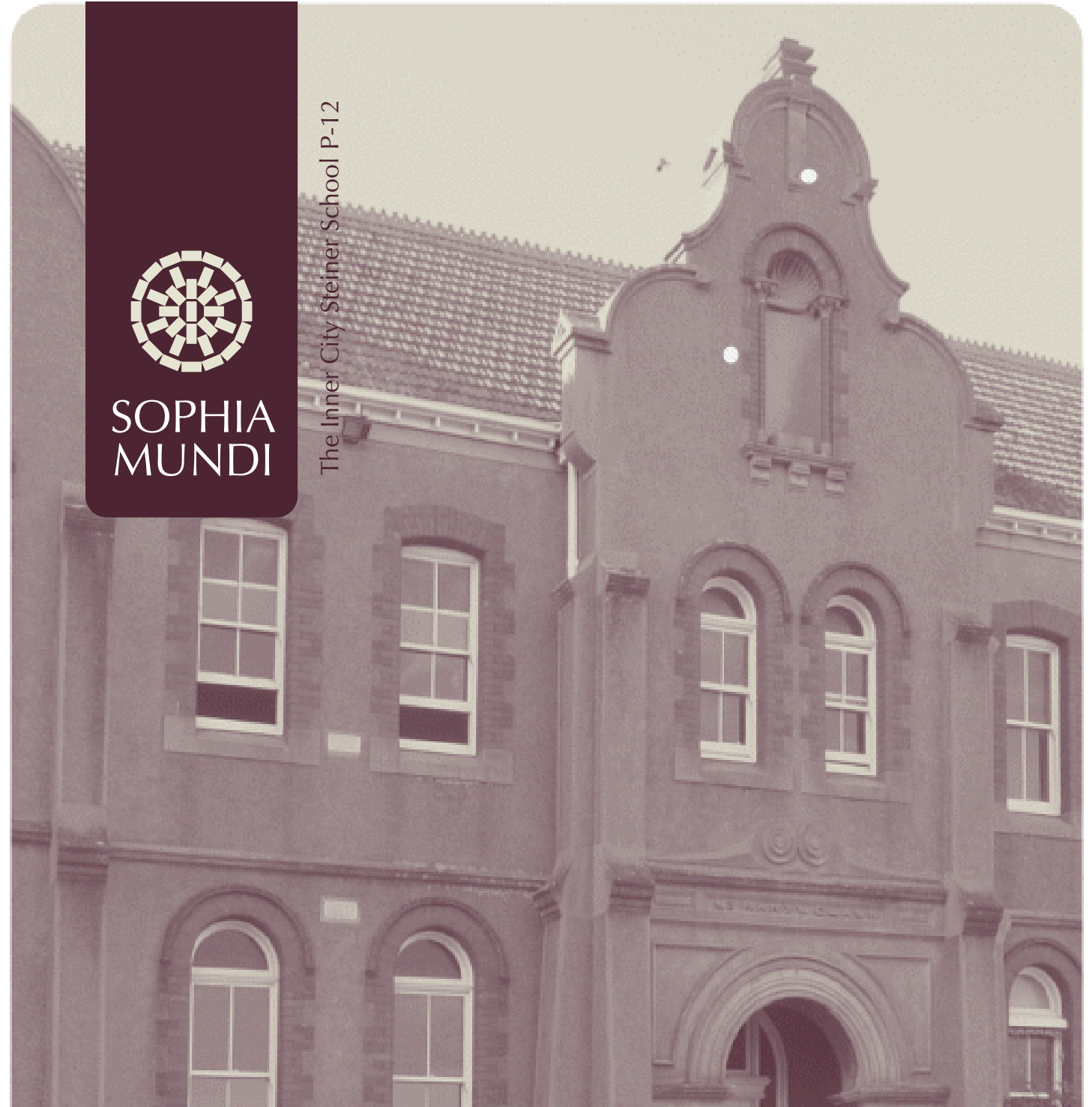




SOPHIA
MUNDI

The Inner City Steiner School P-12



Information Pack

Steiner Programme

An inspirational education experience.

SOPHIA MUNDI STEINER SCHOOL

St Mary's, Abbotsford Convent. 1 St Heliers Street, Abbotsford Victoria 3067 Australia

T 03 9419 9229 F 03 9419 0835 E enquiries@sophiamundi.vic.edu.au www.sophiamundi.vic.edu.au



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Information Pack

Thank you for your enquiry and please find enclosed information to assist you in forming a decision about our school and your child's education.

