



# Newsletter

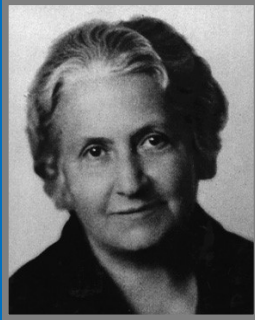
Term 2, 2020



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 Casa del 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 longest running 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 - Deputy Chair |
| Des Reuben — Principal   | Tash Tourabaly                |
| Hannah Zhang — Treasurer | Julie Gravel                  |
| Celine Royet—Secretary   | Jarrold Burns                 |
|                          | Alex Zavros                   |

*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](mailto:admin@themontessorischool.wa.edu.au)  
 Web: [www.themontessorischool.wa.edu.au](http://www.themontessorischool.wa.edu.au)  
 Location: 18 Montessori Place Kingsley WA 6026

*School Staff*

**PRIMARY**

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

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

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

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

**Lower Primary 2**  
Ian Chapman  
Zoe Judge - *Assistant*  
Julie Fitzpatrick - *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

**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  
Rachelle Edwards  
Alison Grondein  
Nicola Pattison

Business Manager  
Bookkeeper  
Administration & Enrolments  
Administration

## Upcoming Events

### June:

Saturday 20th June: Montessori Primary Information Morning  
Saturday 27th June: Montessori Secondary Information Morning

### July:

Wednesday 1st July: PP Orientation (No children)  
Friday 3rd July: Last day of term

### August:

Monday 3rd August: Materials Display  
Monday 10th August: Open Day  
Tuesday 18th August: Discussion Night

### September:

Friday 4th September: Harmony Day celebrations  
Friday 11th September: School Photos

## Term Dates 2020

### Term 2, 2020

Last day of Term 2 - Friday 3rd July, 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 wonderful to start the term with everyone back to school and we have enjoyed seeing the children walk through the gate so independently in the mornings to school. In class, we have begun the term looking at our focus on Magnetism. Our children often use the magnetic and non-magnetic job, so they observe how magnets are used to show magnetism. However, we discussed how magnets have a north pointing end and a south pointing end. We used two magnets to show that when placed together, the ends either attract or repel. We found that similar pointed ends such as north and north repel, whereas opposite ends such as south and north attract. The children have so enjoyed these discoveries and our borrowing of jobs throughout the school, has given children the opportunity to make new observations using new jobs. We are quickly seeing that our job on magnetism with the retort stand has been a firm favourite with children as they experiment with different objects to show what magnetism passes through and what it doesn't pass through!

We have also been looking at measurement as a class. It was wonderful to hear the children counting how many centimetres were in one metre, with most children excited to say 100 aloud at the end of the metre ruler! The children have been keen to measure different objects within the room using the metre ruler and most deciding to work with a friend, measuring a variety of objects to see if they were more than a metre or less than a metre. It was a moment to see many children make firm predictions about whether an object would be more or less than a metre, with some children surprised at how long an object was once they placed the metre ruler alongside it. Most children have been so keen to have the freedom to measure and look for objects to measure around the class, as Maria Montessori described, "There is something else, in fact, which the child shows in conjunction with his repetition of the exercise. It is the ability to carry through what he has begun. The children in our schools choose their work freely, and show this power unmistakably. They practise it daily for years." (The Absorbent Mind, p.198)



We have recently begun our topic on the continents around the world, we have been exploring and taking a closer look at different continents and we will continue to do so throughout Term Two. We started with Australasia and talked about the culture of Australia and New Zealand and looked at artefacts that might be found in each of these countries, we have set up a small table with pictures of animals of Australasia, costumes, flags with many children able to discuss seeing a didgeridoo before and many looking at the native animals from this continent.



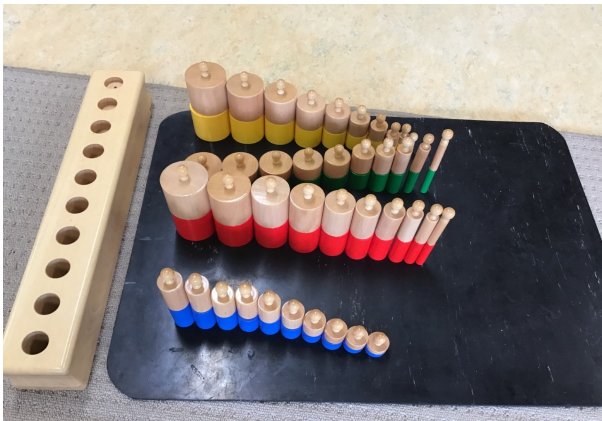
Our older children have even begun writing small booklets of their favourite items on the table about the continents. We have since started looking at the continent of Asia, we were fortunate enough to have Shanie bring in items from Vietnam with special tea leaves to smell and even traditional silk clothing worn in Vietnam. This inspired many of the children to talk about the beautiful lanterns in one of the pictures, so children have begun to make their own small paper lanterns to hang in our classroom, before they bring these home to share with you later this term.

