

Term 1 – Week 8
Tuesday 17th March

In Challenging Times

In experiencing the current challenges facing us that can feel as though they overshadow and permeate our lives on both a local and global scale, I was pleased to come across an article by Susan Weber. I have edited it for length, but the central concepts are hers:

In difficult times such as these, it is not easy to feel the goodness in life. In an external crisis, our urge is often to listen and see the news and to share our feelings with other adults. As a consequence, it is easy for the children around us to be exposed to things that they cannot understand, to become fearful about situations they cannot change, even if we think that the media or adult conversations are not attended to by the children. Even pre-verbal children can sense profoundly the distress in our inner being.

There are times when circumstances beyond our control create uncertainty or worse for our families. In addition, we could also say that our times are, in fact, uncertain times. At the same time, however, our children are just beginning their lives. We owe to them a sense that the world is good, and I am grateful and happy to be in it. It is a safe place for me to grow in. And later, much later, I will be able to take on its pain and burdens. But give me time, peace, and space in which to discover the goodness in life for myself, in which to grow strong, capable, brave, and enthusiastic for life. Protect me from the challenges of adulthood until I am ready.

As the adults in their lives, we have the possibility to stand there beside the children with confidence for life offering them a model for imitation. We lead them out into our world: we walk alongside them. We have seen much, experienced much. It is an amalgam of joy, of pain, suffering, discovery, celebration, disappointment – and at times of fear, questioning. All these experiences and feelings will have come to us by the time we reach parenthood. As adults, we have tremendous freedom to explore these feelings, to reflect upon our own experiences.

If we as adults listen to the outer world as it often presents itself, how do we then find our own paths to believing confidently in the goodness of the world? It is of utmost significance that we strive toward this belief, for our children look to us for signals, for images of where to begin seeking their places in the world. They imitate our deepest inmost feelings and beliefs, and these carry them far as pillars of strength when they require it.

- John Stewart, Education Administrator

Calendar

TERM DATES 2020

Term 1	28/1 – 27/3
Term 2	14/4 – 19/6
Term 3	14/7 – 11/9
Term 4	5/10 – 11/12

MARCH

Wed 18	Music Concerts	CANCELLED
Thu 19	School Tour	
	VCE Studio Arts Excursion	CANCELLED
Fri 20	Inter School Athletics Carnival	CANCELLED
Wed 25	Parent Teacher Interviews	CANCELLED
Thu 26	Pre-school Autumn Festival	CANCELLED
Fri 27	Bach Performance – Matinee	CANCELLED
	End of Term One - Full Day	School finishes at 3:15 pm
	Bach Performance	CANCELLED

APRIL

Tue 14	Term Two begins	
Tue 14 – Sat 18	Class 11 Rock climbing Camp	Grampians
Mon 20-Fri 24	David Garb visiting Upper School Students	
Fri 24	Cross Country	
Tue 28	School Tour	
Thu 30	Combined Pre-school Parent Evening	Admin 6:30 – 8pm
30/4 – 8/5	Class 9 Hattah Lakes Camp	

MAY

Mon 11	High School Information Evening	Resource Centre 7 – 9pm
Tu 12-Th 14	NAPLAN testing	
Fr 15-Fr 29	Class 10 Community Experience	
Thu 28	Tree Planting Day	

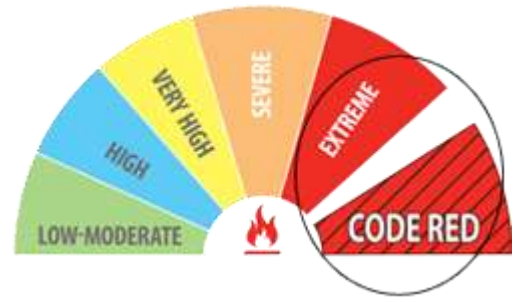
JUNE

Fri 5	Reports Day Student Free Day	K – 12
Mon 8	Queen's Birthday Public Holiday	
Wed 10	Music Concerts	
Su 14-Sa 20	Class 12 QLD Mission Beach Camp	
Mon 15	Briar Rose Winter Festival	
Tue 16	Mother Holle Winter Festival	
Thu 18	Winter Festival	
Fri 19	End of Term Two – Half Day	School finishes at 12:30

BUSHFIRE NOTICE

John

We are currently in Bushfire season and may experience days of extreme weather this term. Please be mindful that on days of CFA declared **Extreme** and **Code Red** Fire Danger days, the school will be closed. Please stay informed by regularly checking the CFA website, as it may not be possible to update our own website should an Extreme or 'Code Red' condition be declared very late.