We believe it is extremely important that you source as much information as possible about Steiner Education and Sophia Mundi Steiner School, so that an informed decision can be made.

In order to obtain further information such as our philosophy, classes, programmes, a further reading list and links to other Steiner websites, may we suggest a visit to our website which is located at www.sophiamundi.vic.edu.au

The parent involvement has many facets and includes a growing understanding of your child's development and the Steiner Curriculum; such involvement may include educational lectures, class activities, working bees and Open Days.

Interactive support of family life and school life is seen as essential in our education and we ask you to consider such a commitment seriously.

If you are interested in enrolling your child please arrange to attend one of our regular school tours or information evenings, please contact the office for more information.

We thank you for your interest in our school.

Yours sincerely

Jennifer West

Principal

Why A Steiner School? - Some Reflections

The question really is what a school, any school, is for. A recent study of the compulsory years of schooling, prepared for the Commonwealth government, takes as its basis the idea that schools are essentially about the intellectual development of the child, and that all the other activities that go on in schools - cultural, spiritual, creative - are actually incidental.

A Steiner school takes the educational work to be much broader. Not only the intellect is to be schooled, but also the senses. It is this that gives rise to some apparently “old-fashioned” aspects of our approach to the work of the classes. Our visitors are often struck by the absence of “technology” in our classrooms compared to other schools they have visited; we have no computers or calculators in the primary school. The children use crayon, pencil, pen and ink in place of the common ballpoint or felt tip pens, there are no televisions in the classrooms.

This is not because Steiner school teachers are latter-day Luddites. Rudolf Steiner himself was deeply involved in the science of his time, and the physical sciences, and their role in the world of work, figure strongly in the Steiner school curriculum. But in common with other elements of the education, the sciences are presented consciously in a way that meets the developmental stage of the children, and that offers something for their sensory as well as intellectual nourishment.

The world has changed dramatically in many ways since Rudolf Steiner’s day, so that the environment in which we as adults work, and our children grow up, is very different. But in a very important sense these changes are superficial; the core of a human being’s “being-in-the-world” is still the experience of the senses; our material, psychological and spiritual needs are still intimately bound up with a body that bears millions of years of biological history.

If a person’s thinking is finally to be a reliable light in life it needs to be grounded in a firm sensory connection to the physical world.

It is in early life experience that such a grounding takes place. In the pre-primary years, physical play itself is the essential learning experience, as children find their way into their bodies. As they progress through the primary school, their bodies are still forming, their internal organs developing, their emotional life taking shape - the life of feeling is the central medium of learning and development. In all of this, while much is learned in the way of “academic” skills of letter and number, the essential quality of schooling should be a richness of experience; in looking at the education of the growing child, the notion of nourishing healthy growth is as appropriate

in the spheres of feeling and thinking as it is in that of bodily development. And despite the impact of technology on our surroundings, the needs of the developing child, viewed in this light, have not essentially changed.

So, for example, in the approach to music, the emphasis is on providing a real connection to the “archetypal” human experience of music: marching and clapping rhythms, leading to dance; chanting rhymes, and singing; playing together on wooden recorders, and later taking up the challenge of a stringed instrument, violin or cello. And all of this taking place, as music-making naturally should, within the regular pattern of the day’s activity, not as a separate “compartment” of the curriculum. For instance, the chanting and clapping of times tables is a very effective way for a child to “get them by heart”, and represents a task-oriented use of rhythm and music with a very long history; while the social value of music-making is recognised in the practice of playing or singing together at the beginning of the school day. Similarly, the experience of form and colour in painting and drawing is integrated into every subject area.

The beginning of writing in fact is approached through picture, each letter having its story, told by the teacher, and drawn to bring out the letter form. And the importance of this artistic dimension in learning is retained right through to the upper secondary school, where for instance a workbook in physics will be illustrated not in bare line drawing, but with colourful and beautiful pictures. In this and similar ways, one of the chief problems of modern life, the almost complete separation of heart and head, is addressed in the curriculum

If anything is certain about the future, it is that it is uncertain. We address this by ensuring that each child has as broad and rich an education as possible, where each stage is age-appropriate, to maximise his or her personal capacities to adapt to whatever the future may bring.

