



Newsletter

Term 2 2019



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:

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

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 Vaiolenti-Ponga
Ciara Foley — *Assistant*

Pre-Primary 2

Ria McBennett
Jane Coffey
Hemali Vasanjee — *Assistant*

Pre-Primary 3

Jessica Jackson
Audre Mare — *Assistant*

Lower Primary 1

Salwa Guirgis
Megan Beasley

Lower Primary 2

Sue Hoolohan

Anja Reid — *Language*
Renee Ahwang — *Assistant*
Shanie Do — *Assistant*

Upper Primary

Vicky Jardine
Rikhi Sadique
Vicky Brown — *Assistant*
Renee Ahwang — *Assistant*

SECONDARY

Lower Secondary

Lena Streiff Kosok
Katharina Stillitano
Kamel Guirgis
Emma Seeber
Rikhi Sadique
Diana Schuler
Fern York
Vicky Brown — *Assistant*

INTERNATIONAL BACCALAUREATE

Katharina Stillitano
Kamel Guirgis
Jaromir Kulir
Rikhi Sadique
Diana Schuler
Phil Gobetz

SUBJECT

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

OFFICE

Debby Duburguet
Leanne Hillyer
Alison Grondein
Nicola Pattison

Bursar/Office Manager
Accounts/Admin
Administration
Administration

Upcoming Events/Calendar

June:

Monday 17th June: Camp Australia Open Day, 3:30 - 4:30pm
Wednesday 19th June: AGM, cheese & wine evening: 7pm
Saturday 22nd June: Montessori Information morning (Primary): 9:00 - 10:30

July:

Friday 5th July: Mrs Dyker birthday celebrations and the last day of term.

August:

Thursday 8th August: Materials display - Grammar, 2:30pm
Monday 12th August: Open Day
Thursday 15th August: Coffee Morning 8:30-9:30, parents & playgroup.
Tuesday 20th August: Discussion night: Grammar
Friday 30th August: Maria Montessori's birthday & Lower Secondary play.
Saturday 31st August: Maria Montessori birthday celebration

September:

02/09/2019 —19/09/2019: OLNA
Friday 6th September: PPSC school disco
Friday 27th September: Last day of term 3
Monday 30th September 2019: Queen's birthday - Public Holiday

2019 Term Dates

Term 2, 2019

Students start Term 2 - Tuesday 30th April, 2019
Last day Term 2 - Friday 5th July, 2019

Term 3, 2019

Students start Term 3 - Monday 29 July, 2019
Last day Term 3 - Friday 27th September, 2019

Term 4, 2019

Students start Term 4 - Tuesday 15th October, 2019
Last day Term 4 - Wednesday 18th December, 2019

Student Free Day in Term 4, 2019 - Monday 18th November, 2019

Pre-Primary 1

We welcome everyone back to school this term and to those new families joining our Montessori school. With the change in weather we have begun to observe the change in our bushland with an emphasis this term on plant life, under our living topic.

We have been discussing the life of a seed with plenty of prior knowledge about seeds that some of your children have planted at home. We then looked at planting a broad bean seed in a jar on our classroom window sill to observe the parts of the seed. We observed as the seedcoat opened to show the radicle protruding out of the seed with the shoot beginning to guide its way towards the top of the jar. You may have heard this raised in conversation at home, as the children have taken special care to observe its growth, with a dissection of another seed which followed on from this lesson. The children then began busily clearing out the garden bed toward the back of the PP1 classroom with sweeping and watering our outside environment and have now planted broad beans in our small outdoor garden. Lots of lovely movement and activity as the children use their newly acquired understanding to bring meaningful activity into their environment. Just as Dr Maria Montessori explained, "Movement helps the development of the mind, and this finds renewed expression in further movement and activity".

With plenty of discussion around plants, seeds and roots, the children have now started growing edible seeds in our seed sprouter at the front of our classroom entrance by planting and watering adzuki seeds, mungbeans, snow peas and lentils in hopes of trying these in a tasty salad later in the term. I am sure the children will keep you posted.



