



Newsletter

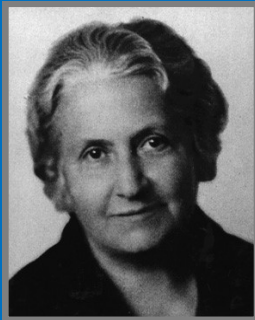
Term 1, 2020



The Montessori environment promotes independence, freedom and happiness through understanding and respect



An International Baccalaureate School



Dr Maria Montessori

Dr Maria Montessori (1870—1952) was Italy's first female medical graduate, distinguishing herself by securing an honours double degree as a Doctor of Surgery. She also had an intense, passionate interest in the development of young children.

In 1907 Dr Montessori opened the first institute for children below the age of six, which she called *Cas dei Bambini* (Children's House). Dr Montessori's two pioneering books, *The Montessori Method* (1909) and *The Advanced Montessori Method* (1917), closely link her educational theories with her basic philosophical ideas.

The school was founded by Mrs W M Duyker de Vries in 1962. The Montessori School is the oldest Montessori School in Western Australia.

The Montessori School fully endorses the A.M.I Objectives:

Article 3: The objective of the Association is to propagate, maintain and further the rights of the Child in Society.

The Council of the Montessori School:

Angela Chew—Chair	Rob Carruthers
MaryAnne D'Souza — Principal	Celine Royet
Yulia Wood — Treasurer	Tash Tourabaly
Ray Coffey	Julie Gravel

Council Meetings:

Parents may attend any Council Meeting. They are generally held on the third Monday of each month. Minutes of Meetings may be read at the School office.

Information about the School:

For information regarding membership of the Montessori School and subscriptions to the Montessori School newsletter please send a stamped, self addressed envelope to:

The Secretary, The Montessori School, PO Box 194, Landsdale WA 6065

Telephone: (08) 9409 9151 Facsimile: (08) 9409 1682

Email: admin@themontessorischool.wa.edu.au

Web: www.themontessorischool.wa.edu.au

Location: 18 Montessori Place Kingsley WA 6026

School Staff

PRIMARY

Pre-Primary 1
Maria Vaioleti-Ponga
Shanie Do - *Assistant*

Pre-Primary 2
Ria McBennett
Jane Coffey
Bernice Ollermann
Ciara Foley - *Assistant*

Pre-Primary 3
Jessica Jackson
Audre Mare - *Assistant*

Lower Primary 1
Salwa Guirgis
Kate Tottle
Eavan Coughlan - *Assistant*

Lower Primary 2
Ian Chapman
Zoe Judge - *Assistant*
Renee Ahwang - *Assistant*
Shanie Do - *Assistant*

Upper Primary
Sue Hoolohan
Michelle Muller
Emma Seeber
Anja Reid
Vicky Brown - *Assistant*

SECONDARY

Lower Secondary
Lena Streiff Kosok
Katharina Stillitano
Kamel Guirgis
Emma Seeber
Diana Schuler
Fern York
Vicky Brown - *Assistant*

INTERNATIONAL BACCALAUREATE

Katharina Stillitano
Kamel Guirgis
Jaromir Kulir
Diana Schuler
Fern York

SUBJECT

Co-ordinator/English /German/CAS/Pamoja online
Maths
Geography/TOK
Biology
Art

OFFICE

Queenie Massie
Carol Richardson - Dale
Alison Grondein
Nicola Pattison

Business Manager
Relief Bookkeeper
Administration
Administration

Upcoming Events/Calendar

April:

Thursday 9th April: Last day of term.

First Day of Term 2: Wednesday 29th April

2020 Term Dates

Term 1, 2020

Students start Term 1 - Monday 3rd February, 2020

Last day of Term 1 - Thursday 9th April, 2020

Student Free Days in Term 1: Tuesday 3rd March 2020.

Term 2, 2020

Students start Term 2 - Wednesday 29th April, 2020

Last day of Term 2 - Friday 3rd July, 2020

Student Free Days in Term 2: Tuesday 28th April and Friday 29th May 2020.

Term 3, 2020

Students start Term 3 - Monday 27th July, 2020

Last day of Term 3 - Friday 25th September, 2020

No Student Free Days in Term 3.