School Main Lesson Curriculum

A Brief Overview

CLASSES 1-2

Form drawing, Introduction of Numbers and Letters, Writing and Reading
Arithmetic: The Four Processes, Mental Maths, Fairy Tales, Nature stories,
Celtic legends,
Animal Fables, Lives of the Saints.

CLASSES 3-4

Geography of Home, School and Surroundings, Bible stories from the Old Testament

Arithmetic: Measurement, Fractions, Long multiplication and division.

English: Parts of speech, Sentence building, Punctuation, Story-writing, Letter-writing, Tenses, Reading, Farming, Clothing and Shelter, House building, Peoples work in the world

Nordic mythology, Australian Aboriginal stories, Comparative Zoology (man and animal)

CLASSES 5-6

History of: India, Persia, Babylon, Egypt, Greece and Rome

Geography: Our surroundings - local geography to awareness of Australia, the rivers, mountains and land use. Greek myths, Geometric drawing

Science: Botany, Astronomy, Acoustics, Mineralogy, Heat, Electricity and Magnetism

Geology: Landforms and associated rock types

Mathematics: Fractions and Decimals, Percentages and Interest, Exchange and Discount, Formulae,

Beginnings of Algebra.

English: Literature, Poetry, Active and passive verb forms, Direct Quotation, Conditional sentences, Business Letters, Style

Maths and English are studied as continuing courses throughout the year, as well as in the main lesson blocks.

CLASSES 7-8

English: Continues grammar, style, expression in composition, Wish, wonder and surprise.

Mathematics: Pythagoras, Areas and Volumes, Powers, Roots, Negative numbers, Algebra

Geography: World Geography, East and West, North and South.

Science: Astronomy

Physics: Heat and Light, Electricity, Magnetism, Mechanics, Hydraulics and Pneumatics, Meteorology.

Biology: Physiology, Health and Nutrition, Human Anatomy.

Chemistry: Elementary Organic and Inorganic

History: Middle Ages, Explorers and exploration, Renaissance, Reformation, Industrial revolution, Twentieth century

Literature: Arthurian legends, Ballads, Short stories, Shakespeare.

CLASS 9

English: Continues grammar, style, expression in composition.

English Literature: Tragedy and Comedy.

History: Ideologies.

Mathematics: Algebra - permutations and combinations. Geometry - cross sections.

Science: Earth Studies, Geomorphology, Physics, Transport and communications.

Chemistry, Plant chemistry, Biology, Morphology.

Aesthetics: History of Art
Special Outdoor Education Program

CLASS 10

English: The Birth of Language

Literature: Myth to Literature.

History: Ancient History: Clash of Cultures.

Mathematics: Algebra - sequences and series. Geometry and Trigonometry.

Science: Earth Studies, Geology, Physics, Mechanics, Chemistry - acids, bases and salts.

Biology, Human Biology.

Aesthetics: A dramatic production.

THE SENIOR YEARS: CLASSES 11 and 12

Sophia Mundi Steiner School is a candidate school for the International Baccalaureate (IB) Diploma Programme. This school is pursuing authorization commencing January 2012, as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Sophia Mundi Steiner School believes is important for our students.

Introduction to the IB Programme

Surely there can be no greater aim for a school than wanting to realize the ambitions and dreams of its students and their families. Part of this responsibility is to acknowledge that when we educate, we must remain flexible if we are to respond to societal changes and fast evolving pathways to higher studies and the world of work. It is for this reason that Sophia Mundi intends to offer, from 2012, senior students the choice of undertaking either the International Baccalaureate Diploma course, or selected Certificate courses combined with our Steiner Major Project. All the great qualities of a Steiner education that produce a love of learning and a natural inquisitiveness about the world are integral to the IB philosophy. In this way, we are partnering with the most recognized global qualification for secondary students.

The IB is a celebrated curriculum recognized worldwide for its integrity and holistic principles of learning. The Diploma course aims to play its part in producing young people who are intellectually curious, skilled in a range of academic fields, and who seek to be creative, active and compassionate members of a the wider-world community. In these ways, the IB Diploma has become a symbol of academic integrity and intellectual promise throughout the world of international education. The IB Diploma is a sound preparation for life and a 'passport to the future' for boys and girls seeking entrance to universities and colleges in Australia, and overseas.