To check the current rating, please visit the CFA website: www.cfa.vic.gov.au

SCHOOL FEES NOTICE

Leanne

The Term 2 School Fees are due to be sent out on Tuesday 31st March with a due date of Tuesday 14th April (start of Term 2).

The Fees Policy for 2020 is also attached to this newsletter for your further information.

If you have any questions please don't hesitate to contact me. lsarah@lyss.vic.edu.au

BACH'S ST JOHN PASSION PERFORMANCE

Damien

CANCELLED

SINGING EXPERIENCE FOR PARENTS

Damien

CANCELLED

END OF TERM MUSIC CONCERTS

Sara

CANCELLED

PARENT TEACHER INTERVIEWS

Bernie

CANCELLED

INTERSCHOOL ATHLETICS CARNIVAL

Barry

CANCELLED

BACH AND EOT CONCERTS

Damien

As you are all aware, the decision was made to cancel this year's Bach performance. Many of our staff, students and community members are saddened by this. It is an event that we both love and value, however, the health and welfare of our students and school community is the school's highest priority. We look forward to other exciting musical/community events as the year progresses and will welcome the Bach back into the school's events next year.

On the same note, we have also cancelled the end of term concerts. We would like to acknowledge the work the students and teachers have put into preparing for these regular concerts and again look forward to their return.

GARDENING IN CLASS 3

Claire

With the change of the season and the cooling of the weather, Autumn is the perfect time to be active in the garden. It's also the perfect time to focus our senses on the seasonal changes and take a moment to take in the environment around us. Aboriginal people have called this time Eel Season because of the movement of the female eels to the sea. It has also been time for burning dense scrub and grasses which cleared the bush and gave room for new growth. The class 3 students went on a bushwalk which gave them the opportunity to observe the biodiversity and seasonal changes in the environment in our school grounds.

Another exciting project is our Class 3 garden beds. We have been constructing three new garden beds over the past few weeks with repurposed and recycled wood. Our Outdoor Classroom teacher John Elliot was able to adjust some ratchets which enabled the students to drive screws easily and safely to construct the beds themselves. We have almost completed construction and can't wait to get planting.



CLASS 5 PIKELET STALL

Domas

What better way to solidify our learning of decimal fractions than to create our own pikelet stall. Through the measurement of ingredients, calculating quantities and money handling, we were able to put our learning into practice. The whole junior school turned up to feast on our delicious pikelets which were topped with jam and cream and were sold at a bargain price of fifty cents a pikelet.

When it was all over, we counted our cash tin. After subtracting what we spent, we were left with a profit of \$33.50.



CLASS 8 GARDENING

Claire

This term Class 8 have explored the garden in a variety of ways. We started with harvesting produce from our garden including corn, beans, potatoes and herbs. Some plants had already gone to seed so we were able to collect lettuce seeds, coriander seeds and beans that we will plant next spring. We planted broad beans in one of the beds to bring some nitrogen back into the soil and used the old pea vines as mulch.

This week we have concentrated on soil and composting. We gathered up cow manure, comfrey leaves and pea straw to layer together with biodynamic preparations and other minerals.

This will break down over the next few months to be used in the garden as rich and nutritious soil.



CLASS SIX WALHALLA CAMP

Robin

On Wednesday, March 4th, Class Six travelled to Walhalla for a three day camp. Walhalla is a mining town in East Gippsland that was very successful. In Walhalla they mined 72 tons of gold which is worth over 3 billion dollars now. Walhalla started during the gold rush when someone found lots of gold in the creek. Then many quartz reefs were found and lots of mining started. The population of Walhalla reached over 3,000 at the peak of the gold rush. Only 20 people now live in Walhalla.