We look forward to the rest of term two and a small reminder that your child may need to bring a warmer top and pair of slippers in to school, as the mornings are often cooler in the classroom as well as outside.

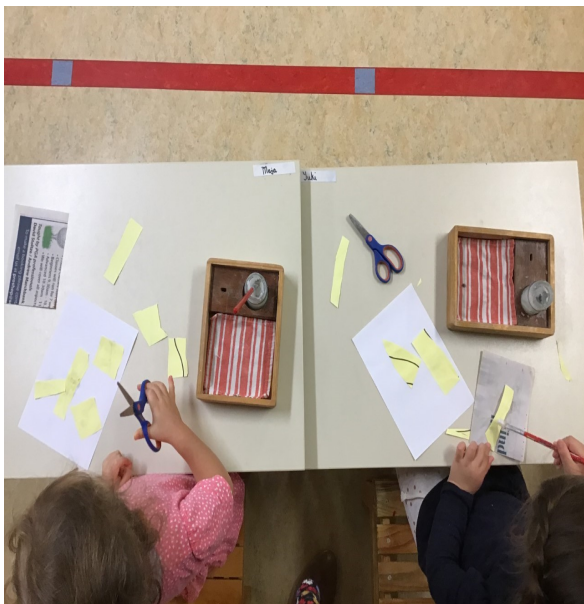
PP1

## Pre-Primary 2

We have had a great start to the second term in Pre-Primary 2. It has been wonderful to have all the children back to school and we reflect on how lucky we are in Western Australia to be able to continue to teach in our fantastic prepared environment. We are delighted to welcome two new girls, Yuki and Maja, to our class. The other children have been most welcoming and are eager to help them settle into their new Montessori classroom.



This term, we have been busy exploring the topic of zoology. Children are naturally curious about living creatures, so this subject is an interesting one for them to explore. We started by looking at vertebrate and invertebrate animals. Further studies include exploring the different classes in the animal kingdom.



The children have really enjoyed the group discussions about the different characteristics of the animal families such as how skin is covered, if they lay eggs, how they move, etc. Most were incredibly happy in the knowledge that we, as mammals, are warm blooded, feeling sorry for the reptiles and fish that must feel so cold in the winter! Some children have chosen their favourite animal to research and illustrate. We have set up a display which includes animal bones, fossils, insects in resin, interesting books and even a snakeskin. This has been a popular area in our room.

The children have really enjoyed looking at this collection with a magnifying glass. "The goal of early childhood education should be to activate the child's own natural desire to learn", Maria Montessori.

Each week, we have been engaging in our loose parts play, or 'junk play' as the children refer to it. This is a firm favourite for the children in all Pre-Primary classes and is a wonder to behold. Loose parts play supports invention, problem solving, communication skills, creativity, imagination and so much more. The objects we choose are versatile and open-ended, allowing endless possibilities. As educators, we love to watch the children manipulate the "junk", pull things apart, make patterns, build, engage in role play, work as a team and use the items to further their imaginative play. The possibilities are endless with this random assortment of objects.

We look forward to the rest of the term in PP2. We would like to remind parents to send a soft book bag to school with their child if they would like to borrow some of their favourite books to share with their families at home.



## Pre-Primary 3



A huge welcome back to all our wonderful families! It has been delightful to see bright, happy and eager faces return after some time away during the strange period that we faced. I think we all can agree, returning to school was a joyous and uplifting experience. Before jumping into our adventures of this term, I would like to thank all our families for co-operating with our new drop off and collection routines, it has been lovely to see everyone adapting to our new norm.



This term we all became botanists, firstly we began with focusing on the seed. Each of the students put a broad bean in a jar and placed them on our classroom window sill. The children have been observing and recording their findings each day. They were particularly excited to examine their findings using the microscope. We continued our studies of roots, stems, leaves and flowers.