We have also been looking at measurement with plenty of measuring of objects longer than 1 metre and shorter than 1 metre. The children have been motivated to measure drink bottles, slippers, books and even our teachers in their hopes to determine if we are indeed taller than 1 metre! We recently decided to use another device which also measures length in metres, our trundle wheel. This is always a pleasurable experience for the children as they wait expectantly for the click to define that they have indeed measured the distance of one metre. We took turns for those who were interested to participate, in creating a tally chart to log our tally marks from PP1 down to the chicken coop. Lots of listening for clicks, counting together and working with peers. It is always a pleasure to see the movement of mind and activity working hand in hand.



The cooler weather has also allowed us to enjoy walking around the firebreak and enjoying the change in plant life, observing the bat boxes as well as the children looking to observe a golden orb spider that has taken up residence in the back end of the firebreak, which you may have heard about. It is also a timely reminder that with the change of season, that children have a pair of slippers and a warm jumper brought in to school as the mornings are often cooler inside the classroom too.

Maria Vaioleti-Ponga PP1

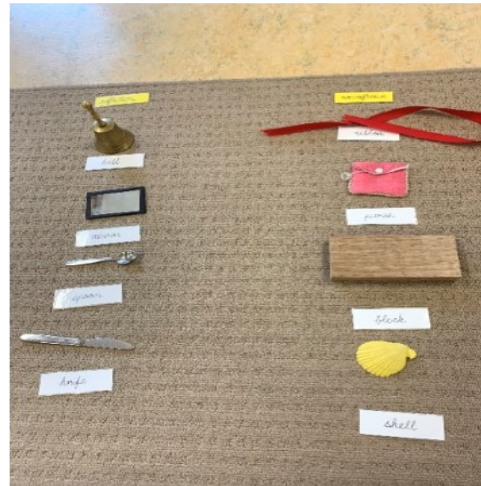
Pre-Primary 2

Pre-Primary 2

Term two has been flying by and we continue to look at and investigate the non-living world this term.

We have now completed the topics 'air and weather' and we have now turned our attention to light and magnetism. Like last term, the children have continued to perform various experiments such as sorting reflective and non-reflective objects, watching light pass through various materials and learning about what materials are 'transparent, translucent and opaque'. The children have enjoyed identifying the various sources of light and many could tell us that the main source of light on earth was the sun. The children have been engaging in many discussions on our non-living topics and it amazes us to see how profoundly our children respect and understand the natural laws of science as if it were indeed second nature to them.

We have further concentrated our mathematics focus this term on measurement and shape. With shape, we have been investigating and discussing various types of triangles, polygons and curved shapes. Triangles have been popular and the children enjoy finding various triangles in their environment especially the right angled triangle. It was amazing to them that once they spotted a right angled triangle in the beam structure in our room, how many more right-angles they could identify in the environment.

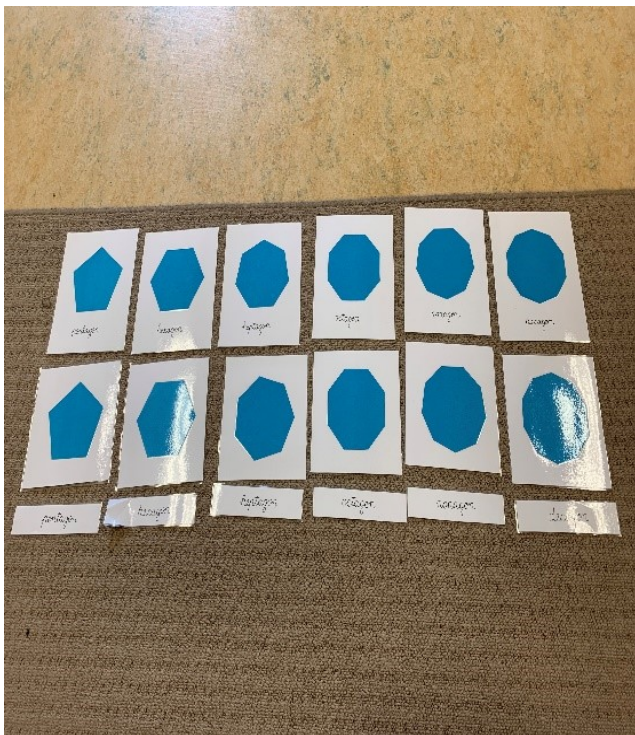


As with everything we introduce in a Montessori classroom, we use real formal measurement tools and the children measure objects and distances in centimetres and metres. Our initial lessons have involved measuring various lengths around our classroom with the metre ruler, and the children have opportunities to measure the length of the kitchen, a map, a resting board, their table and sometimes even their shoe. Following this, we ask the children to measure the distance from one object to another. We pose questions such as "how many metres from your table to the kitchen" or "how many metres from the door to the book shelf". It is always interesting to hear them discussing and how many metres they think it may be before they begin their measurements.