When we got to our campsite, the old Chinese gardens, the first thing we did was set up our tents. Around one hour later we went into the town and got on the train. On one side of the track, for almost the whole ride, was a rocky wall. It was about ten centimetres from the train, and there were many high up bridges. On the other side of the train, we looked down onto a picturesque creek. At the end of the train ride there was a wide river and we skimmed stones and jumped along the bigger rocks. Then we caught the train back to the town.

On the way back to the campsite from the train station we raced the bus. Quite a lot of us made it way before the bus. Once the bus got back to camp some of us had a swim in the creek.

That night we had to cook our own dinner. Most people cooked pasta, but one group cooked nachos. Then we went to sleep.

By Finlay

On Thursday morning we went for a morning walk. When we got back, we cooked breakfast. And then went for a wander around the historical buildings of the town. The valley is so narrow, that to fit buildings in, they sometimes needed to dig into the side of the mountain to create flat land to build on. They also constructed buildings over the creek.

After lunch we went for a long walk up in the mountains. Then we came to a little shed filled with hard hats. We were all asked to put one on. Once we all had our hard hats on, we went into the mine. It was cold and wet in the mine. We walked 200 metres in and came to a room. The guide showed us part of the quartz reef. He also showed us some of the gold mining tools and how they were used. He also explained to us how the mine was dug out.

After the visit to the gold mine we walked back through the town and raced the bus back to the camp site again. At the camp site we messed around until dinner making a slackline, trying to catch fish and walking in the bush.

We then had a barbecue dinner. We sat in the shed because it was raining. After dinner we told stories and played games.

By Gabriel

On Friday morning we had our breakfast and then packed up our tent and other belongings. Once everybody had finished packing up, we went to the cemetery which was very creepy. There were 1,600 known burials, and the oldest burial was in 1866. The most recent was in 2016. The youngest person buried there was ten days old and the oldest person buried was 83 years old. Then we travelled back to school.

By Finlay





WHERE THE WILD THINGS ARE

Tessa

I will try to tell you only half a dozen things that made us remember that after difficulty there can be great human beauty; after even such an extinguishing crisis of the recent fires of this summer, there is new and vivid growth.

The class 10's last week had the experience of travelling to a small rural fire affected school in East Gippsland to perform for them a magical puppet play of 'Where The Wild Things Are.'

The staff explained how they sometimes feel isolated from our larger Steiner community because of their size and remote location. They made us feel very special and expressed so much gratitude to the older students for their time and artistry.

In sharing this dramatic creation with Wild Cherry Steiner School and Kindergarten in Bairnsdale, our young people made an offering of their drama to an unfamiliar audience who clearly appreciated the gift and this was an important outcome for this project. Tomi accompanied the show with two exquisite piano pieces that created a tender mood of reverence. Class 10, wove their simple narrative with live music, Eurythmy, dance, a prayer of peace and created an ocean with captivating lengths of floating silks to evoke the journey sections.

The central characters of Max and the large Wild Things were the stars of the show supported by a fluid and focused cast. Several students, with the kind assistance of Rachel Mager and Marion Graham, created huge strange painted puppets for this work. Muchima, Maya and Jack were the three largest Wild Things and they danced their Wild Dances after being tamed by the magic trick of a wonderfully embodied Max, acted with zest by Jasper Saitta. Ensemble movement sections delighted the young children, one whom asked plaintively whether the cast "could stay and make more puppets with us?"

The responses from the children and their generous parents were enchanting. We shared two performances and three wonderful meals with the community and stayed in the old Victorian building overnight. Many of our students made lovely connections with the Wild Cherry children for whom this visit was a unique opportunity to encounter the generosity and connection of older children. Many of our students played tiggy with the young ones in an old established rose garden. I will not forget in a hurry, the happy faces of excited children and whoops of joy, as the evening sun fell across the garden at the front of the school.

The class 4-6 teacher invited us to sing folk songs together before we left, after which, happy, replete with good food and filled with the kind company, we hopped on the bus and travelled to Bruthen to check out the country after the fires.

Class 10 gave the children who were in the audience so much joy and inspiration after a summer where many had had to evacuate or stay at the school during the intensities of the fires. The parents and teachers welcomed us with graceful hospitality and we created an abundant sharing of theatre, food and mutual support.