Term 4, 2020

Students start Term 4 - Tuesday 13th October, 2020

Last day of Term 4 - Wednesday 16th December, 2020

Student Free Days in Term 4: Monday 12th October and Monday 16th November, 2020.

Pre-Primary 1

It has been a busy start back to the term, we have three new children joining us and we welcome them to the school and our PP1 classroom. The children have started the term with our focus on Air and how air is all around us. Many of the children enjoyed the experiment of trapping air into a glass and watching the bubbles of air escape as it moved through the water to the surface.

We also continued the topic by making our own paper windmills that use the air around us, by first using the skill of horizontal crayon lines to create interesting patterns on paper before creating our windmills. The big delay was waiting for a windy day to use them outside but thank fully the weather has had a slight dip and with a cooler breeze one Friday we were able to finally experiment with our windmills and indeed air was 'shown to exist' by moving our windmills all around as they spun in all directions! Thank you to the children for their patience in awaiting a windy day.

We have had many children talking about the fruit and vegetables packed in their lunchboxes and they enjoy having conversations about the healthy foods they have, especially if a friend has the same that day for lunch. So, with the warmer weather it was a great opportunity to use our practical life skills of washing fruit, cutting fruit and preparing fruit for an early morning snack as Maria Montessori observed, "When they have reached the age of about three, we provide them with an environment containing useful household articles: child-size brooms, crockery, tables and so on. The greatest delight of these children is doing tasks perfectly, and they busy themselves doing something all the time." The children enjoyed this work alongside Shanie, by cutting a variety of watermelon, banana and watermelon. A lovely way to participate in food preparation and serving as our older children took the responsibility of cleaning the boards, tongs and serving platter.



We have also been fortunate enough to have two insects visit PP1 for the day in a glass display, from one of our students. Ethan was able to bring in a male and female spiny leaf insect for our class to observe earlier this term. There was plenty of discussion around what they eat, their appearance and how they move. It created opportunities for research and beautiful artwork from the children. I'm sure most families heard about the opportunity to watch these fascinating insects up close and personal as Maria Montessori explained, "Important changes can also be observed in insects. In an effort to prepare a protective environment for their young they begin – even before the young ones are born – to carry out real work and to build shelters. The protective instinct guides their labour."



We have only recently started our topic of Oceans, with the Indian Ocean being the most recognised ocean and many surprised that they have already had a swim in the Indian Ocean! The children have so enjoyed learning about the zones of the ocean and carefully explaining how the zones of the ocean get darker and colder as the lack of light creates less opportunity for those bodies of water to generate warmth, the deeper it gets.

We have also discussed the different kinds of marine plants and animals that live in the ocean. It has created moments for children to draw the different oceans from the oceans of the world puzzle maps, to create inset washes of the various layered zones of the oceans and to classify a range of marine life. It continues to be a lovely term of learning and creating friendships throughout the classroom, we look forward to enjoying the rest of the term together and welcome you to come and observe and even enjoy a lunch date with your child.

Maria Vaioleti Ponga



Pre-Primary 2

We have had a wonderful and calm start back to the new year and we were delighted to welcome one new child to our group this term. All the children have all settled back with ease as if we hadn't been away at all, and it has been wonderful listening to their stories of many exciting holiday adventures.

We began with retelling holiday stories and continuing on from this exercise, by drawing and some children writing about their favourite events. We heard many happy stories of spending time with their families by simply going out for walks or gathering treasures at the beach.

This year we will be focusing on all things living and to start of this topic, we initially identified what living and non-living meant and how we could classify them.

As much as we can, we endeavour to offer as many real experiences when focusing on a topic and therefore we started by our studies by taking a walk around our school's firebreak. We looked at plants and any animals we could see and discussed their needs. We were delighted to observe a "massive" spider on one of the plants and this of course stimulated a lot of wonderful discussion.

We commenced our studies by looking at different types of seeds and following this, growing our own seeds. The children were delighted to water them and observe them as they grew. There was much discussion about the seeds as they observed the changes each day and the height they grew each day. Next term we will further investigate the animal kingdoms and comparing and identifying the animals within each kingdom.

