and guided as you find your feet and you will discover how enjoyable it can be to mix with others who care as much as you about the quality of your child’s educational environment.

Volunteer work brings close communication with other parents, and staff. It brings us together as we accomplish a shared goal and links to our school value of:

Sense of Belonging

We cherish our community culture of engagement and involvement, recognising the interconnectedness and celebrating inclusivity and diversity. Each individual is worthwhile, unique and makes a contribution

School Hours of Operation: School commences for all children at 8.45 a.m sharp. Staff members are on duty in the playground from 8.20 am.

School Hours:

Children’s Houses Half Day children: 8.45 am to 12.00 pm Monday – Friday

Extended Day Program ½ day children: 12.00pm to 2:45pm Monday – Friday

Full Day Children House and Primary: 8.45 am to 3.00 pm Monday – Friday

Tuition Fees

Tuition fees are set by the School Board and are subject to annual review. Fee increases commence from Term 1 of each year.

APPLICATION FEE

Application Fee – (non refundable)	\$ 110 per child
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ENROLMENT FEE

Enrolment Fee – (non refundable)	\$ 2,000 per child
A non-refundable enrolment fee of \$2,000 per child, is payable with the return of the letter of Acceptance. A reduction applies for the second child being \$1,700 and \$ 500 for each subsequent child.	

TUITION FEES

Term Fees 2024

Children’s House: Half day Monday to Friday (8:45 am to 12:00 pm)	\$ 2,718 per term / \$10,872 per annum
Sibling term fee discounts:	
Second Child 15% Discount on fees	\$ 2,310 per term
Third Child 20% Discount on fees	\$ 2,174 per term
Fourth Child 30% Discount on fees	\$ 1,903 per term

Children’s House: Early Years Extended Program: Half day Students in Children’s House Monday to Friday (12:00 pm to 2:45 pm)
Half day children have the option to attend the Early Years Extended Program on some or all days. The fee is inclusive of the children’s house fees. A booking form is required in advance to participate in this program.

Children's House: Full Day Monday to Friday (8:45 am to 3:00 pm)	\$ 2,718 per term / \$10,872 per annum
Sibling term fee discounts:	
Second Child 15% Discount on fees	\$ 2,310 per term
Third Child 20% Discount on fees	\$ 2,174 per term
Fourth Child 30% Discount on fees	\$ 1,903 per term

Primary: Monday to Friday (8:45 am to 3:00 pm)	\$ 2,396 per term / \$9,584 per annum
Sibling term fee discounts:	
Second Child 15% Discount on fees	\$ 2,037 per term
Third Child 20% Discount on fees	\$ 1,917 per term
Fourth Child 30% Discount on fees	\$ 1,677 per term

Upfront Annual Fee Discount
Families wishing to make payments for the full year in advance will be eligible for a 5% discount on tuition fees. Fees must be paid upfront as a single instalment by 1st February 2024 to be eligible.

Fundraising Levy
Fundraising Fee: \$25.00 per family per term

PAYMENT METHOD
School Bank Details:
Name: Chrysalis Montessori School Inc
BSB: 016 141 Account Number: 8529 11859
EFTPOS - A 1.5% surcharge on credit cards transactions, Visa and MasterCard accepted and a .5% surcharge on debit transactions.

Playgroup

Infant & Toddler Community (Playgroup Tues to Thursday)	Per Session: \$17.00 including GST
Playgroup Bank Details: BSB: 016 334 Account number: 100264839	

Before and After School Care

Before School Care	Daily Fee: \$13.00 Casual Daily Fee: \$15.00
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After School Care	<ul style="list-style-type: none"> • Daily Fee Permanent: \$38.00 • Daily Fee Casual: \$41.00 • Early Pick Up 3:50pm: \$15.00
Holiday Club- One Week End of Term 2	Daily Fee: \$80.00
Before & After School Care Bank Details: BSB: 016 412 Account number: 2148202015	

ENROLMENT PROCESS

Admissions Policy - *Chrysalis Montessori School provides education for children between the ages of three and twelve years and is based on the principles and practices of Dr Maria Montessori.*

In keeping with these principles, children can be admitted soon after their third birthday. They will need to be toilet trained to commence at school. In most cases children are enrolled in the 3-6 year age range. The school admits students of any nationality, ethnic origin and religion.

Places are offered based on the following criteria (in order of priority):

1. Availability of a place for the particular age and gender
2. School Values
3. Sibling of existing school student (provided the sibling is concurrently enrolled and completed the Children's House cycle)
4. Application date
5. Attendance at the Chrysalis Montessori Playgroup
6. An intention of the child to be at Chrysalis for the completion of the Children's House cycle (Pre-Primary) and continuing onto the Primary cycles.
7. Demonstrated commitment to or understanding of Montessori education.
8. Willingness to be involved in the school community.

Enrolment Procedure

Prospective parents are encouraged to attend one of the school's Open Days held three times a year, in Terms 1, 2 and 3. The purpose of the Open Day is to allow prospective parents an opportunity to observe and understand the education offered at the school. An information pack containing application forms will be available at the Open Day.

The application form can be downloaded from the Chrysalis Montessori School website or by contacting the front office. The forms must be submitted with a \$110 non-refundable application fee before the child is placed on the school's waiting list along with the required forms stated below.

1. Birth Certificate or Birth Extract
2. Immunisation Records
3. Citizenship/Visa Details, copies of passports
4. NAPLAN Results, Previous educational plan (if applicable)
5. Specialist educational and medical reports (if applicable)
6. Copies of residency orders, Parent Responsibility Orders, Contact Orders, Parenting Plans or Court Orders.
7. Medical Assessments

Please note that a completed application form does not guarantee a place at the school.

An observation parent only morning in the classroom for 30 minutes can be arranged on submission of the application form. The classroom in which the observation is held is not necessarily the classroom in which a place will be offered.

For three-year-old places, an interview morning is conducted with the applicant families when the child turns two and half. At the interview morning parents are expected to bring their child along. The process is with the Bursar initially and the Principal.

For primary age children, the Principal conducts an interview with a visit from the Bursar with the parents and the child. Intakes of students are mainly in Term 1 and with a smaller intake in Term 3 of each year. Generally, places are offered at least a term before the child would be due to start.

Children must be toilet-trained before they can commence at Chrysalis Montessori School.

If parents wish to accept the offer of a place, they must complete the enrolment forms sent to them and return them with the non-refundable enrolment fee. After a place has been accepted, an orientation morning for the child is conducted in the term prior to the child's commencement. This is to assist the child's transition into the school by giving the child the opportunity to meet the teacher and students of the class and to have an awareness of the classroom routine. Prior to commencement, an introduction welcome folder is given to new parents, which includes the school handbook and other information relevant to the child's commencement. Start dates at the school are usually staggered so that each new child has a teacher to assist them on their first day. The start date is communicated to parents in the letter of offer.

An introduction session will be organised by the class teacher for new parents prior or soon after commencement of the child starting, to help familiarise them with school procedures and policies, the Montessori equipment in the classroom, the staff and other members of the school community.

Parents who decline an offer of enrolment will automatically be taken off the waitlist, unless approved by the Bursar to stay on for a further year.

Children House transitions to Lower Primary requires a \$1000.00 deposit to secure a place in Lower Primary. This fee will be credited against your child's term fees in the year they transition. Deposits not received may not guarantee a place for your child in our primary classes.

We are here to help. Please do not hesitate to ask for our assistance with regard to any of the above. All forms can be emailed to admin@chrysalis.wa.edu.au

Open Mornings - The school holds open mornings during the year. You are welcome to attend the morning which runs from 9.30 am to 11.00 am to view the school, observe in the classrooms, and to meet our Principal. We encourage you to attend without your children, if possible, so as to minimise disruption to the normal running of the classrooms and so that you can give your full attention to the morning's proceedings.

Distinctive Characteristics of the Montessori Classroom

Frequently asked Montessori Questions

"Why should I choose a Montessori education for my child" - A Montessori classroom nurtures the natural excitement and curiosity of your child, by offering a variety of materials to stimulate and intrigue your child. Your child is valued as an independent thinker and encouraged to make choices of his or her own. Learning is fun, empowering, and custom-fit to suit your child's individual learning style. The Montessori teacher is trained to recognise when a child is ready to learn a new skill, and to foster his or her natural instincts and abilities.

"Why are the classrooms so quiet, and the children so serious?" - The Montessori school day is divided into work periods and play periods. Work periods usually last about two hours in the morning for the youngest children, with another two hours in the afternoon for those older students who stay a full day. The serious look you see is a focused look, and the children are doing work that they have chosen themselves. They have many options, and are empowered to do what interests them, presumably what is most fun for them.

"What does Chrysalis offer that my child can't get at other local schools?" - The materials used to teach reading, writing, arithmetic, geography, science, music, social studies and more are all unique to the Montessori classroom. Maria Montessori recognised the impact that physiological and neurological development has on a child's learning. The classroom materials she developed for the youngest students, for example, take abstract ideas and put them in a concrete form that makes sense to developing minds. Unlike other schools, your child will also share his or her Montessori classroom with older and/or younger students. This way, students learn to learn from their peers, and respect their own and each other's ability to be a teacher as well as a student.

Finally, our teachers are primarily observers of their students, stepping in when they see a child is 'stuck', or ready to learn a new skill. This helps to tap into those styles and approaches that work best for your child.

"What makes Chrysalis special?" - As a school made up of founding teachers and parents, we are committed to much more than merely helping your child to absorb information and skills which will help them to deal with the challenges of today's environment. We are committed to nurturing your child's love of learning, and to make education a fun, relevant activity for your child. This school is a place to learn respect for the rights of others, respect for oneself and a quiet self-confidence. It will also enable your child to develop a social conscience and consideration for others far beyond their years.

"What happens to my child after primary school?" - Many parents are concerned that their child will not integrate well into the more traditional teaching systems after Montessori learning. Yet a legacy of the Montessori method is self-reliance, self-respect, independence and initiative, qualities which will help each child make a successful transition. Of course, the Montessori method has been taught around the world successfully for nearly 100 years and would not continue to do so without obvious achievement from its students.

Finding the Right School - From The International Montessori Council Website: Parents Who Are Comfortable with Montessori Tend to Agree with the Following Basic Ideas about Children's Learning

- ❖ Children are born curious, creative, and motivated to observe and learn things. Children are capable of making choices to guide their own learning.
- ❖ The most important years of a child's education are not high school and college, but the first six years of life. As a result, Montessori schools regard infant and early childhood education as the very foundation of everything that follows.
- ❖ It is critically important to allow children to develop a high degree of independence and autonomy.
- ❖ Academic competition and accountability are not effective ways to motivate students to become well educated. Students learn more effectively when school is seen as a safe, exciting, and joyful experience.
- ❖ Education should be a transition from one level of independence, competency, and self-reliance to the next rather than a process of passing exams and completing assignments. Children learn in different ways and at different paces. The idea that those who learn quickly are more talented misses a basic truth about how children really learn.
- ❖ Children learn best through hands-on experience, real-world application, and problem solving.
- ❖ Teachers should serve as children's mentors, friends, and guides, rather than as taskmasters and disciplinarians. Students should be treated with profound respect, in partnership rather than with condescension, external control, and domination.
- ❖ Parents want a school that will stimulate and encourage their child's curiosity, creativity, and imagination.
- ❖ The family would like to be involved with their children's school. They look forward to this and want to participate in as many school activities and events as possible.



Idealised Year 6 Chrysalis Graduate

- ❖ **To be an independent self directed learner**
- ❖ **To be a creative thinker and problem solver**
- ❖ **To be confident and at ease with themselves**
- ❖ **To have found some personal passions and is engaged in working with them.**
- ❖ **To be aware of one's own strengths, weaknesses and learning styles**
- ❖ **To be able to work in a team**
- ❖ **To show respect and acceptance of difference and can explore the perspectives of others.**
- ❖ **To be a competent communicator across a range of situations and mediums**
- ❖ **To be able to contribute and be of service to a community and to the future of our world**
- ❖ **To have a solid understanding and grounding in all areas of academia and is able to apply these skills in real life situations
This includes a particular focus on literacy and numeracy.**
- ❖ **To have explored some spiritual questions**
- ❖ **To be physically fit and to take some responsibility for one's own health and well being**
- ❖ **To acknowledge and advocate the part Chrysalis has played in their learning and development**