We also had several children using the metre ruler to measure items on a list that may be "more than 1 metre" or "less than 1 metre". The children have really enjoyed engaging in this type of work and it also provides them with plenty of opportunities for movement. Movement is key to learning in our learning environment. Maria Montessori saw the relationship between the brain, senses, and muscles, and she thought it was a mistake to separate movement from intellectual development. She stated that movement should be "connected with the mental activity going on." (Montessori, p. 142).

Montessori determined that purposeful movement is what drives learning and behaviour. Children are free and encouraged to move about the Montessori environment because movement is a sensory activity that has direct connections to the brain. Montessori identified that "Work is inseparable from movement." (Montessori, p. 146) And as the children's work is to learn, we must incorporate and provide opportunities for purposeful movement into their learning.

Ria Mc Bennett - PP2



Pre-Primary 3

A warm welcome back to all our families and a very warm welcome to our two new children who have join our class this term. Once again the children started the second term with lots of enthusiasm after the two weeks' break. It is always a delight to see the children slot back into our classroom routine with the utmost ease.

This term we continued our science studies of the non- living world and started focusing on magnetism. Traditionally, the ancient Greeks were the discoverers of magnetite. There is a story about a shepherd named Magnes whose shoe nails got stuck to a rock containing magnetite, this story very much so grasped the children's attention and from there our discovery journey of magnetism began. The children have been busy using magnets to sort items in the classroom into magnetic and non- magnetic categories. We also had some fun making a nail into a magnet! These lessons provide the children with a great deal of information, yes this is our "aim" however alongside t we have the aim to stimulate wonder, exploration and awaken their interest! *"The role of education is to interest the child profoundly in an external activity to which he will give all his potential"* Maria Montessori

During the term we have be investigating our world, looking at the globe and how the earth is made up of masses of land and water, the names of the continents and the oceans.

The study of oceans has been our central focus for our geography lessons. During our studies of the oceans depth, the children were festinated to hear of the discoveries of Victor Vescovo, a retired naval officer, who made some unsettling discoveries as he descended nearly 35,853ft to a point in the Pacific Ocean's Mariana Trench that is the deepest place on Earth.

Part of our mathematics studies this term has been focusing on measurement. We began with focusing on meters and centimetres, the children measured various lengths around our classroom with the metre ruler and also discussing whether items on their lists, that might be "more than 1 metre" or "less than 1 metre". A very exciting part of our measurement was using the trundle wheel to measure the distance from our classroom to the chicken coop. In groups the children took turns recording a tally and also holding the trundle wheel. We look forward to seeing what the rest of the term has in store for us.



Jessica Jackson - PP3

Lower Primary 1

Welcome back everyone and a special welcome to our new children in the class. It has been a long time away from the school. Many thanks to you all for warmly welcoming me back this term. It is a very busy term, starting with our children who have participated in the NAPLAN assessment online for the first time.

As you may have heard on the news, it was a good experience and the children didn't experience any troubles. They actually enjoyed it and we all learnt from this trial.

We would like to welcome Eavan who provides literacy support in lower primary classes once a week to give extra help to the children who need it. We are glad to have Anja as a German teacher this year as well as Renee as teacher aide with Shanie who gave us extra help this term.

Badminton is our focus in sport this term, we have two coaches who train our children and teach them all the special techniques. It's a lot of fun for the children who participated very actively. Cooking is another popular activity, where they have been learning the sequenced steps required and showing great enthusiasm.