Ria Mc Bennett & Jane Coffey



We discussed this in depth and questioned the children on their understandings, taking their ideas and confirmed that all living things breath, move, grow, feed and reproduce. To get our work underway, we commenced the term by focusing on botany and the parts of the seed, roots, the plant, leaf, flower and stem.

We discussed how plants are also living as they too eat, breath, grow and reproduce and we looked at the life cycle of a plant to confirm this.



Pre-Primary 3

A warm welcome back to all our families and those who join our school community this year. Everyone has settled back to school routines with ease and it has been lovely to watch the children engage and work together. Our elder children have become fantastic mentors and have really helped the younger children settle into their new environment.



This year our science focus will be on living things. We began by studying living and non-living. After reading about the different characteristics of why something is living or non-living, we observed our new class residents Salt and Pepper (our goldfish) in comparison to a rock. The children are enjoying having the responsibility of taking care of our new friends.



Over the past few weeks we have been focusing on the animal kingdoms, learning about the main animal groups - birds, insects, mammals, fish, amphibians and reptiles.

The children are really enjoying this topic, there has been lots of discussions around the differences between each animal group over the past few weeks. Many of the children's jobs have included creating animal booklets identifying the various parts of the animal. This is a favourite activity for many children and a great way of building vocabulary and attention to detail. Another job is sorting the animal kingdoms into lists and also matching jobs.

Like our previous years we have begun to gather and record items for our time capsule. All our children have been busy drawing a picture about their favourite thing about school for the time capsule. We have also recorded the children's height and have taken a class photo. We shall return to the capsule at the end of term 4 and it will be wonderful to see the changes in the children.

Lastly, over the past few weeks we have discussed hygiene, practised washing our hands correctly and have also completed some fun but informative experiments to show the importance of washing away germs. As a class we have discussed the current situation in a light and child friendly way. Keeping our students safe, calm and happy is a number one priority. It has been a positive start to the school year and we are looking forward to seeing the children blossom and flourish holistically.

Jessica Jackson.

Lower Primary 1

We welcome the year 2020 and we wish you all a great year. The new year has started well with more than half of the class being new children and they are settling in well.

They are observing our routine, discovering where everything is and gaining confidence. We welcome the new students and their families. We also welcome back our existing students and their families. It has been a busy start to the term, we just finished On Entry Assessment for group one and group two. We also were busy with the school re-registration.

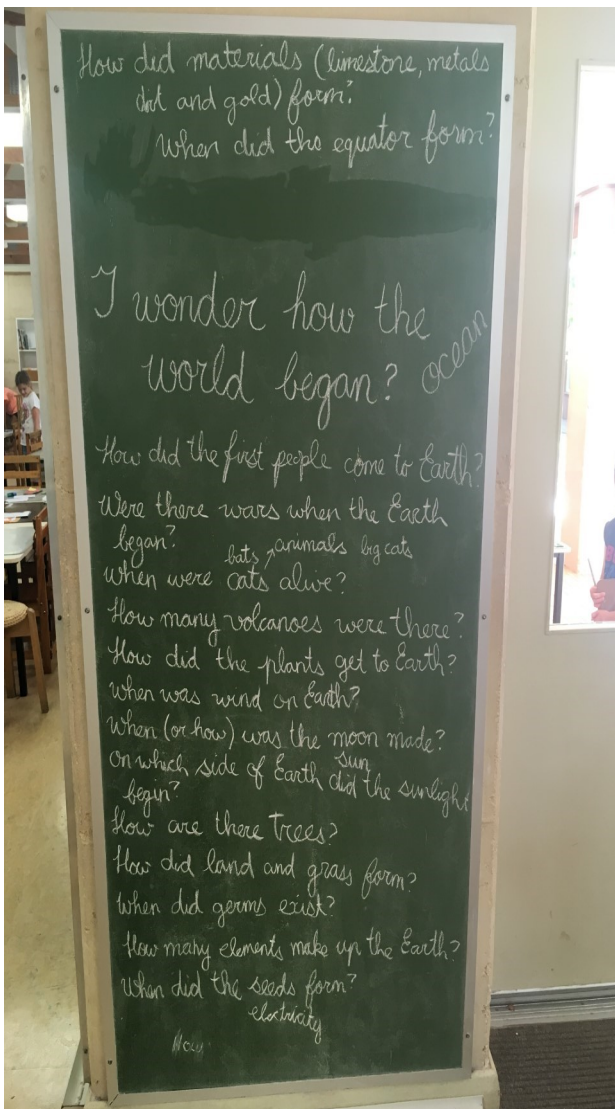
Grace and courtesy lessons are important in our planning, at the beginning we focus on respect for oneself, others and for the environment. Good hygiene is another important topic especially at the moment. We focus on washing hands often with soap and water, using a tissue and covering the mouth when coughing or sneezing to maintain health and preventing disease. We always pay attention all the time to hygiene. Interestingly, the children are very aware of corona virus and the impact it is having on our society.