Due to our studies of flowers we decided to take a look at Vincent Van Gogh for our art appreciation studies this term. We began our focus on Sunflowers and still life drawings, the children have really enjoyed participating in these lessons. We shortly will be moving onto self-portraits.

Our geography studies have been focused on Australia this term. Each week we have been taking an in depth look at Australia, starting with the location. The children have been eagerly making flags for their individual continent booklets and also have been creating beautiful maps.



A lot of our mathematics emphasis the past few weeks has been focused on measurement! The children have been introduced to centimetres and metres. There have been many measurement jobs completed some of these include; measuring various objects around our classroom that might be "more than 1 metre" or "less than 1 metre", comparing the length of objects. 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.

## Lower Primary 1

We focused this semester on visual art and its elements, such as colour, line, shape and space. The children really enjoyed it, producing good pieces of artwork using a variety of mediums and concentrating on work by Mondrian, van Gogh and Kandinsky.



Montessori material is so fascinating and is used by our children all the time. One such piece is the long multiplication board used to multiply large numbers together. The older children had a lesson and have enjoyed doing it. They have inspired the younger children who are also able to join in and do it. The joy on their faces after finishing correctly is priceless.



As the new term approached, we had many familiar faces returning to school, which was a beautiful sight. We so missed the children as they bring so much joy and life to the classroom and it was a pleasure to see them again. It wasn't long before we were at full capacity and a sense of normality (at least in the classroom) had returned. The children adapted very quickly to the strict hygiene regime in place, consciously washing their hands for 20 seconds, and missing 5 to 10 minutes of playtime every other day to accommodate the amount of time it took to do this before lunch. This was done with acceptance and without fuss.

The children also helped remind each other to keep the required social distance and desks were strategically placed in the classroom to meet this requirement. Children were mindful to wash their hands if they touched their face, coughed or sneezed and diligently took only 1 paper towel to dry their hands afterwards. This was another change to their routine, paper towels replacing the hand towel, and again this transition was efficient and well executed. Even though the virus has created so much disruption in their lives, the children have coped marvellously with the changing routines and requirements.

There has been a conscious effort to encourage the children to talk about their feelings, and any worries and concerns they have. The classroom however has been very peaceful, with students very eager to see their friends again, some waiting patiently at the gate for classmates to arrive and beaming when they did.

There is the popular tinkling of the piano-keys rings at the end of lunchtime every day and there is now a self-regulated system which the children monitor themselves. This involves writing down their names on a piano schedule and ensuring they only spend the allocated time before it is someone else's turn.

The children have also been planting sunflower seeds, nasturtiums, pansies, parsley and mint in the garden. As life slowly starts to return to normal, it will be lovely to see these seedlings grow and blossom.

It is part of the children's daily routine to water their flower beds and this is done independently of the teacher.

LP1



## Lower Primary 2

This term started as no other has and we began with lots of socialising between all of us.

The social element of our schools is extremely important and it was great to see all the children interacting really well, after the period of time they had been apart. We had to use technology more and spent some time celebrating a birthday via Teams.

We have also learnt, and been using new health skills to keep ourselves and our environment a happy and healthy place to be. Using our virtues has helped us all appreciate the good things in life.

The children have spent a lot of time writing stories, doing research projects and generally practising their writing skills. Some stories have turned into novels with plenty of variety in the storylines. Some of the writing has involved some internal planning from them and the requirement to extend their thought patterns. They were asked to create some persuasive texts which included posing a good argument as to why they should swap bedrooms with their parents. Some very interesting arguments were put forward.



The research projects produced have included various animals which have included snakes, polar bears to dinosaurs. We have tried to introduce other methods of research as well, if the answers couldn't be found within any books we have allowed the use of technology to help in the form of the I-pad. Some of the skills needed they were able to show me, rather than the other way around.

Habitats have been researched and formed for various animals from around the world.

The world has also been a theme for the term as the children have explored the Pin Maps and found out more intricate information about each continent which has included the rivers, country names and desert regions. Some continents have proven to be more challenging than others. We look forward with excitement as the year progresses.



LP2



## Upper Primary

The Upper Primary classroom has been an absolute hive of activity all term. Please go to the school's new Facebook page to see the Upper Primary in action!

Most children returned in the first couple of weeks and life and learning were almost back to normal. We have had models of Roman engineering being built, science experiments, growing all sorts of things, dotted all over the classroom and children speaking German to one another impromptu! Added to that, Sorry Day involved making individual fabric flowers and the IB students helped us commemorate Peace Day by inviting us to contribute to the 1000 origami cranes to be sent to the International Peace Park in Hiroshima, Japan.