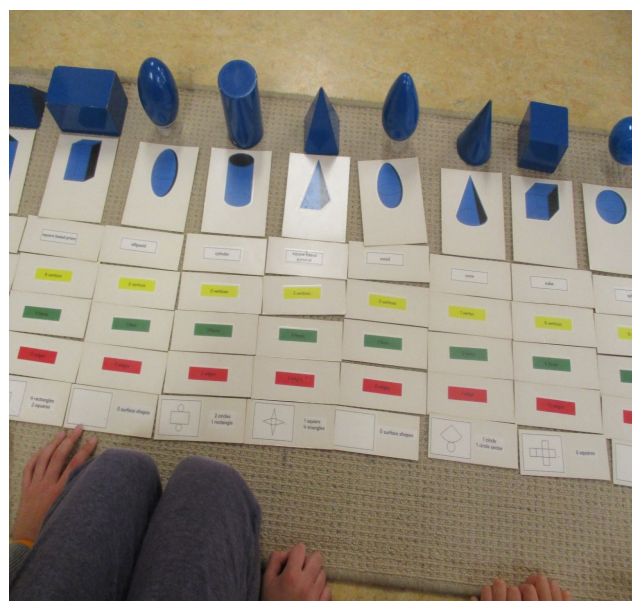
We are fortunate to have the piano in our class. After lunch some children who are willing to share their talent with us play beautiful music. Other children who show interest come along and watch them with good manners, putting their hands behind their back.

Usually, grace and curtesy lessons are one of our fundamental principals in our Montessori school in which everyone is respected.

We are reinforcing the values of kindness and respect every day by modelling appropriate behaviours and reading books about it. A key component in our Montessori classroom is respecting the teacher, respecting the materials, respecting friends and respecting themselves.



One of our Geometry lessons for the older children is making three dimensional objects. The children were very interested in doing this, helping each other and have been happy with their results. They drew the net using their own measurement, cut it carefully and finally put it together.



One younger child got inspired by this and asked me if he too, could do this. He observed his friend and was able to do a cube correctly. Great to see the benefit of mixing age groups in Montessori.

Finally, the children have been working very well and are always busy doing their work.

Salwa Guirgis - LP1

Lower Primary 2

We have changed the layout of the room this term, with children choosing with whom they sit.

Once all the requests were in, it proved to be quite a difficult task to design a plan which let each child sit next to at least one of their chosen friends.

Who should I ask to help? The children! Of course, a small group took up the challenge, which they did magnificently, even helping to move all the tables and chairs around one playtime. The new spatial dynamics have brought new social dynamics - children are now experiencing whether sitting next to your friend all day is necessarily a good thing!

And it also brings new decision-making in terms of placing mats to enable each of us to navigate around the room easily. Thus, this is a lesson in respect that is being taught indirectly - one of the beauties of a Montessori environment is all the crucial, yet understated, indirect learning that goes on.

Much of this indirect learning is built into the prepared environment - it is not "taught" by the teacher in a direct way.



History has been a focus for us this semester, with the huge expanses of time expressed through the great stories, the evolution line and history lines being explored. Each child has had opportunities to study changes over time in a variety of ways. At the end of term, the children will present the findings of their individual projects.

Preparing interview questions and then posing them in an interview format has been lots of fun.

We are all looking forward to the presentations!

I would like to take the opportunity to thank all the adults who have participated and given up their precious time to be interviewed, sent in photos and supported the children. A whole range of people, including staff members, ex students and parents have been involved and we are very grateful.

In sport, badminton has been a great success - we are so lucky to have had yet another great team coming out and providing us with such valuable clinics.

In German, Anja has been providing the children with a huge variety of stimulating tasks, to which the children have responded really well. The children even write the date on the board each day in German now!

Upper Primary

Upper Primary has had a busy time lately, we have been getting to know one another, focusing on the Adopt-a-Bushland project in conjunction with the Joondalup Council and keeping up with their regular work on their Great Projects and Book Reports, not to mention their subject areas.

One of their subject areas that has been particularly rewarding in the classroom is that of German Language. Besides learning how to meet someone and ask their name and age and where they are from, students have been learning how to greet one another in German, to ask how the other person is, and how to respond to that question, themselves. If you speak German, please feel free to greet the Upper Primary students in German and allow them to practise what they are learning. In class they have also learned to count in German and can even perform and write simple calculations in German.

There have been three incursions so far in which the Joondalup Council educated the students about the ways in which communities and individuals can preserve the bio-diversity of the South-West of Western Australia. The Upper Primary students showed great enthusiasm and quite a bit of prior knowledge about protecting the bushland environment and participated eagerly in discussions about how and why the class would be involved in this project.