In the first week of term we had a very special lesson - the telling of the First Great Story, or, 'The Beginning.' Starting with the question, "I wonder how the world began?" we saw a series of images and demonstrations that explain what we know about how our universe and Earth came into being. It went something like this...

First there was nothing but empty darkness, darkness so dark that even our night would seem bright. And it was cold, so cold that even ice would seem warm. Then, in one great moment, there was an explosion of energy, light and heat. And for some amazing reason, this energy that appeared was not lost again, and as the explosion cooled particles formed and began to group together. Over many many years from these particles our stars, solar system and Earth were created.'

The story was long but fascinating, and as full of questions as it was answers. At the end, the students were invited to share their own questions from the story. Dozens of questions were asked including: "How did people get to Earth?" and "When was wind first on Earth?" Then there were discussions about how plants and animals could have come to exist, if we know that trees come from seeds - but seeds come from trees! The purpose of telling this Great Story (followed later in the year by other stories including The Coming of Life) is to provide a launching point of curiosity and wonder for the students as they begin their school year.

Salwa Guirgis & Kate Tottle



Lower Primary 2

This year has been spent getting to know each other and the classroom routines.

It has been extremely busy for us all and presented many challenges along the way.

We have welcomed many new faces into the class and also welcomed back many older friends.



All the children have been very helpful to each other and this has developed into a very settled class.

Story writing has been a theme for mots so far this term and we have heard many varied stories over the first six weeks. There have also been some plays written but as yet none performed, we await the final show.

I have introduced the children to some basic coding as part of the Digital Technology curriculum and they have demonstrated a very good understanding of what is expected. It is a lot of fun for them to be able to program something to move and see the results, albeit going wrong sometimes.



Ian Chapman

Upper Primary

The Upper Primary classroom is always a vibrant and busy place. The energy of the students inspires the adults in the room. We often find ourselves smiling and laughing with the children about their creative thought processes and extrapolations of topics.

The focus for the adults so far has been the prepared environment, ensuring that the children have an ordered and aesthetically-pleasing space in which to work. We have upgraded many art and science jobs to ensure that materials are on the shelves, instead of behind closed cupboards. This is fundamental to Montessori pedagogy. The aim is to attract the children's curiosity, harness their energies into achievable "jobs" (activities with a specific aim / concept for learning) and to promote self-direction. A Montessori educator never likes to hear a child start a conversation with, "Can I do this?" or "May I do that?" In a prepared environment, the child knows that the jobs are available to them and they do not need permission to go about their day of exploring and knowledge-building. (A closed cupboard, however, should never be opened by a child without consulting an adult first.) This is an important part of the prepared environment, which promotes two of the fundamental tenets underpinning our pedagogy and practice: freedom and independence.



We are also working on dropping our voices and respecting each other's right to work independently. If this second message could be reinforced at home, our job at school would be easier. Children have the freedom to let friends know that they are not interested in following another pursuit but would rather do their own job / follow their own ideas. True friends delight in our successes and let us follow our own path. Some of the younger children currently need support with this idea, particularly some of the girls.



The term has been busy with the excursion to the exhibition about Roman engineering and the projects that have grown from that, the cricket clinics getting to know new friends and adults in the room. There have been many changes and I have a real admiration for the children for how they have adapted. This is especially true of the older children.