We put in some measures to ensure we made the health of the children and those with whom they would be in contact, was a priority. These included additional handwashing, removal of all shared tables for working, removal of individual stationery items, spacing of tables, using paper towels or bringing in individual towels and eating lunch out of personal containers rather than use shared placemats and plates. Sadly, our cooking programme had to be cancelled until further notice. However, for infection control and to maintain the social nature of the group, whilst tables were separated, we decided to eat outside, picnic style – and what a joy it has been! It will be hard for us all to return inside when 'rain stops play.'

As the situation was unpredictable, it was decided to work from the packs anyway, in case we needed to revert to off-site learning at any time. The children have adapted remarkably well to all the changes.

We have also decided to foster the use of Teams as our online platform for giving the children access to digital learning. We are trying to increase the use of IT in several ways, including the use of a new interactive whiteboard. It is intended that the children will be able to present their work digitally to others in the near future. Currently, they are enjoying using it for visual footage that complements biology lessons and watching / listening to native speakers of German, in language lessons.

Each child will be given a copy of their Teams Username and password to be kept at school. Parents were all emailed a copy at the beginning of the pandemic, so if you can help your child to memorise them at home, that would be great. Also, unless your child is chronically sick or unable to come to school for some time, we ask that your child only uses their school email at school, to access Teams in their allocated computer times (of which there are three half-hours per week).



It continues to amaze me how the children conduct so many wonderful activities, simultaneously, in an ordered and respectful way in our classroom. The genius behind this is, of course, Maria Montessori, who advocated for giving freedom to children, within a tightly controlled, prepared environment. We all benefit from her wisdom daily: the more independence we give, the more they learn. This quote sums up this term in Upper Primary: "It is surprising to notice that even from the earliest age, man finds the greatest satisfaction in feeling independent. The exalting feeling of being sufficient to oneself comes as a revelation." Maria Montessori.

## Lower Secondary

The students seemed happy to be back at school and started on this term's projects with enthusiasm.

The Pre-IB group has undertaken their science investigation, creating their own experiments. They enjoy their lab time and are really engaged in the project. They chose to report about it on the new school Facebook page. In history they are exploring the causes of the second world war and its devastating impacts, and this term's English focus is visual literacy. Students are creating their own picture books and their drafts are very promising. The final product will be published and will enrich the school's libraries. To tie the English and HASS topics together, we are discussing Art Spiegelman's graphic novel 'Maus', a very personal account of one family's experience of the Holocaust and its aftermath.



Our Lower Secondary group has embarked on an exploration of the Middle Ages with a broad overview of the substantial changes the world underwent, and the introductions to Medieval Europe and the Vikings more specifically. We read Norse Mythology stories, scratched on some interesting facts about Medieval laws and punishment and learned that Vikings did not have horns on their helmets! The students will now investigate one aspect of either culture in detail, creating an artefact and presenting their findings to the class. Projects reach from Medieval fashion to Viking ship building.

We observed some beautiful examples of peer teaching, fully experiencing the benefit of multi-aged classrooms. In Maths, the older students created lessons and presented them to younger students in the classroom as well as some UP students. And it was truly moving, to see students sharing their understanding of the Stolen Generations and the need for reconciliation with the whole school at this year's 'Sorry Day' event. A lot of thought and discussion went into the question of how to deliver this difficult topic in an age appropriate way. They have done very well.

For their Physics studies, students designed toys and are currently very busy building the prototypes. Successful designs might turn into a new micro-economy project, selling wonderful toys! And of course we need to mention the successful launch of our 'Honkey Nut Café'. The students have managed to deliver coffees every Monday, Wednesday and Friday with a consistent quality. It was a steep learning curve, dealing with overwhelming demand, technical issues and new processes, but they have worked as a team and are getting closer to breaking even on their initial investment of buying a quality coffee machine. Thank you to all for supporting the students and having great coffee three times a week!