We left with the encouragement of new friendships and a kindling of understanding that the performing arts can be truly transformative when offered with a warm soul and the treasure of right intention. What an awesome example of this was made between the Wild Cherry students and our own 'Wild Teenagers' who so perfectly embodied compassion and fun in a short and yet profound theatre performance and act of friendship.

At LYSS each class 9 and class 10 have a whole term of double drama lessons in which they are tasked with the creation of new, exciting and sometimes challenging theatre. This year the magical, expressive adaptation of Maurice Sendak's most famous children's book 'Where The Wild Things Are' arrived in a place where wild nature needed some healing.

The next day we invited a special man called Paul (an old friend of Louise, the wonderful class guardian) to the show. Paul had spent the summer working for the CFA fighting the numerous fires encroaching Bruthen. He had many stories and calm expertise to share with us of his experiences. We then travelled with him through the country nearby and saw the damage of many properties in Sarsfield. Later we visited the CFA fire station to hear how strategies protected the area as much as was possible. There was the inspiration of seeing new epicormic buds growing in concentric circles up the trunks of many burnt eucalyptus trees. Forests and wildlife have been badly damaged, however, they are already showing how possible it can be, so soon after fire, for superb adaptations for recovery and regeneration. The Tambo River, we noticed, was still a thick brown swirl as heavy downpours lead to much ashy run off sweeping into the water. It may take a long time for that to become healthy again.

Paul was an excellent educator; I suspect his informative style also grounded the experience for him after a gruelling summer of work.

Many thanks to both schools for supporting this special journey. I would also like to acknowledge Leanne for her weaving of class Eurythmy, Kelly for advice, Christian who took care of many travel details and all the driving and the amazing Louise who came along as the class 10 guardian and created the wonderful connection with Paul for our witnessing of the country, post summer fires. It was a truly memorable experience and the current class 10 were exemplary.





We are working hard towards reducing our waste going to landfill

As well as using all washable dishes and cups at our annual school fair in our successful Wash Against Waste system, we are working at separating our waste streams at school and monitoring the results to see if our waste management is improving.

Our food scraps from lunches and the kitchen have been collected over the past year. They are being processed in our worm farms and some of the wonderful worm castings / compost is already being used to grow potatoes for our winter festival this year.

The waste that we cannot process on site is being separated, as shown on the chart on the next page.

Last year the Class 11 Environmental Science students audited the bins and found 2.25 cubic meters of rubbish and 1.3 cubic meters of recycling being collected that fortnight. This year the class 10 Landcare group have taken on fortnightly auditing so that we can observe any changes over time. Samuel, our German grounds maintenance volunteer has also been contributing. This data will be collated and interpreted during maths lessons and will contribute to our waste reduction efforts.

A wonderful way that we can all contribute to waste reduction at school at a time when even recycling is difficult to process, is by minimising packaging in lunch boxes and taking any left overs home again.



Managing our Waste at Little Yarra Steiner School **Reduce Re-use Recycle**

We minimise waste in purchasing and building and promote waste free events
We use recycled copy and bathroom paper
We compost our food and green waste on site (see LYSS recycling our green waste poster)

All clean and dry plastic food and packaging wrap including silver lined and crinkly packets



Taken to supermarket collection point by staff



Collected by Red Cycle to make plastic furniture

Glass bottles and jars, aluminium and steel cans and scrap metal, hard plastic food tubs, bottles and bits, milk and juice cartons, newspaper, magazines, used copy paper and small cardboard
 NO food, soft plastics, rubbish, polystyrene or used paper towel



Indoor bins emptied by cleaners



Outdoor bins taken to roadside by grounds volunteers



Collected by Yarra Ranges Council for separation and recycling

Misprinted and used copy paper printed on both sides
 NO ring binders, spirals or plastic book covers. Put re-usable paper in Blue paper re-use trays