Sue Hoolohan



Lower Secondary

We are half way through the term and the new students in the classroom have settled into the high school routine with the help of their older peers. The weather has been treating us nicely and we made it through summer reasonably well. Work on various projects and topics is well under way and it is exciting to observe the students' progress.

This term we are looking at history and geography skills to give students tools for their inquiries. We are doing this by looking collectively at as many countries as we can.

We started the unit by drawing a world map from memory which made for some interesting country outlines and floating continents. Weekly, students pull one of 194 countries from a hat and do a basic research on it. This is complemented with specific tasks based on skills learned in the sessions. They had to do timelines, find longitude and latitude, and they had to do a cross-section. Many students found this task in particular very challenging, except for the student doing a cross-section of Tuvalu. Tuvalu's maximum elevation is 4 metres.

The Pre-IBs are looking at human wellbeing and factors how to measure it. The topic made for some interesting discussions about the subjective nature of wellbeing.

Students also had various outings such as the excursion to Dumbartung Aboriginal Corporation and multiple sessions at Marangaroo Golf Course. Further excitement was the new acquisition of a Ping-Pong table that students bought from part of last year's Micro-Economy profit and that is now extensively used and even incorporated in lessons.



Trying to do times tables while playing table tennis is not as easy as it sounds.

Despite the fact that we had to reduce our Micro-Economy groups to three from four, we have started on new projects and the students are very engaged. The 'factory' group is working hard to realise our planned coffee business and the class has invested in a fabulous coffee machine. First trial produced a delicious coffee. The benches in the bush classroom are almost finished and we hope to be able to start using the classroom by the end of term 2.



The 'structures' group has also begun to do some maintenance work on the chicken coop with the intention to keep the chickens from eating their eggs. We have combined the 'food' and the 'farm' group still maintaining the 'long table' every fortnight and working on a composting scheme involving the school community that hopefully will be rolled out soon.

Students are looking forward to camp which will be held in Pemberton this year. The camp in Pemberton, with its bunk bed accommodation, is a change to the last few years where we were camping. This is not a change of heart but a way to give students a variety of experiences while they are in Lower Secondary and we will certainly camp again.

Lower Secondary would like to use this opportunity to thank the school community its support in all their endeavours and fundraising efforts.

Lena Streiff - Kosok

International Baccalaureate

IB Matters

March 2020

Welcome everyone to another year in the IB Diploma at the Montessori School. The results of the November 2019 IB Diploma examinations were mostly fair and reassuring for some of our students.

The Year 2 students worked very hard during their second year of their IB studies and have to complete numerous Internal Assessments as well as their exams at the end of the year. The exam results, however, are not released until the beginning of January when most of us are very anxious to find out their results in order to apply for their university courses. This year not all of our students were pleased with their results, however, by now, most of our graduating students have found a way into or towards pursuing their preferred post-school paths. This year some students are looking at gaining a degree in computer science, biomedical science, business and commerce or engineering, while some are working or taking a gap-year.

While our team of IB teachers has expanded with an additional subject and teacher in 2020 – Visual Arts with Fern York - we are continuing to offer English Literature, German as a Foreign Language, Geography, Biology and Mathematics (Application & Interpretation) as well as the online Psychology course.

As our new IB students are settling well into their IB studies, they have embraced their new subjects and opportunities with enthusiasm and are ready to delve into new and deeper subject content.

Already this year, we had the opportunity to learn from an excellent educator, Tasha Broomhall, how to distinguish between good and bad stress and use good stress for our benefit as well as using mindfulness activities to conquer stress when it feels that stress is taking over and impacting our ability to study.

The continuing Year 2 students have worked hard over the holiday period, composing their Extended Essays and Written Assignments. This puts them in a solid position to do well in their final year.

Katharina Stillitano

International Baccalaureate



Figure 1
Diploma Programme model

IB CAS – What is it about?

...if you believe in something, you must not just think or talk or write, but must act. Peterson (2003)

Creativity, action, service (CAS) is at the heart of the Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. CAS is organised around the three strands of **creativity, activity and service**:

Creativity: exploring and extending ideas leading to an original or interpretive product or performance.

Activity: physical exertion contributing to a healthy lifestyle.

Service: collaborative and reciprocal engagement with the community in response to an authentic need.