LS



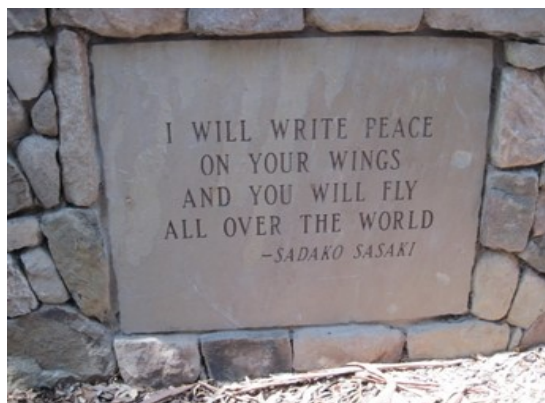
## International Baccalaureate

This year, Term 2 started very cautiously and with some uncertainties about how much of our IB diploma curriculum was going to be delivered online or face-to-face. Despite the gradual adjustments to online learning and many successful lessons during an early transition to online learning in term 1, the IB students were looking forward to face-to-face lessons and seeing their peers ( and perhaps their teachers, too). Due to some disruption and the cancellation of the IB May exams, we also decided to move the IB mock exams to July 2020; they will now be held during the pupil free week between 20th July and 24th July 2020.

While the Y11 students are settling back into their classes and are starting to think about their Extend Essay topics, the Y12 students had been working extra hard to prepare for their Part 2 English oral assessment (IOC), which forms part of their final grade. The students are assessed on commenting on an excerpt from one of the texts studied at depth: either a poem from the Songs of Innocence and Experience by William Blake, Jane Eyre by Charlotte Bronte or Othello by William Shakespeare. The IOC was conducted on Friday 22nd May and both English students are very relieved that they can now fully focus on the final part of their English course: prose, a very close look at three literary works at Standard level and four at Higher Level. The Y11 students are also very busy organising a few CAS projects around the school this term.

This term we draw attention to the devastation and destruction that affected many innocent people in Japan and all over the world as a result of the bombing of Hiroshima and Nagasaki in August 1945.

(You can watch this YouTube clip about Sadako Sasaki's story: <https://www.youtube.com/watch?v=fABpssKWCoE>, or <https://www.youtube.com/watch?v=vYuTaewvPA4> (news flash from Hawaii in memory of Sadako with her brother).



The Children's Peace Memorial in Hiroshima.

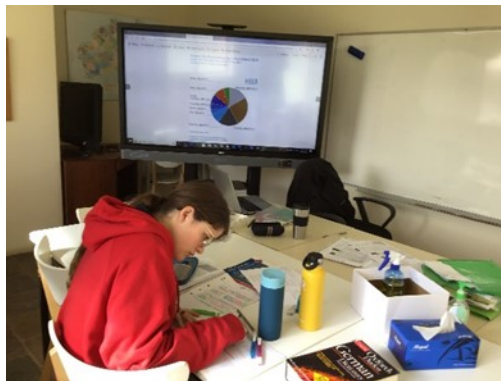
## International Baccalaureate

The students are also in the beginning stages of organising an art exhibition and will be Presenting Harmony Day in term 3.

As part of their IB experience, the IB students also need to complete an Extended Essay (EE). This is intended to be a first encounter with academic writing in which the students, under the guidance of a supervisor, decide on a research focus, undertake research to explore issues and arguments regarding the chosen research topic and finally summarise their findings in written form, a very demanding and challenging task indeed. This term, the Y11 students will be introduced to the requirements and guidelines and will be expected to discuss possible research topics with their potential supervisors. The Y2 students, on the other hand, are in their final stages of completing the EE, as they are expected to hand in their final drafts by the end of this term.

Finally, we would like to thank the UP class and teachers from letting us use their awesome Smartboard in the IB classes, we used it in many different classes and lessons. Thank you und Danke.

IB



Smartboard in use in an IB German lesson.



### **Montessori Primary Information Morning**

A Montessori environment uses well-established, scientifically validated principles and practices to offer authentic learning experiences and the opportunity to develop independence holistically in a warm, orderly and beautiful environment. If you are curious and want to know more, please come along to our information morning on:

**Saturday 20 June 2020 9am to 10.30am**

### **Montessori Secondary Information Morning**

Are you interested in what adolescents do in a Montessori environment? Are you curious about what we might have learnt during our 46 years of Montessori Secondary and 26 years of the International Baccalaureate?

We would like to share that with you! Join us for an information session and find out how our students learn and develop in a calm and supportive environment. We will share with you how a Montessori environment prepares adolescent students for the International Baccalaureate and for life. The information session will conclude with a morning tea and you will have the opportunity to talk to our teachers.

**Date: Saturday 27 June 2020 Time: 9.00am - 10.30am**

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**18 Montessori Place, Kingsley**

**Enquiries (08) 9409 9151**

**[admin@themontessorischool.wa.edu.au](mailto:admin@themontessorischool.wa.edu.au)**

- 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.