Emptied by cleaners into outdoor recycling bin or blue paper and cardboard bin



Collected by Elite Waste for recycling

All cardboard boxes to be squashed flat

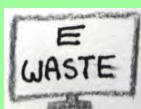


Taken to blue cardboard bin by staff and cleaners

Used batteries go to black boxes in admin and staff rooms



End of life electronic waste is stored for recycling



Taken by staff to local waste transfer station for recycling collection

Used printer cartridges go in collection box by admin printer for recycling



Posted to Planet Ark for recycling



Returned to manufacturers by Planet Ark for recycling

Used paper towel, dirty and composite rubbish



Emptied by cleaners into large numbered wheelie bins

No food, plant material or recyclables



Emptied by grounds volunteers on Friday afternoons



Collected by JJ Richards for disposal to landfill

ANTHROPOSHICAL STUDY GROUP

Glenn

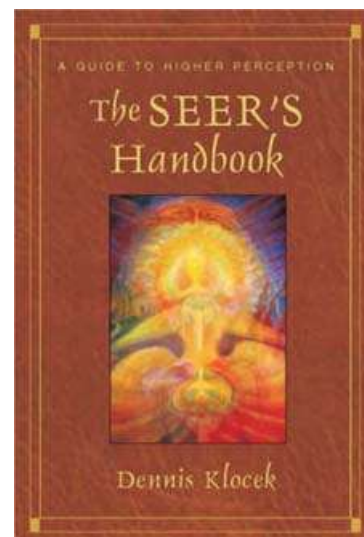
Parents, Staff and Friends are invited to join a Study Group exploring Dennis Klocek's book *'The Seer's Handbook'* which is available from

<https://www.rudolfsteinerbookcentre.com.au/product/2544/BSeers-Handbook-The-BI-A-Guide-to-Higher-PerceptionI-KLOCEK-DENNIS> and elsewhere.

A short video clip can be found here

<https://www.youtube.com/watch?v=CVt5--aqHms>

This Study Group gathers in the school's Library
9:40 am – 10:40 am each Wednesday starting 5th February then every second Wednesday during the school term thereafter.



Parents and friends note: Please ensure you sign in at the office each time you attend.

On the alternate Wednesday's, Parents, Staff and Friends are invited to join a Study Group distance education course '*EduCareDo*'. Information can be found at <https://www.educaredo.org/study-groups>.

If you are interested in enrolling, please peruse the website link above and contact Glenn LeemBruggen on 0434 006 089 or via email at gleembruggen@lyss.vic.edu.au This Study Group gathers in the school's Library 9:40 am – 10:40 am each Wednesday starting Wednesday 14th February then every second Wednesday during the school term thereafter.



EduCareDo
International Research and Learning Center
based on the work of Rudolf Steiner

Parents and friends note: Please ensure you sign in at the office each time you attend.



2020 FEES POLICY

Little Yarra Steiner School is a fee paying school committed to provide a high quality Steiner education for the children who are enrolled.

We plan for a sustainable future that will provide high quality teaching and learning experiences balanced with affordable access for families.

Values of openness, respect, honesty, equity and compassion guide this policy.

A condition of both admission and enrolment at LYSS is the regular payment of school fees and levies in advance and as they become due.

Parents and guardians are expected to honour their financial obligations to the school.

We provide a range of flexible options for payments to assist parents to meet their financial obligations.

All signatories to the Enrolment Form are jointly and severally liable for the payment of all fees and charges incurred on behalf of the students.

This policy applies to Australian citizens and permanent residents.

The Policy is regularly reviewed and subject to change on an annual basis.



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Key Related Documents

Enrolment Policy
Bond Application Form
Enrolment Form
Application for Admission Form

1. Application

The current application fee per child is paid at lodgement. An application form is unable to be processed until this fee is paid. A child re-entering the school after leaving is exempt from incurring the application fee.

2. Bond

A refundable bond is payable upon entry into Ring-a-Rosy or any subsequent year. In order to be eligible to have the bond reimbursed, all fees must be paid in full when the student has left the school.

3. Enrolment

A child is given full enrolment status upon entry into Ring-a-Rosy (3 year old kindergarten) onwards.

All families are required to arrange a finance interview with the Business Manager or their delegate prior to signing the enrolment form.

Signatories to the enrolment forms will be held responsible for ongoing obligations, financial and otherwise.

This is clearly stated in

- the Application for Admission form,
- the Enrolment form and
- during the finance interview between families and the LYSS Business Manager

4. Fee Structure

The school's fee structure is based on a tuition fee combined with fixed charges and levies which comprise the **Annual Fee**. The **Capital Levy** services loans for school buildings and contributes towards the ongoing building program.