Sophia Mundi is renowned for its highly specialist, thoughtful and caring approach to mentoring children's academic and personal growth. This will never change. With the introduction of the IB Diploma in senior classes only, our senior students will enjoy broader pathways to graduate and satisfy a wide-range of university entrance requirements.

We are committed to the principles of teaching the International Baccalaureate, which means our IB teachers have, or will have, attended IB workshops as part of our on-going commitment to the principles of IB teaching expertise. And we are not alone as the IB network of schools work collaboratively and well together.

The full IB Diploma is taught in Classes XI & XII with examinations taking place in the November session. Results are available the following January. In

the full Diploma programme, each student studies a maximum of three Higher Level (HL) and three Standard Level (SL) subjects. IB candidates are also required to write an Extended Essay, complete studies in the Theory of Knowledge (TOK), and actively engage in Creativity, Action and Service (CAS) components. We are already satisfying some of these essentials in our current school curriculum.

IB Overview

The educational philosophy of the IBO is found in its mission statement:

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The major aims of the IB are to:

Educate young people to act intelligently and responsibly in a complex society;

Ensure knowledge of traditional academic disciplines and of the individual's own heritage, while fostering inquisitiveness and openness to new ideas;

Equip students with a genuine understanding of themselves and others, heightening the capacity of tolerance and engendering respect for different points of view.

The International Baccalaureate Diploma is a two-year, pre-university diploma for senior college students, designed and administered by the International Baccalaureate Office (IBO) in Geneva and examined by the International Baccalaureate of Curriculum and Assessment (IBCA) in Cardiff, Wales.

Music and Steiner Education

Music is an essential element of the curriculum offered at Sophia Mundi. Music deeply nurtures the physical, emotional, mental and spiritual aspects of the growing child. It enriches the learning process of the individual student, enlivens the family home, enhances the atmosphere of the classroom and draws together the whole school community. Acquiring the skills and tools for artistic expression offers an opportunity to explore and experience the highest qualities of what it is to be human.

Individual music lessons and orchestra/ensemble pieces are closely linked in with the songs, époques and cultural studies of the main lessons, seasons and classroom activities. This opens a broad and rich array of music from various cultures around the world for music staff to bring to each lesson. The Classical Western music tradition forms the backbone of the repertoire taught and studied at Sophia Mundi. Students also explore Composition, Improvisation, Note reading, Expression, Rhythm, Theory, Technique, Genre and Playing from Ear. All these aspects of music are presented in an integrated way appropriate to each year level and to the specific developmental stages of each child.

From Prep to Class 2 music is interwoven into the daily flow of each class through song, rhyme, musical games and recorder playing. In Class 3 all students take up the violin, viola or cello. Playing a stringed instrument at this time in a child's life develops neural pathways connecting to fine and gross motor skills. Ear, hand, eye coordination is refined as they learn to sense, feel, hear and observe the correct pitch of each note on an unfretted instrument. The quality of sound production is a major focus as students learn to move the bow across the strings with grace and flow to produce a rich, warm and appealing tone. Students are essentially learning to finetune and resonate themselves as much as the instrument they are playing. This programme continues to Class 6.

Students in Classes 7-12 may choose to continue with their string instrument. They also have the option of choosing to learn guitar, bass guitar, piano, percussion, drum kit, voice, flute, saxophone or clarinet, therefore broadening their musical skills, competency, confidence and technical understanding. Senior student may choose to sit Music Exams that can provide great focus and impetus for extended learning.

Outdoor Education at Sophia Mundi

In order to understand the Outdoor Education Program at Sophia Mundi it is necessary to go beyond terms like 'camping' and 'bushwalking'. We believe the children need to feel connected to nature and gain a sense of the real and underlying Australia from the wild places we journey to.

The Outdoor Education program is sequentially designed to suit the child's developmental stage and build upon the learning from previous camps. The programme begins in Class 3 with a short, simple and comfortable camp close to Melbourne. As the child grows, they are challenged by more distant and longer trips. During the Primary classes, the children will experience two camps each year, one being strongly linked to classroom curriculum and the other being strongly linked to the outdoor education curriculum.

When the student enters High School, they take on extra responsibility by preparing and cooking their own meals whilst on camps. The camps in the High School sometimes revisit places the child encountered in their Primary camps. Experiencing these areas with new perspectives engages different faculties and prompts reflection and growth within the student.

By the time the student enters Class 9, they have already journeyed through varied landscapes and experienced the beauty and challenge of the natural world. During this year, the students will observe and ponder both the natural world and the human world by attending nine camps for a total of forty days.