CAS complements a challenging academic program in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**. CAS enables students to enhance their personal and interpersonal development. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme.

Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

All proposed CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes.

CAS Learning outcomes

Learning outcomes are not rated on a scale or graded; the IB DP coordinator decides whether the learning outcomes have been completed and the requirement fulfilled.

As a result of their CAS experience as a whole, including their reflections, there needs to be evidence that the students have achieved the following seven learning outcomes (LO):

International Baccalaureate

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The Learning Outcomes

LO 1	Identify their own strengths and develop areas for personal growth
LO 2	Demonstrate that they have undertaken challenges, developing new skills in the process
LO 3	Demonstrate how to initiate and plan a CAS experience
LO 4	Show commitment to and perseverance in their CAS experiences
LO 5	Demonstrate the skills and recognize the benefits of working collaboratively
LO 6	Demonstrate engagement with issues of global significance
LO 7	Recognise and consider the ethics of choices and actions

All seven outcomes must be present for a student to complete the CAS requirement.

The guideline for the minimum amount of CAS activity is approximately 150 hours in total, with a reasonable balance between creativity, action and service.

Students should choose their own CAS activities and undertake activities in a local and international context as appropriate. This means that, as far as possible, students should “own” their personal CAS programmes.

With guidance from their mentors/advisers, students should choose activities for themselves, initiating new ones where appropriate.

(See: Diploma Programme, Creativity, Action, Service guide. IBO: 2008)

Katharina Stillitano - IB Coordinator

- Resignations:* Resignations must be received during the term prior to the child's **last term** at school, and must be in writing.
- Dress:* We advise loose, comfortable and practical clothing that enables the child to undertake the full range of possible activities. Shoes are not worn inside the school by pre-primary or primary children. The use of soft slippers is advised. Long hair should be worn tied back. The Montessori School encourages the use of protective clothing and sunscreen for all outdoor activity. We maintain a year-round "No Hat—No Play" policy.
- Insurance:* Pre-Primary and Primary school hours are from 8.40am to 3.00pm, Lower Secondary from 8.40am to 3.15pm. The school's responsibility for the children is from 8.30am, when the child has been formally brought to the teacher's care, until 3.15pm or when the child has been formally returned to the care of the parent. Staff are not available to supervise the school's playground after 3.00pm. For that reason children are not permitted to play in the school playground after 3.00pm.
- Lunches:* Wholesome lunches are encouraged in the school. Students are requested to take home any food that they cannot eat. The school aims to provide a safe and supportive environment for students at risk of anaphylaxis. Parents are requested to assist by not sending any nuts or foods containing nuts to school.
- Absences:* Parents should notify the school office of the absence of the student as soon as possible. Notification of extended absence, for reason other than illness, should be made in writing. An acceptable reason must accompany the absence notification.
- Late Arrival / Early Departure:* In order to maintain accurate attendance records, the School is required to record students who arrive late and or depart early. Students arriving at school after 8.40am must report to the Office, sign the Late Register and pick up a Late Pass. If a student needs to leave school early, parents / students must proceed to the Office first, sign the Early Departure register and receive an Early Departure card which is given to the teacher.
- Books:* Books which are the property of the school may be borrowed. Books must be returned to the school the following day, to be available at school, and must be carried in a cloth book-bag.
- Television:* Parents are reminded that research into child development indicates that TV does not contribute to the development of the child. It is recommended that TV-watching is kept to as little as possible for as long as possible.
- Medication:* As a rule, medications are not to be brought into the school. Should special circumstances arise to make it necessary, parents must first discuss the matter with the Principal and complete an authorisation form. Parents will be contacted to pick up children who are sick at school. If parents cannot be contacted medical advice will be sought on their behalf, if necessary.
- Head Lice:* The school follows the Health Department recommendations on the treatment of Head Lice, and undertakes Synchronised Head Lice checks as part of the Head Lice Management Program.
- Report Books:* Report books are a record, by parents and teachers, of the child's development from birth to when he/she leaves Montessori. Report books are available to parents on request, at mutually convenient times.
- Contact with Teachers:* Teachers are available to talk to parents before school between 8.15am and 8.30am and after school between 3.15pm and 3.30pm by appointment.