The Annual Fee is calculated to cover all tuition, fixed charges (including books, stationery and materials provided in class. In the kindergarten it covers craft and cooking materials). From Class 3 to Class 8 the Annual Fee also includes individual weekly Music lessons (8 x 30 minutes per term).

Extra charges apply to individual music tuition from Class 9 onwards, 2nd instrument tuition and extra curricular music.

5. School Fee Payment Schedule

Fees for Term 1 are invoiced in advance at the beginning of the term, to allow for enrolment updates. School fees for Terms 2, 3 and 4 are invoiced in advance during the term break. Payment is due 14 days from the invoice date as indicated below.

Quarterly Invoice	Invoice Date	Invoice Due Date	Term Dates
Term 1, 2020	4/2/20	18/2/20	28/1/20 – 27/3/20
Term 2, 2020	31/3/20	14/4/20	14/4/20 – 19/6/20
Term 3, 2020	30/6/20	14/7/20	14/7/20 – 11/9/20
Term 4, 2020	21/9/20	5/10/20	5/10/20 – 11/12/20

6. Payment options

Accounts are issued prior to each term and fees are due and payable within 14 days of invoice. Families also have the option of regular payments by electronic funds transfer in consultation with the Accountant or Business Manager.

Payment can be made via:

EFT – (preferred), credit card over the phone or at reception, direct debit or cheque.
Bank account details are
BSB 633000
Account number 131415010

7. Discounts

7.1 Upfront fee discounts

- A discount of 3% of the Annual Fee is available on full payment of one term's fees in advance.
- A discount of 5% of the Annual Fee is available on full payment of the year's fees in advance.
- Fees for future years may be paid ahead up to 3 years in advance at the current rate and deemed as paid in full. Payment of future years in full also attracts a 5% discount as per the Fee Schedule.
- Rates may vary from year to year according to the Fee Schedule

7.2 Sibling discounts

- The first child of a family incurs full fees and charges.
- The second child receives a 10% discount on the Annual Fee
- The third child receives a 30% discount on the Annual Fee
- The fourth child receives a 50% discount on the Annual Fee
- The fifth and subsequent children receive a 70% discount on the Annual Fee

7.3 Staff discounts

A staff discount of 5% of Annual Fees (after sibling and other discounts) is provided at LYSS.

8. Fee Relief

- Under special circumstances (after a qualifying period), short term fee relief is available to help families in a crisis situation, i.e. health issues or job loss or other significant financial reasons who are unable to pay the full amount of the Annual Fees.
- Fee Relief of up to 30%, 50% or 70% of Tuition Fees only, may be granted for one (1) term up to a maximum of four (4) terms of any one school year. Existing parents, who are still unable to pay the full amount of the fees for financial reasons, need to make a new application for the following year.
- Application forms are available from the School Office and should be directed to the attention of the Business Manager. Little Yarra Steiner School may require proof of income and other evidentiary documents which substantiate the application for Fee Relief, to be provided with the application.

9. Paying to hold a place

For a student on the waiting list who has been offered a place but is not ready to start, they have the option of paying to hold that place provided there are no other children on the waiting list at the time who would like to take that place. To pay to hold the place, the family will need to pay 50% of the Annual Fees until the end of the current academic year or 2 terms, whichever period is greater.

10. Current student going on leave

Irrespective of other students being on the waiting list, the family is to pay the full tuition fees, fixed charges and capital levy to hold their child's place while they are on leave.

11. Withdrawal of a Student

Parents who wish to withdraw their child from the school are required to give one full term's notice in writing to the Registrar. Failure to give the required notice will result in a full terms fees and charges being charged per child. One full term means a complete school calendar term.

12. Overdue Accounts and Invoices

Accounts not paid in full by the Due Payment Date are classified as Overdue. An overdue account may incur an initial default charge known as a Late Payment Fee.

In the event of any invoices or accounts reaching 30 Days overdue, accounts may incur a monthly Late Payment Fee on all overdue amounts, which will be added to the account each term.

This will be a genuine estimate of loss to the school suffered as a result of non-observance of this fee policy, based upon the resultant bank charges as well as the additional administrative work required in recovering the debt.