After the experience of Class 9 Outdoor Education, students are in a position to grasp more complex ways of seeing and knowing natural places. The Class 10 and 11 camps ensure that this learning continues to develop. These older students, almost adults, are in a position of fully interacting with the world. The learning from Outdoor Education aims at ensuring this interaction is positive, for both the student and the outer world.

The Importance of Rhythm in the Life of the Young Child

Amber Rosecan (Reprinted from Peridot)

One of the greatest gifts a child can receive in his young life is rhythm. Whether it is in their home or school life, young children thrive from a rhythmic schedule and environment. We experience rhythmic cycles all around us in the natural world. The change of seasons, the life cycle from birth to death, and breathing are examples of natural rhythmic cycles. It is in these cycles that the human being evolves through time and finds the security and confidence to grow into a full healthy being.

For young children, one of the first experiences of rhythm is through their basic needs, mainly sleeping and eating. As they grow, they need to have the same experience repeatedly. It is through repetition that they learn to develop successfully. This repetition provides confidence, enabling children to achieve personal satisfaction. When a young child experiences consistency in his or her life, we are reassuring them that they can depend on their environment. Not knowing what lies ahead is scary. It is the consistency of a rhythmic life that lends itself to security and a positive sense of self. Young children are assured of where they stand in the world.

Many factors in the modern day world do not allow for a rhythmic life. Most of us rush around in a frenzy simply trying to complete all the tasks that lie before us. In most families, all of the adults must be away from home to work, and children spend a great deal of their time in school, in care programs, and in extracurricular activities. We typically rush meals. Many hours are spent entertaining ourselves with television and other push-button electronics. In short, life is chaotic. It seems as if the days of quality rhythmic time are part of the past.

I have repeatedly witnessed the daily chaos in which most young children live. Some parents are too rushed to make their child's lunch. Many children spend nine to ten hours a day away from home and in the care of others. In some ways, schools have become mere child-care programs. A school's hours of operation have become more crucial than its curriculum. There is hope. Bringing rhythm to your child's life and yours can be simpler and easier than you imagined.

Start with focusing on one part or time of your day – morning, afternoon, or evening. It does not matter. Bring more rhythms to just one thing. Perhaps the mornings are best. Sing your child awake. Get up a little earlier and spend time together. Make each day of the week a special (specific) breakfast day. Prepare bagels on Monday, oatmeal on Tuesday, eggs and toast on Wednesday, and so on. This is one way to reduce the stress of making

choices and can also reduce conflict with your young child. Review with your child what their day will be like. Let them know if something will be different from usual that day.

The afternoon is a wonderful time to bring more rhythm into your child's life. Instead of coming home and turning on the television, encourage your child to play outdoors. Have a snack together. Help your child create a project. Take a walk. Relax. Have a quiet time. If you have housework to do, include your child. Your child can cut or wash vegetables or set the table.

When the meal is prepared, light a candle and say a simple verse. The following are a couple of my favourites for mealtime.

Blessings on the blossom,
Blessings on the fruit,
Blessings on the leaves and stems,
Blessings on the roots.

Earth who gives to us this food,
Sun who makes it ripe and good,
Dear Earth, dear Sun, by you we live,
Our loving thanks to you we give.

In the evening, create a special bedtime routine. Light a candle and tell your child a story. Telling or reading a story is a wonderful way to send your child into dreamland.

The story itself will nourish your child and help them grow rich in many ways. Spend time just talking with your little one. Sing a quiet song together. Going to sleep at an appropriate time and getting enough rest is one of the most important aspects of a young child's life. Begin bringing more rhythm into your life by beginning something realistic.

Start simply and grow from there. Bringing ritual to your family through rhythm and repetition can deeply nourish you and your child.

As a teacher of young children, one of my most important tasks is to make their school day rhythmic and healthy. My early childhood curriculum fluctuates within a daily, weekly, and seasonal rhythm. We bring rhythm to the child through seasonal activities, festival celebrations and creating a rhythmic flow between quiet and active times. The rhythm of the day allows

the children to breathe, in and out, creating a balance within the environment. The rhythm of the day remains consistent. Each activity is in the same order as the day before. The children find security in this consistency. Kindergarten becomes a safe place where they know what to expect and what we expect of them. The beauty of this rhythm is in the children. After the children play together in the morning, the tables are cleaned and set for snack. The children know by this visual cue that it is time for them to end their play and begin cleaning the room. When the cleaning is done, they know to sit on the floor in a circle. My words are few: my actions speak loudest. When the circle time of singing and moving is complete, the children know it is time to wash their hands. Again, I do not tell them. I simply look at them and they know what to do from there.