The Upper Primary have been learning about Aboriginal history in Australia; the oldest continuous culture in the world. They have learned about the characteristics of the six Nyoongar seasons. We have been discussing what reconciliation means - personally, within our families, communities and society.

The students' work on their Book Reports and Great Projects, has been going ahead with some students having already presented to the class. Presentations include 'Book in a Bag', where objects are used as discussion points for the characters, story and setting of the book. Great Project subjects this term include Origami, Maori Culture and History, Equity for People with Disabilities, Types of Clouds, Creative Writing and Sporting Heroes.

In Visual Art we have been learning about ancient rock art at locations around the world. We have also been looking at Ancient Egyptian, Greek and Roman art. We have been creating Egyptian King and Queen self-portraits from photographs.



On Wednesday 29th May, the Upper Primary and Lower Secondary students went to the bushland that they had adopted - Timberlane Park in Woodvale, where some plants native to this region of the South-West of Western Australia, had been planted previously. The purpose of this excursion was two-fold: First, the students were to weed the area in and around these plants. They were looking for specific 'weeds' that do not belong in this habitat. They scoured and pulled several big bags of weeds. Secondly, the students were picking up the litter that was scattered throughout this park so that the native plants could have the best opportunity to survive and thrive. Then on Wednesday 5th of June, they all returned to the same park where they planted around 200 native plants.



We would like to thank the parent volunteers that came along and made it possible for the students to do this important ecological work.

A busy, yet enjoyable start to Term 2.

Vicky Jardine - UP

Lower Secondary

To coincide with this year's production of Shakespeare's 'A Midsummer Night's Dream', we looked at the English Renaissance. Students did some source analysis extracting historical information from paintings. We also dedicated the art lessons to the Play, please see Fern's art report. Students have embraced the challenge of Shakespeare's flowery language and we have a wonderful cast together. Be ready for our performance mid-term 3!

Our second term was packed with educational incursions and excursions. We had an electorate incursion coinciding with the federal election to give students a better understanding of the Westminster system governing the Australian democracy. Students went to visit the Water Replenishment Facility to complement the students' studies of rivers as well as their 'occupations' on water quality from term 1. They embarked on the many incursions and excursion connected with the 'adopt a bush land' program. We had several groups of students going out as part of their Micro-economy program to visit community gardens, source cooking ingredients and visit eco-friendly businesses. Highlight for the Pre-IB group as well as the year 11 group was certainly their trip to Thailand.

The trip to Thailand is the culmination of a 4 year fund-raising effort and students were very excited about it. Despite some anxiety about the flight we all made it safely and enjoyed 6 fantastic days in Chiang Mai. Students (and teachers) were physically and emotionally challenged with activities such as a bike ride through rural county side, elephant encounter, temple visit, community service, zip lining and white water rafting. They managed to bargain in Thai at the bazaar and dealt with their fear of the flying insect invasion. They have grown and came out of the trip more mature and with a broader horizon what the world has on offer post schooling. It was such a pleasure to observe and be part of..



Art Report

Everyone has been busy creating Visual Art this year. The LS made ceramic sculptures of their beloved pets in term one, designing, building and painting expressive, character-filled tributes to their furry family members. In term two, we have been designing and constructing costumes for the class production of A Midsummer Night's Dream.

The Pre-IB group researched impressionist and post-impressionist artists in term one. We enjoyed the warm weather drawing en plein air outside.. The final landscape paintings created by the group are exciting. In term two, we have been experimenting with different styles of portrait drawing. We will be transferring one of the portraits into a lino printed series.

Fern York



<i>Resignations:</i>	Resignations must be received during the term prior to the child's last term at school, and must be in writing.
<i>Dress:</i>	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.
<i>Insurance:</i>	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.
<i>Lunches:</i>	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.
<i>Absences:</i>	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.
<i>Late Arrival / Early Departure</i>	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.
<i>Books:</i>	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.
<i>Television:</i>	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.
<i>Medication:</i>	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.
<i>Head Lice:</i>	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.
<i>Report Books:</i>	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.
<i>Contact with Teachers:</i>	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.