Families experiencing difficulty in meeting invoice payment deadlines should contact the Business Manager as soon as possible to make a special arrangement, and to avoid the commencement of debt collection proceedings.

Any legal or collection costs incurred for overdue accounts will be added to the account.

When a parent's account is in arrears by one or more term's fees, the school will work to establish a suitable arrangement for the payment of fees that is agreed by the parents and the school. In the absence of such an arrangement, the school will notify the parents in writing of the process for recovering the debt.

13. Unpaid accounts and invoices

In the event of accounts and invoices continuing to remain unpaid, LYSS reserves the following rights to its authority and discretion, to:

- Overturn prior discounts applied on accounts from parents that become overdue when the school does not grant a concession which is based on genuine financial hardship through a proper application
- Apply any administration fees and/or penalties to overdue accounts to reflect and offset the financial cost that overdue accounts pose on the school's finances. This will be a genuine estimate of loss to the school suffered as a result of non-observance of this fee policy, based upon the resultant bank charges as well as the additional administrative work required in recovering the debt.
- Engage the services of a third party debt recovery agency and through them use legal action if all avenues are exhausted to recoup any amounts outstanding with all commissions and legal costs to be added to the outstanding debt balance of the account(s) overdue –when an account has been handed over to debt collection negotiations for payment will be conducted without exception through the debt recovery agency
- Exclude students from activities or to suspend students entirely where there is ongoing and unresolved non-payment of school fees.

14. Recovery of outstanding debts

Parent(s) need to be aware that once accounts have been handed to the debt collection agency:

- The school effectively passes control to the debt recovery agency, and the negotiations for payment will be conducted through the said agency without exception;
- That additional charges above the outstanding amounts will be incurred to pay the debt recovery agency's costs and fees;
- That their credit rating may be affected; and
- That legal action and further charges from the involvement of lawyers may take place and apply as per the debt collection agency's initiative to seek such action.

2020 Fee Schedule

Year Level	Per Term			Per Year
	Annual Fees	Capital Levy	Total	Total
Play Group	180	-	180	720
Ring-a-Rosy	490	-	490	1960
Kinder part time	820	-	820	3280
Kinder full time	1200	-	1200	4800
Prep	1200	200	1400	5600
Class 1 and 2	1450	200	1650	6600
Class 3 and 4	1800	200	2000	8000
Class 5 and 6	1900	200	2100	8400
Class 7 and 8	2050	200	2250	9000
Class 9 and 10	2100	200	2300	9200
Class 11 and 12	2150	200	2350	9400

Annual Fees: Annual Fees are inclusive of **All Tuition, Camps, Excursions, Fixed Charges** (classroom supplies) and **Class 3-8 Music Lessons**.

Capital Levy – this is a compulsory levy (Prep-12 per student) to cover building, capital works and maintenance costs.

Additional Charges: *Classes 6-12 Booklists* have additional equipment requirements. *Extra music lessons* prior to Class 8 and any music lesson after Class 8 are \$325 per term for a 30-minute lesson. *Little Yarra Ensemble* and *Extra Curriculum Bands* are \$85 per term.

Application Fee: A non-refundable application fee of **\$100** per child is payable on submission of an *Application for Admission Form*.

Bond: An enrolment bond of **\$550** per student is payable for entry from Ring-a-Rosy.

Discounts (% discount on Prep–12 Annual Fee): First Child - Nil, Second Child - 10%, Third Child 30%, Fourth Child 50%, Fifth Child 70%, Staff Discount 5%.

Invoices are issued before the start of each term and are payable within 14 days.

Payments to Little Yarra Steiner School, BSB: 633 000 Account number: 131415010 Reference: Your Parent Code. Payments can be made Annually in advance (5% discount on Annual Fee), Termly in advance (3% 'pay-on-time' discount on Annual Fee), or by regular instalments.

Indexation: Fees are subject to change and are expected to increase with the Education Price Index annually.

Withdrawal: A Full Term's written notice, or **payment of a Term's fees in lieu**, is required if a student is withdrawn from the school.

Bank account details: Little Yarra Steiner School
BSB 633 000 Account 131415010 Reference: Parent code