This rhythm has brought peace to our classroom. Out time together is a joy, not a struggle. The consistency of repeated experiences has given the children a secure awareness that lives within them. It is this sense of security that allows the children to fully explore their environment, really use their imaginations, and live a true and healthy childhood.

Recommended Reading

Anne Scott *Serving Fire – Food for Thought, Body and Soul – Rituals of the Hearth Celestial Arts*, 1994

Rahima Baldwin *Dancy You Are Your Child's First Teacher – What Parents Can Do With and For Their Children from Birth to Age Six Celestial Arts*, 2000

Storytelling Resources

The Brothers Grimm *The Complete Grimm's Fairy Tales* Random House, 1972

Activity Resources

Stephanie Cooper, Christine Fynes-Clinton, Marye Rowling *The Children's Year* Hawthorn Press, 1986

Carol Petrash *Earthways - Simple Environmental Activities for Young Children* Gryphon House Inc, 1992

Sharon Lovejoy *Sunflower Houses – Inspiration from the Garden – A Book for Children and Their Grown-Ups* Workman Publishing Co, 2001

2011 Fee Schedule, Fee Policy & Recovery Policy

Application & Entry Fees

APPLICATION FEE

An application fee of \$120 is payable per student. Additional applications for the family are \$60.

CAPITAL FEE

A capital fee of \$1200 per family is payable upon acceptance of an offer of enrolment. This fee applies per family and is non-refundable. These funds are applied to school development at the discretion of the Board of Directors.

HOLDING BOND

A holding bond of \$1800 per student is payable on acceptance of an offer of enrolment. This amount will be held by the School and may be applied against a student's account in their final year of school or on withdrawal of the student from the School. If the account is in order and providing all fees, levies and other charges have been fully met, the bond amount will be refunded in full.

Tuition Fees & Compulsory Levies

Tuition fees and compulsory levies are billed each term in advance and are due and payable in full before the commencement of the forthcoming school term. These charges are generally reviewed annually, but may also be amended, from time to time, as determined by the Board of Directors.

Compulsory levies for basic educational materials such as; music*, outdoors education, class parents' & friends' association, and student accident provision are included in the School's composite Tuition Fee. Supplementary charges may arise from time to time and are billed on a cost recovery basis and are not subject to discounts and/or bursaries. These will be invoiced either in advance or arrears, as determined by the School Management, and are due and payable on receipt.

Supplementary Charges

INDIVIDUAL PRIVATE MUSIC LESSONS

Individual music lessons are compulsory for classes 3—12. The cost is \$280 per student per term, which is charged directly to the student's fee account. This covers 8 half hour lessons per term.

SUPPORT EDUCATION LESSONS

Any private one to one lessons (such as Extra Lesson) will be charged as agreed between the individual teachers and parents. The school will recommend support education where an assessed need exists.

SPORTS UNIFORMS

Students in classes 6 - 12 are required to have sports uniforms. The charges will depend on which items are ordered and will be billed directly by the School.

EXCURSIONS

Charges for any excursions will be billed directly by the School, unless students make payment on the day.

Discounts & Bursaries

EARLY PAYMENT DISCOUNT

An early payment discount of 10% is applied to tuition fees **only** when school fees (including tuition fees and compulsory levies) are paid annually in advance prior to the commencement of Term 1. Families wishing to take advantage of this discount are encouraged to contact the Business Manager as early as possible to request an invoice covering the full year's fees.

SIBLING DISCOUNTS

A sibling discount of 10% for the second child, 25% for the third child and 75% for the fourth and subsequent children is applied to tuition fees only. The eldest child in the family who is enrolled at school is considered the first child in every case. Families who have been granted bursaries will not be eligible to receive sibling or other discounts.

BURSARIES

In exceptional circumstances, a 12-month bursary of up to 50% may be granted for financial reasons in the event that parents are unable to pay the full amount of fees. A bursary is applied to Tuition Fees only. The Board of Directors assesses all bursaries prior to the commencement of each school year. Application forms are available from the School Office and should be directed to the attention of the Business Manager.

Temporary Absence Of A Student

For temporary student absences of up to 5 weeks of any term the full term's fees (including tuition fees and compulsory levies) will be charged. For temporary student absences of more than 5 weeks but less than one term, half the term fees (including tuition fees and compulsory levies) will be charged.

Notice Of Withdrawal Of A Student

Parents who wish to withdraw a student from the School must give **one full term's notice in writing to the Registrar**. A full term's notice is by definition a gazetted school term. Failure to give the required notice may result in a full term's tuition fee being charged. Such notice must be in writing to the Registrar, and duly acknowledged. If parents wish to withdraw their child for a term or more and still want to reserve a place in the School, they are required to pay a holding fee of \$500. Failure to pay the holding fee will mean the School cannot guarantee a place for the student and that place may be offered to another student on the waiting list. If fees are not up to date at the point of departure, not only will the place not be kept open, procedures will be taken to collect the outstanding debt.

All outstanding debts owing to the School should be settled prior to the student's departure from school, or an arrangement entered into between the School and the parents. If this is not done, the School will immediately refer the account to School's collection agency for recovery without further consultation.

Payment Of Accounts

Sophia Mundi is a not-for-profit organization. Enrolling your children at Sophia Mundi is a commitment to fee-paying education. It is essential that all accounts be paid in full before the commencement of the forthcoming school term. Unpaid fees create a serious cash flow burden for the school and it is an unpleasant and onerous task to chase parents for unpaid fees. Families experiencing difficulty in meeting payment deadlines should contact the Business Manager as soon as possible to make special arrangements for settlement. Unless a formal arrangement is mutually agreed in writing, all accounts outstanding after the due date will be considered overdue.

Overdue Fees

The Business Manager is authorised by the Board of Directors to take whatever steps are deemed necessary to recover overdue accounts and any accounts referred to a Debt Collection Agency or solicitor will have all commissions and legal costs added to the outstanding balance. A list of all overdue accounts will be tabled at the monthly meeting of the Board of Directors for review and at its discretion it may seek suspension of a student pending settlement of the outstanding account. Overdue accounts will have an administrative fee of 1.5% of the outstanding balance added to the account each month.

Payment Options

CASH & CHEQUE

Cash payments may be made at the St Mary's Campus School Office. Please do not send cash to school with your child, as the school will not take responsibility for cash that does not arrive at the School Office. Cheques should be made payable to "Sophia Mundi Steiner School" and mailed to the St Mary's Campus. Dishonoured cheques will incur a \$40 fee to cover bank charges.

CREDIT CARD

You may call the St Mary's Campus and pay over the telephone by MasterCard or Visa. Credit card payments will attract a surcharge of 1% of the amount paid and by choosing to pay by credit card you are also agreeing to Sophia Mundi including the surcharge in the amount processed. Details of the surcharge amount and its payment will appear on your next statement.

BPAY

Enter the Sophia Mundi Steiner School BPay Biller Code 84764 and your Sophia Mundi Steiner School BPay Reference Number (which appears on your invoices). Reference numbers are assigned by the Business Manager.

DIRECT DEPOSIT

Direct Deposits can be made into the School's NAB account. Details are as follows:

BSB: 083-155

Account number: 57-773-4025

Account name: Sophia Mundi Ltd

*Please include the student's given name and surname as the payment reference.

MONTHLY INSTALMENT PLAN

Parents are able to spread fees across twelve monthly installments through our School Plan. Installments are automatically deducted from the nominated bank account by direct debit. School Plan charges a fee for this service. More information is available by calling 1800 337 419 or on the website: www.schoolplan.com.au. Sophia Mundi does not receive any commission for offering this service.

2011 Fee Schedule, Fee Policy & Debt Recovery Policy

Class	Tuition Fees (Per Term)	Compulsory Levies (Per Term)	Total School Fees (Per Term)	School Fees (Per Annum)	Discounted School Fees (Per Annum)	Annual payers only
Prep	\$2,201	\$82	\$2,283	\$9,132	\$8,218	
Class 1	\$2,201	\$82	\$2,283	\$9,132	\$8,218	
Class 2	\$2,201	\$82	\$2,283	\$9,132	\$8,218	
Class 3	\$2,201	\$125	\$2,326	\$9,304	\$8,373	
Class 4	\$2,201	\$217	\$2,417	\$9,669	\$8,702	
Class 5	\$2,201	\$287	\$2,488	\$9,951	\$8,956	
Class 6	\$2,201	\$297	\$2,498	\$9,993	\$8,993	
Class 7	\$2,416	\$308	\$2,724	\$10,896	\$9,806	
Class 8	\$2,416	\$346	\$2,762	\$11,047	\$9,942	
Class 9	\$2,631	\$712	\$3,343	\$13,374	\$12,036	
Class 10	\$2,631	\$308	\$2,939	\$11,757	\$10,581	
Class 11	\$2,793	\$308	\$3,101	\$12,403	\$11,163	
Class 12	\$2,793	\$308	\$3,101	\$12,403	\$11,163	

Sophia Mundi Ltd (Incorporated in Victoria) A.B.N. 44 006 411 016

St Mary's Campus - Classes 1 - 12 1 St Heliers Street Abbotsford 3067

T 9419 9229 F 9419 0835E enquiries@sophiamundi.vic.edu.au www.sophiamundi.vic.edu.au

For more information or to book a guided tour of the school please contact the school office. The school office is open Mon-Fri: 8.45am - 4.30pm. Please visit our website
www.sophiamundi.vic.edu.au



SOPHIA MUNDI

The Inner City Steiner School | P-12

Sophia Mundi Steiner School

Naplan Results 2010

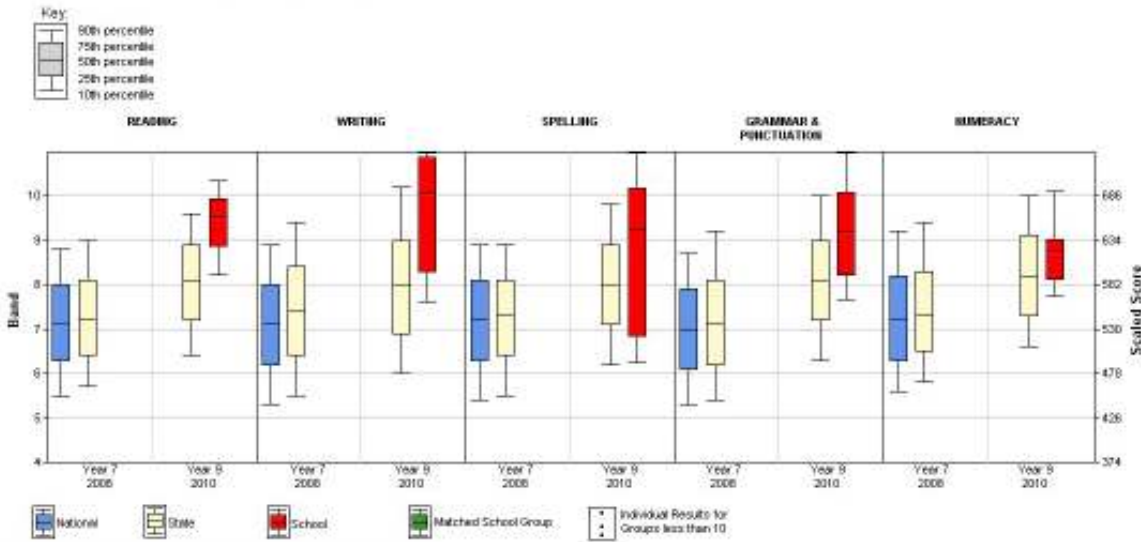
Year 9

The students who sat the NAPLAN tests of Literacy and Numeracy last year performed exceptionally well. As can be seen from the graphs below, our students performed consistently above average on all the criteria measured. More than that, our weakest student in all but spelling was above average when compared with the National and State means. In Spelling, which is often regarded as weak in Steiner schools, our average performance was more than one standard deviation above the National average (that is, our students were in the top third of the distribution).

The majority of the students who took the test have been at the school since Class One. These excellent results on a national test of students from all educational traditions give us confidence that the students of Sophia Mundi Steiner School are well prepared for the rigour of study in the International Baccalaureate.

Date : 05/11/2010
Time : 10:35:25 AM

SOPHIA MUNDI STEINER SCHOOL - ST MARYS CAMPUS School Comparison Report (Year 7 2008 to Year 9 2010) National Assessment Program - Literacy and Numeracy Tests 2010 (Gender: ALLBOTE: ALLATSI: All)



THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE
NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE