



The Montessori Bell

Term 1, 2022



Help me to do it myself.

Principal's Message

Dear Families,

Welcome to our diamond anniversary – a year in which we celebrate 60 wonderful years of our school delivering authentic Montessori education. It is fair to say that the start of the year has been somewhat a rough diamond. However, we look forward to a more refined diamond as the year progresses. We are hopeful that we will be able to undertake our planned 60th celebrations as envisioned, and hope you are able to join in the celebrations.

Along with the regular work of the School, coupled with ongoing challenges of COVID management, we continue in the process of preparing for the construction and installation of our planned upgrade to the Shammai (International Baccalaureate) Building. This space will allow us to increase the offerings our senior secondary students. The Montessori School Kingsley was the first Montessori school in the world to offer the International Baccalaureate Diploma Programme (IBDP). A model, which has been replicated in many Montessori senior-secondary schools around Australia and internationally. The IBDP is largely focussed students attaining university entrance.

In order to complement the IBDP, we have been working towards implementing the International Baccalaureate Career related Programme (IBCP). We are currently a candidate school for the IBCP and hope to implement this programme as early as 2023. In conjunction, these two programmes will give our students greater scope of options to complete their education within our wonderful environment. Please see pages 19 and 20 of this newsletter to compare and contrast both programmes.

There many great reasons for students to undertake the IBCP. The programme allows students to pursue a range of pathways; however, does not preclude them from university entrance. The programme integrates academic and practical learning; explores and engages in real world issues; and encourages students to think about others, including learning about other cultures. The IBCP gives students more career options, allowing them to do what they actually want to do. Students will continue their development as independent learners, and work on collaborative projects. Participants explore and apply creativity in innovative ways, along with developing essential life skills.

The IBDP and IBCP students will be one cohort, with the ability to share classes and experiences. IBCP students can undertake two to four diploma subjects depending on future requirements.

We will be holding an information session aimed at all families from lower primary and beyond as this year progresses.

Des Reuben
Principal



The Montessori Philosophy

The Montessori pedagogy, method, or educational system, is the world's only scientifically developed pedagogy. Globally, it is the most widely delivered.

It was developed by Dr Maria Montessori in the early 1900s and its focus is nurturing independence, innovation, and a love of learning.

The philosophy has two core tenets: every child is treated as an individual, and their education encompasses every aspect of their development.

Choosing a Montessori education for your child means that you are choosing a scientific method of teaching that focuses on the child, not the teacher; where children learn about themselves through self-correcting; and where 'work' is a purposeful, self-chosen activity.

Here are the key differences between a Montessori environment and traditional education:

Montessori	Traditional
Respect for individual differences;	Emphasis on conforming to the group;
Self-motivation and child centered learning process;	Emphasis on grades, punishment or rewards as motivating factors;
Multi-age grouping whereby students learn from observation of other people's work, directly or indirectly;	Students grouped chronologically to suit teachers' pre-planned class activities;
Students learn at their own pace, free to complete a project or pursue a subject as deeply as they wish and according to personal enthusiasm;	Subjects are taught in lecture form and students must change activities and attend as a group all at the same time;
Students learn by practicing their subject matters in school with the supervision and assistance of the teacher as needed;	Students must practice on their own and be graded on "busy work" or home work that is often done without close monitoring;
The classroom is designed for the gathering of information and knowledge: the children are free to move and tire less;	Students work at assigned desks and passively sit and listen to lectures. The work period must be interrupted frequently;
Knowledge is acquired through the use of concrete materials, scientifically designed to enhance conceptual thinking and lead to abstraction;	Knowledge often consists of memorisation of irrelevant information from abstract concepts unrelated to the child's daily experience, rather than from hands on work
Testing is built into the method as the third period of the "three period lesson" and is applied routinely when the individual is ready. Materials aim at self-correction, repetition and competence.	Scheduled testing does not take into consideration the preparation of each individual. Students are intimidated and taught that passing is more important than knowing.



The Montessori School Kingsley

Our Story

Our story began in 1962 when Willemien Duyker-de Vries founded our school, first in Scarborough, before relocating to Kingsley shortly after.

We are Australia's longest running Montessori school and the first Montessori school in the world to offer the International Baccalaureate Diploma Programme. We have a rich tradition grounded in the philosophy of Montessori education as well as in the science of how children learn.

Pure Montessori Principles

Today, we remain true to the Montessori philosophy, focusing on the holistic development: physical, intellectual, social – of every child – in a safe, inclusive environment.

We carefully prepare our learning environment to promote curiosity, resilience, independence and connectedness to self, to others, and to the natural environment.

Our mixed-age classrooms mirror real life, creating a supportive culture that fosters empathy, mutual respect, and leadership.

Our Programs

We cater to children aged 3 to 18 in mixed-age classrooms. From pre-primary education to the International Baccalaureate Diploma Programme (a globally recognised tertiary entrance qualification), our individually tailored learning pathways equip your child to thrive as a confident, resilient young adult in a world full of possibilities.

Our structure is as follows:

- 3 x Pre-Primary Classes (ages 3 to 6 years);
- 3 x Lower Primary Classes (ages 6 to 9 years);
- 3 x Upper Primary Advisories (ages 9 to 12 years);
- 1 x Lower Secondary Cohort - Divided into two academic classes (ages 12 to 15 years);
- 1 x International Baccalaureate Diploma Programme Cohort - Year 11 and Year 12 (ages 16-18).

It is an education designed with and for your child, providing the structure, freedom and guidance they need to learn at their pace, in a way that fosters respect – for self, for others, and for learning.

Dr Maria Montessori

Born in Italy in 1870, Maria Montessori was one of the first women to attend medical school in Italy and she qualified as a doctor from the University of Rome at the age of 26.

Soon after, Dr Montessori began practising medicine and, through her work with children, she developed an avid interest in education.

She opened her first education institution for children, Casa dei Bambini, in 1907 and published two seminal books – *The Montessori Method* (1909) and *The Advanced Montessori Method* (1917) – before establishing The Association Montessori Internationale (AMI) in 1929.

Her aim: “spreading of knowledge of how the children, immature and struggling to develop their own powers, may be assisted in the self-realisation of reaching their full perfection of growth.” And today, there are over 22,000 Montessori schools in the world that are determined to pursue her work, with around 300 just in Australia.

For her committed efforts on behalf of children, especially in the face of the fascism of World War II, Dr Montessori was nominated three times for a Nobel Peace Prize (1949, 1950 and 1951).

At The Montessori School Kingsley, we have a special connection to Dr Montessori as she trained the founder of our school, Mrs W. M. Duyker-de-Vries.





Our Mission

Our purpose is to treat every child as an individual and nurture every aspects of their development, providing the guidance, inspiring the curiosity and nurturing the knowledge, resilience and love of learning they need to thrive today and in the future.

Our Vision

Our vision is that our school continues to lead the way in the evolution of the Montessori Method in modern society, and strives to further demonstrate that our learning environment is ideal for children. We believe Montessori as an education experience will further the improvement of life on our planet by respecting the human potential of every child through an education that provides for the child's needs and tendencies.

Our Purpose

To provide quality Montessori education for students aged 3-18, including the International Baccalaureate Diploma Programme, while fostering purposeful, self-directed learning, the development of independence and a sense of community.

Our Core Values

Our core values are the guiding principles that underpin everything that we do at our school, from our interactions with our students to curriculum development, excursion planning, and strategic planning.

These include:

- Respect: everything we do starts with a fundamental respect for the child, but we respect all life.
- Authenticity: we adhere to genuine Montessori practices and principles
- Independence: we encourage self-reliance and resilience and treat every child as an individual
- Mindfulness: we care for nature and advocate for sustainability and interactions with the natural world

We are currently working with our school community, including our lifetime members and past staff and students, to refine these values, so this list may evolve over the next few months.

Mantra

Our mantra is: *Help me to do it myself.*

We believe, as did Dr Maria Montessori, that it is important for children to have the opportunity to do work for themselves, and adults should not do for a child something that the child can do themselves. When we take the time to show the child how to do something and have the patience and care to wait, our time, guidance, and encouragement show the child that we trust them and that we have faith in their ability. When we do the task for the child, we teach them that they can't do it, that they are unable and inadequate, and they learn dependence, inferiority, and weakness.





Who's who?

Teaching Staff

Pre-Primary Classes	Pre-Primary 1 Maria Vaioleti-Ponga Shanie Do - Assistant	Pre-Primary 2 Ria McBennett Ciara Foley - Assistant Eavan Coughlan - Assistant	Pre-Primary 3 Jessica Jackson Ciara Foley Georgia Williams - Assistant
Lower Primary Classes	Lower Primary 1 Kate Tottle & Bernice Oellermann Julie Fitzpatrick - Assistant	Lower Primary 2 Ian Chapman Eavan Coughlan - Assistant Zoe Judge - Assistant	Lower Primary 3 Sunny Steffanoni Debra Beach - Assistant
Upper Primary Advisories	Upper Primary Advisory 1 Sue Hoolohan & Faye Peel Chantal Mare - Assistant Girija Stewart - Assistant	Upper Primary Advisory 2 Michelle Hayes Chantal Mare - Assistant Girija Stewart - Assistant	Upper Primary Advisory 3 Anja Reid & Vicky Brown Chantal Mare - Assistant Girija Stewart - Assistant
Lower Secondary Cohort	Michael Caldwell - Advisor / Humanities / Language / Occupations Katharina Stillitano - German	Siti Hawariyyah - Lower Secondary Mathematics Diana Schuler - Lower Secondary 2 Science	
International Baccalaureate Diploma Programme Cohort	Katharina Stillitano - International Baccalaureate Diploma Coordinator / German / English Literature /Extended Essay (EE) Coordinator Michael Caldwell - CAS Coordinator Jaromir Kulir - Geography / Theory of Knowledge (ToK) Siti Hawariyyah - Mathematics Diana Schuler - Biology / Chemistry		
Specific Area of Teaching	Anja Reid - German (Lower Primary and Upper Primary) Anja Cirkovic - Creative Expression (Pre-Primary, and Lower Primary) Anja Reid - Creative Expression (Upper Primary) Faye Peel - Science (Upper Primary) Franzi Brauschke - Physical Expression (Pre-Primary, Lower Primary and Upper Primary)		
Board Members	Angela Chew - Chair Des Reuben - Principal Hannah Zhang - Treasurer Melinda Shreeve - Secretary	Alex Zavros - Heritage Director Jarrod Burns - Heritage Director Celine Royet	Laila Miller Mahesh Advani Tash Tourabaly

School Office

Des Reuben	Principal
Queenie Massie	Business Manager
Alison Grondein	Office Manager
Rachelle Edwards	Bookkeeper
Felicity Cooper	Administrator
Julie Gravel	Personal Assistant to the Principal / Marketing Administrator
Graham McMillan	Grounds Person



Message from the Board

Welcome back to school for 2022! This year was off to a flying start with our board managing a number of pressing COVID-related issues at the beginning of term. There is always so much work behind the scenes for our teaching and administration staff, our principal and leadership team, and our board given the unpredictable nature of COVID and its impact on our school community. Many thanks to everyone who has supported us in this journey so far. Despite the immediate demands of COVID planning and response, we have been actively working to ensure that all the other plans and projects for this year still receive the attention they deserve.

This year is the 60th anniversary of our school and there are many volunteers working with the staff and principal to organise celebrations. This anniversary has created great impetus to reconnect with alumni of our school, both students and staff, and to unearth many wonderful photographs and memories from the past. It has also served to reinforce how important the work on our Vision and Values is, as we continue to provide Montessori education to the next generation of students.

Recently, my daughter Zoe shared an experience with me that showed just how beautifully knowledge and values can be passed along to the younger students. Zoe is in the Lower Secondary Classroom and has been at our school since she was three. Back in pre-primary with her teacher (and former principal) Jane Coffey, Zoe's class learned how to harvest bananas from the banana trees on school grounds as part of caring for their environment. Just recently, she shared this knowledge with some of the current pre-primary students. I love how our children have opportunities like this to teach others and pass down traditions.

If you have any queries regarding board-related matters, please email me and I will put you in touch with one of our board directors.

Angela Chew

Chair

chair_board@themontessorischool.wa.edu.au



Welcome to the Pre-Primary 1 Class

We have begun the term studying living and non-living, as we welcome back our pre-primary children and also welcomed the four new children and their families who join the Pre-Primary 1 Classroom. Our classification jobs for living and non-living is one of the first jobs we undertake, as the children become familiar with using the language of how we know things are living. We talked about how plants and animals move and grow and also how we breathe, and how plants breathe. We also identified how living things can have babies and excrete, which is always a fun topic for discussion with the pre-primary children.

Our living cycle has begun with each of our children growing a broadbean seed, we learned about the parts of the seed first by naming each part and talking about how they grow. This year, we have seen a lot of growth in our broadbean seeds and the children often enjoy coming into class in the morning to see how much they have grown and watering their seed, which has been a favourite job to do in the mornings. We also dissected a part of the seed, and the children enjoyed naming the parts (seedcoat, cotyledons, plumule and radicle), as they see them carefully laid out. This exercise also led to the children learning about the different parts of a plant and making a booklet as they learn the different parts.

As we continue to learn about plant life, we were able to explore the bush and plants around our school firebreak with several children learning the name of the native plants we have growing within our school grounds.

We have had lots of opportunities to observe the changes in seasons as we come into the Noongar Season of Bunuru, which falls into the months of February and March. The children have also been carefully learning the names of the parts of flowers, which then led to our study of our still life artwork by Vincent Van Gogh: *Sunflowers*. The children had a lot of time to create their own Sunflower masterpieces using our crayons and finishing it with a dye wash, which was a lovely way to express their ideas creatively.

There has also been a lot of interest in our study of the continents, with many questions about different countries within the different continents. The children chose to bring puzzle maps out to explore and draw on the mat. This activity often leads to many interesting conversations about family members living overseas, or places they remember travelling to as they complete this work. As the weather becomes cooler, the children are choosing more outside work, washing windows, sweeping, and watering plants. This term, we've had such a beautiful display of care for the environment in our classroom.

We look forward to welcoming everyone back again in Term 2.

Maria Vaioleti-Ponga
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

We have had a lovely, busy and hot start to Term 1. We were delighted to welcome two new children into our group and we also extend our welcome to their families. During this hot season, we have been encouraging and reminding the children to drink plenty of water. The children can, at any time, bring their drink bottle to their table with their cup to have a drink of water. While we have some spare cups, please remember to send one to school each day, or provide a cup that may remain at school. While it has been difficult times navigating new and ever-changing COVID protective measures, as always, the children continue to take everything in their stride and, within the environment, it is business as usual.

This semester, we are focusing on the non-living world. Initially, we identified what living and non-living means, and how we could classify what is living and what is non-living. After a group discussion and lots of ideas and questioning, we confirmed and agreed that all living things breath, move, grow, feed and reproduce and non-living things do not have all these qualities. It is always lovely to listen to the children's ideas and, often, amusing questions.

We started our studies on the non-living world by investigating air. We asked the question: What is air? How do we know it is there? Why is it important? We then followed up this discussion by reading about air and investigating through some simple experiments. We felt the effects of air through using a fan and blowing on our hands.

As we are also learning about weather, we took this opportunity to go outside with a strip of material and see if the air would move the material. This further assisted us to determine the force of the air and from which direction the wind was blowing from. We will continue our examination of the non-living world by investigating light, magnetism, sound and electricity. While these lessons introduce new vocabulary and concepts, the primary goal is to inspire interest and to spark the children's natural curiosity and interest in their surroundings and their world.

As we have been focusing some attention on the weather and seasons, we have introduced the children to the Noongar seasons. We are currently in Bunuru (February-March), which is the hottest season of the year. Bunuru is also a time of the white flowers with lots of white flowering gums in full bloom. We took the opportunity to take a walk around our beautiful bush land to look for the flowering gums. It was lovely to watch the children as they identified what they saw and counted how many flowering gums they found. Many of the children have excitedly told us about the white flowering gums they have seen when out walking near their homes, or on their way to school. We look forward to introducing Djeran (April-May), and identifying any new changes in the weather and our surroundings.

Ria Mc Bennett
Pre-Primary 2 Teacher

“There must be provision for the child to have contact with nature, to understand and appreciate the order, the harmony and the beauty in nature...so that the child may better understand and participate in the marvellous things which civilisation creates.”

- Dr Maria Montessori





Welcome to the Pre-Primary 3 Class

A very warm welcome back to all our families and a big welcome to those who join our school community this year. Pre-Primary 3 have had eight new students join our class this term, it has been wonderful getting to know the children. Everyone has settled back to school routines with ease and it has been lovely to watch the children engage and work together. Our older children have become fantastic mentors and have really helped the younger children settle into their new environment. This term, we have welcomed Georgia Williams as our Education Assistant in our classroom.

Each year, at the beginning of Term 1, we pay particular attention to the care of the environment. The lessons in the practical life area hold particular importance in our classroom. Care of environment exercises foster love for the environment and help children to connect and engage. These lessons also encourage the child to interact with the environment, exhibiting respect and love.

This term, our focus for Science has been Zoology. 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.

For our English studies this term we have been focusing on retell. Retelling a story is a skill pre-readers need to practice in order to gain experience with later reading comprehension. Children can listen to a story and recall the characters, what they characters say, and details about the plot. The children of PP3 have been enjoying learning the story of Pirate Tom! We have been retelling this story using particular actions for words and also using pictures.

A friendly reminder, with the cold months approaching please ensure your child brings slippers to school to keep warm during their busy day. We also want to remind parents that children can borrow books from our class, once they bring a book bag to school to safely carry the books.

We look forward to the year ahead and cannot wait to see what lies in store for all our children. Have a wonderful school holidays!

Jessica Jackson & Ciara Foley
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

We began this term with a strong focus on class routines, how to care for our environment, and how to be respectful towards one another through our grace and courtesy lessons. When the environment is calm, positive, and purposeful, we have the best space in which to learn, so the weeks spent on reminders about how to wash a table, how to open and close the door, how to interrupt someone, and more, were careful investments for the year ahead. As a holistic school, we put a lot of emphasis on children becoming independent, managing themselves and their belongings, and taking charge of their own learning and social interactions. Our staff we recently participated in professional learning on these topics and so we are taking time to reflect and adjust our practice where needed. We encourage you all to reflect as a family on how you are supporting this same development at home – are there any ways you could encourage greater independence, or increase self-regulation? Are you unconsciously or subtly using rewards or punishments to motivate behaviours?

Every year, we tell the children a set of Great Stories, which provide the context and inspiration for all the work to follow. In the first weeks we told the story of the Beginning of the Universe – an exciting story full of live experiments and demonstrations. We followed it up by reading the Noongar creation story. We discussed how scientists have studied many things to make their best estimations of how the universe was created, but how many people in our class and all over the world have diverse beliefs about the origins of our world. Although the first story invites inquiry into physics, geology, astronomy, chemistry, and other sciences, it can also invite us to consider our humanity and how we understand one another.

Work has started in physics – studying light, heat and forces, also in geography learning about maps, orientation, natural and man-made features, and in technology looking at carpentry, as well as how wood is processed and steps we can take to ensure its sustainability as a resource. Reading, writing, counting, calculating, art, music, sports and more are happening at the children's pace.

Kate Tottle
Lower Primary 1 Teacher

We have had a wonderful and busy start to the new school year, with the children settling back into school routines with ease. We started the term off sharing the story of the Coming of the Universe. Reviewing our knowledge and understanding of the world, we explored the globe and took a closer look at the continents and oceans that make up our world. We then moved on to investigate Australia, looking at the States and Territories and Aboriginal Countries. This has sparked an enthusiastic approach to the puzzle maps in our environment with keen research about continents, countries, oceans, rivers, and more. We have been investigating natural, constructed and managed features around our school environment and will continue to explore local features and the attributes of Australia's major features. Compass direction is another aspect the children have been exploring, enjoying the task of determining which direction they are moving in and what they might observe when looking in a specific direction. As the term continues, we will be looking at various other geographical features, reviewing the solar system, the layers and spheres of the earth, weather and the seasons. We look forward to a busy and productive term together.

Bernice Oellermann
Lower Primary 1 Teacher





Welcome to the Lower Primary 2 Class

This term has been a busy start to the year as we have welcomed new students and their families into our space. They have all settled really well and adapted to the new challenges presented.

Some of the children participated in On-Entry Assessments early in the term and worked well during this period.

The children have been very industrious in their work so far this term, and we have seen birdhouses built alongside various pieces of artwork and science experiments explored – the excitement has been great to see.

We have taken a closer look at the history of art and how art has changed over the years from cave paintings to modern artworks, and discovered the various different mediums that were and, indeed, still are used. Of course, the cave people did not have brushes, pencils, paints, etc, to use so we asked: What did they use? And what can we use from our environment to produce art? The children have found some answers to these questions, and they discovered you can create a lot of art using our environment.

The Great Stories have generated great excitement in the room. These have led to new discoveries and wonders about the world in which we live. The children have seen evolution timelines and the relevant time humans have spent here on planet earth. Showing that we are a very small part of this world. How humans have developed over time and where we are now. For one story, we used a metronome to indicate time ticking, which brought silence (apart from the ticking, of course) to the room.

The children are currently taking the opportunity to read to the class, and improve their reading skills and put some expression into their reading. We hope that each child will take this opportunity during the year.

We have all become good at adaptation and the constant changes have seen very resilient children cooperating with each other and different excitement about more time discovering our outdoor classroom and the many wonders of very own close environment.

Our sport sessions have been a mixture of gymnastics and we welcomed Franziska as the new Physical Expression teacher. The children have also enjoyed after school hockey, which has been popular.

Creative Expression has continued from last year with lots of singing and rhythms from them all.

Our congratulations to those children and families who attended the State tee-ball championships over the long weekend. It sounded like it was a great success for you all. This led to the participants telling the class of their experience and then finished with them setting up the diamond pitch to demonstrate to us all the basics of the game.

We look forward to the next term being as fruitful as the first one and seeing the class blossom as we continually adapt to changes in our world.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

Our new group of children have settled in beautifully; they have been working with different children on a variety of jobs and the energy in the room is courteous and respectful. A special thank you to the older children who lead the younger children as positive role models. It is very easy to see the importance of mixed-aged classes when you see the children in action within the classroom – a joy to behold.

As part of the Montessori Cosmic Education Curriculum 5, Great Stories are presented to the children, with the first one of these being The Coming of the Universe. The children loved hearing about the movement of particles, their slowing and cooling over time to create the universe as we know it. This year, we are looking at the creation of the solar system. Many of the children did research, wrote reports, and made models of their chosen planets. Following this, we are looking at the parts of the Earth: inner core, outer core, mantle, and crust. Going forward, we will have fun looking at the tectonic plates and the significance of these structures to life on Earth. This will lead us into studying and looking at rocks and minerals.

The other great stories are The Coming of Life, The Story of Numbers, The Story of Writing, and The Coming of Human Beings. These stories will be presented over the coming year.

As part of the looking the broader community, we learn about the festive occasions around the world and within Australia. The recent Chinese New Year gave us a chance to explore this interesting celebration, what it is, and the importance of it to 20% of the world's population. The children also had the opportunity to create Chinese characters using ink and brushes, as well as painting a tiger – this year's animal.

For English, we have been working with nouns: concrete/abstract, proper/common, person/place/thing, collective, singular and plural. The article lessons have included an/an and definite/indefinite. We also looked at the structure of report writing, and we compared this to the structure of narrative writing later in the term.

In Mathematics, the children continue with their individual Albanese program as well as lessons on place value, counting, fractions, and money.

It is an honour and a privilege to work with such an amazing group of children and colleagues, and I am really looking forward to a wonderful year.

Sunny Steffanoni
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

The overarching feeling this term is how sorry we are that you are not able to come in and observe all the wonderful things that your children are choosing to do at school. The spontaneity and multi-directional extension work that our children initiate is heart-warming. Observing the sustained effort that your children put into purposeful work vindicates all we do as Montessori educators and we lament that you cannot join the classroom to observe it for yourselves!

The environment is calm, but full of energy. It has taken time for some of the younger children, who recently joined us, to adjust to the routines of the class, where we foster independence as a priority.

Each child always has the choice to work inside or outside the classroom. This gives them the strength and resilience to understand that they are in control of themselves. Many children have made the decision each day to take their tables outside, where they can remove their masks and sit at a socially acceptable distance from their peers. The result has been a calm and industrious day, with the children planning where they will work and when.

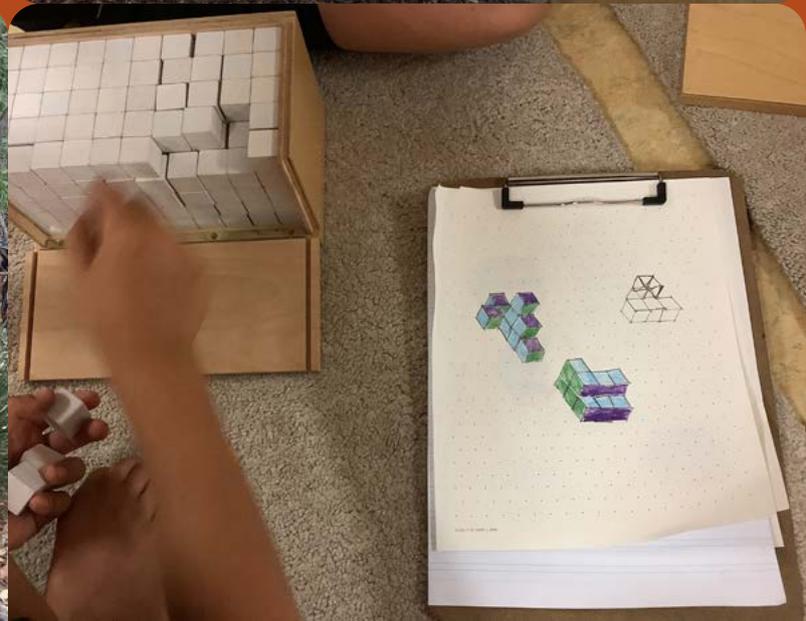
The children were given lessons in measurement this term, including units of measurement of length, mass, capacity, volume and temperature. Investigations of volume included using cubes to transfer 3D representations onto isometric paper, which was quite a challenge! Some of the children used their knowledge in practice during cooking their lunch, measuring out the ingredients in grams or millilitre and litres. Using different types of measuring equipment, they also measured sizes of various items in the classroom.

In Humanities and Social Science, and Science, the children are enjoying learning how animals adapt to the many biomes that exist on Earth and how to use the science equipment in the laboratory. The children are also busy reading historical fiction and using that as a comparison for fictional texts written about the same period in history.

Playtime Choices

Due to the COVID-19 restrictions, parents cannot come and observe our class, so we wanted to include some photos of the choices the children are making when they have their outside playtime. They love this time of day, and each child makes the most of it. As you can see from the pictures, they choose a wide variety of activities including drawing, cubbyhole making, 'test' cricket or soccer on the oval. They are learning to look after themselves in the hot weather and are being very sun and heat wise, remembering to drink plenty of water and take time to cool down.

Sue Hoolohan, Faye Peel, Michelle Hayes, Anja Reid, and Vicky Brown
Upper Primary Teachers



Creative Expression & Physical Expression

Creative Expression

During the first half of Term 1, we have been exploring various cultures and looking at traditional celebrations, costumes, masks and dance. Students have been creating small group plays using various characters we have been learning about as well as music making and lots of singing. In these images the children can be seen making movement shapes to reflect the trees. We have also been listening to the sounds of nature and having discussions on how nature can be used in creative expression.

Anja Cirkovic
Creative Expression Teacher



Physical Expression

I am delighted to have started working as the new Physical Expression teacher at The Montessori School Kingsley. I am grateful that I am able to introduce the children to the Montessori Sport Cycle that follows the Montessori principles. The Montessori Sport Cycle consists of physical activity jobs that the children can choose and work on at their own pace and ability. Children are given the opportunity to follow their interest and also find new interests. The students have been enjoying different physical activities, working in teams and practicing new skills.

The pre-primary classes have been working on their fundamental movement skills such as balancing, jumping, running, transporting etc. During hot weather, the students had the opportunity to enjoy yoga, meditation, dancing and small movement games inside the classrooms.

The lower-primary students have been working on their throwing, kicking, jumping, balancing, running skills as well as teamwork skills in small sport games. As an extracurricular experience for the students we had a gymnastics teacher coming in for four weeks to teach the children the basics of gymnastics.

The upper-primary classes have been working on improving their skills in coordination, balancing, target throwing and kicking, hurdle jumping that they need for the next term bigger sport games. The students were eager to come up with their own small ball games. As an extracurricular experience the students did orienteering, in which they used maps to find control charts that were placed around the school grounds.

Franziska Brauschke
Physical Expression Teacher





Welcome to the Lower Secondary Class

This semester started with an introduction to the space and setting the Code of Civility for the current cohort. This was a long and thoughtful process that we used to set our intentions for the year and ensured that everyone was in agreement with the standards we set in our space. Students worked in groups to create a working document that addresses the everyday expectations for the year ahead. Students also set their own goals and placed them in an envelope for constant updating and reflections on their own progress.

Once we were happy with this and had well and truly settled into the new year, we got stuck into our theme for the units. The theme for the first unit has been on Migration; I won't spoil the content of the articles written by our students below by telling you what we have been up to, but I can say that we have had a lot of fun. I have gotten wet, I have gotten covered in dirt, glue, splinters and paper, and thoroughly enjoyed my introductory time at The Montessori School Kingsley. I want to take this opportunity to say a very humbled and warm thank you to everyone in the community for making my first half term a very memorable and pleasant experience.

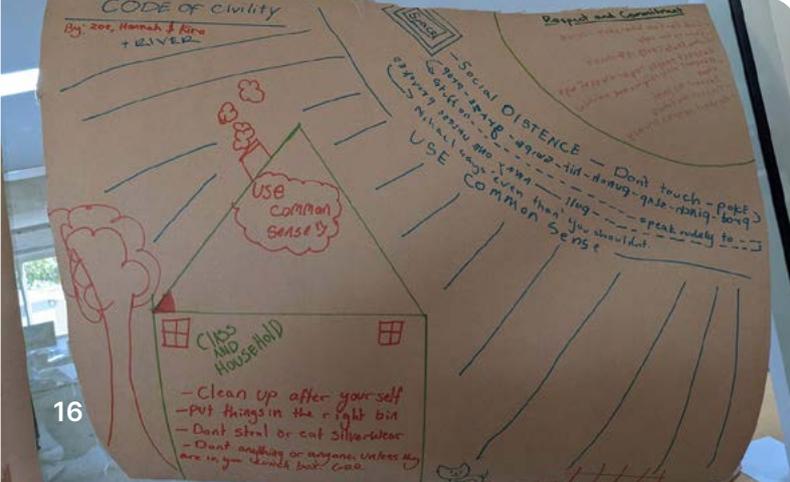
A few changes have occurred since we started, and we are introducing simple themes for the week for advisory time to encourage conversation, collaboration and community building. We will change and adapt these as we find what works and what doesn't (or what is going stale!).

Right now, the current staples are 'Wordy Wednesdays', where we complete nine-letter target puzzles as a group and 'Terrible Joke Thursdays', where we practise public speaking by telling a joke, which, as a dad with a repertoire of terrible dad jokes, feel is an exceptionally important skill. We will play around with other themes in time, but the current idea bank includes Ted Talk Tuesday, Tuesday Newsday and Mindfulness Mondays. Friday is usually quite full on with Micro-Economy, so I will leave this open.

Talking of Micro-Economy, the first five weeks have seen a very productive and enthusiastic start. We have had a stall for Valentine's Day from the Factory Group, as well as learning to knit, and basket weaving from some pockets of the group. The Food group has managed to create successful long tables, despite the challenges of the current shortages at the supermarkets. The Farm group have been beautifying the School and doing scientific studies on certain areas to decide how best to grow crops or flowers, whilst the Structures group have been busy preparing a space for the triumphant return of the Cafe!

As you can see, it has been busy enough already before we even get into what has been happening inside the classroom, so without further ado, I would like to introduce the students of LS1 and LS2 and their informative pieces on what's going on in our classrooms.

Michael Caldwell
Lower Secondary Advisor





Humanities

By Cleo, Emma, Nicole and Memphis

In Humanities and Social Science this term, the lower secondary students have been working on the theme of Migration. We have learned about migration from different parts of the world, focusing on Early Humans who needed to migrate in order to find food, water and shelter as well as following the seasons for survival. It was interesting finding out about their different physical attributes and comparing them with modern humans. We have also been studying issues surrounding the difficulties of reaching certain parts of the world such as South America.

We have also used our skills in collecting information from primary sources by interviewing a person that has migrated to Australia to create a written or video piece that documents their experiences.

English

By Simon

In English, Lower Secondary 1 is currently reading through two books, each involving migration from one country to another. The first is a memoir from Anh Do, titled 'The Happiest Refugee'. It tells his story as he escapes from Vietnam, starving at sea, coming to Australia, living in poverty, yet pulling through and making the best of his situation. Through sheer luck and perseverance, he has become one of Australia's best-loved comedians.

The second book is titled 'Ten Things I Hate About Me'. It describes a girl named Jamilah's teenage years in Australia, as she tries to hide her Lebanese background from her friends. Her Anglo-Saxon guise is threatened when the popular boy starts to take a liking to her, as well as the upcoming school formal, which she would only be allowed to attend if she revealed her identity. Overall, it's about taking pride in who you are. Lower Secondary 1 have been summarising each chapter they read, and writing several other items i.e., synopses, paragraphs regarding the themes of the story, etc. They are also working on their grammar for content work.

Mathematics

By Madden and Tomasz

This term in Lower Secondary 1, we looked at a timeline of famous mathematicians and, in groups of two, we studied our mathematicians and presented them. We picked the most interesting mathematician that was presented. We decided as a class that Fibonacci was the most interesting. Our mathematics lessons focused on learning about the Fibonacci spiral and we created our own Fibonacci spiral on the programming software, Scratch. We also studied fractal patterns; we looked at the Dragon's curve being made on Scratch (as well as making our own by folding paper), we made the Koch snowflake out of different coloured papers and drew the Sierpiński triangle on grid paper. Right now, we are studying the mathematician Pascal, starting with the famous Pascal's triangle. Interestingly, we found the Sierpinski Triangle and Fibonacci sequence inside Pascal's Triangle, as well as other interesting patterns.

Lower Secondary 2 - (Group Contribution)

In Science this term, we've been working on introductory chemistry theory. So far, we've learnt about the periodic table, atoms, ionic compounds and equations, moles and chemical tests, among other things. Science has been really challenging and fun this term, we've really enjoyed it.

For Humanities and English this term, we've been learning about World War 1 (WW1). We've been working through a series of tasks including analysing a poster, creating a group presentation on a specific aspect of WW1 and completing an individual presentation on a person who lived during it. We've also been reading 'War Horse' and 'All Quiet on the Western Front'.

In Mathematics this term, we're learning algebra, so far we've worked through factorisation, simplifying algebraic expressions and finding the value of unknowns. We've been working our way through a series of tasks. Mathematics has been really interesting this term, and we've learnt quite a bit. We feel a lot more confident in our abilities!

For German we've split into two different groups, the first group is exploring places in Berlin and the second group is learning about family, marriage and relationships.

Lower Secondary 2 has been really good so far. We'd like to thank our dedicated teachers for all the effort they've put into making school as enjoyable as possible, we appreciate it a lot.



Welcome to the International Baccalaureate Diploma Programme

Welcome back to another year in the International Baccalaureate Programme (IBDP). This year, we have six students studying for their International Baccalaureate Diploma and Certificate. While the Year 12 students are counting down weeks until their final examinations, the Year 11 are settling in quickly to the pace and intensity of learning for the IBDP.

The November 2021 IBDP examination results came back surprising in some subjects, but also showed that consistent hard work, persistence and dedication pay off. One of our IBDP students was awarded the IB Diploma and has enrolled in a Bachelor of Arts (Film and Screen Production) at Notre Dame University, while another student is currently taking a gap year and looking for employment.

While COVID-19 seems very 2021, the IBDP students and teachers have all adjusted well to the new requirements and are social-distancing and wearing masks. The IBDP staff also discussed the format of online teaching to allow for a smooth transitioning if we have to move to online learning. We are still using Microsoft Teams as the main platform for student/teacher communication, so please check that Microsoft apps, like Outlook, Teams, Word and SharePoint work on student devices and are accessible via the student school email address.

We welcomed two new staff members to the IBDP gang: Siti Hawariyyah as our new IBDP Mathematics Teacher for Mathematics: Applications & Interpretation as well as Mathematics: Analysis & Approaches; and Michael Caldwell, who is also a generalist in the Lower Secondary Classroom, as well as the IBDP Physics and Creativity, Activity and Service (CAS) Teacher. Michael is an experienced Science Teacher with expertise in teaching A-Level Physics and Chemistry in the United Kingdom.

With many schools were struggling with challenging learning conditions over the last two years, the International Baccalaureate Organization (IBO) has had to adjust its examinations and assessment weightings, and processes. While the number of examination papers was reduced in some subjects in 2021, the IBO is working towards pre-COVID-19 number of examination papers in 2023.

Unfortunately, our Harmony Day celebrations, which is managed by our CAS (Creativity-Activity-Service) students, had to be cancelled this year due to COVID-19 restrictions. The students hope to celebrate Harmony Day later this year.

Katharina Stillitano
International Baccalaureate Coordinator





The Perfect Conclusion to a Montessori Education.

At The Montessori School Kingsley, we are proud to have been the first Montessori school in the world to offer the International Baccalaureate Diploma Programme (IBDP). We became an authorised IBDP school back in 1992!

We believe the IBDP is the perfect conclusion to a Montessori education – as both share so many parallels, such as focusing on the learner, developing inquiry-based approaches, and exploring global contexts.

At our school, our IBDP students have their own dedicated building, the Shammai Building. It is named as such in honour of our very first two graduating IB students, Adam Shaman and Mai Shimizu.

Why the International Baccalaureate?

Established in 1968 by the International Baccalaureate Organization (IBO), the International Baccalaureate is an academically challenging and internationally focused program designed to prepare students for the worlds of further education and professional life.

Lauded for nurturing principled, knowledgeable, and open-minded young adults, the IB equips and encourages students to become active, responsible global citizens. The IBO learner profile includes, being:

1. Inquirers
2. Knowledgeable
3. Thinkers
4. Communicators
5. Principled
6. Open-Minded
7. Caring
8. Risk-Takers
9. Balanced
10. Reflective

Our IB teachers incorporate these attributes in each lesson and foster them in each of our students.

IBDP Core Elements

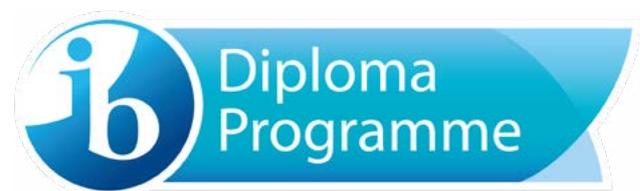
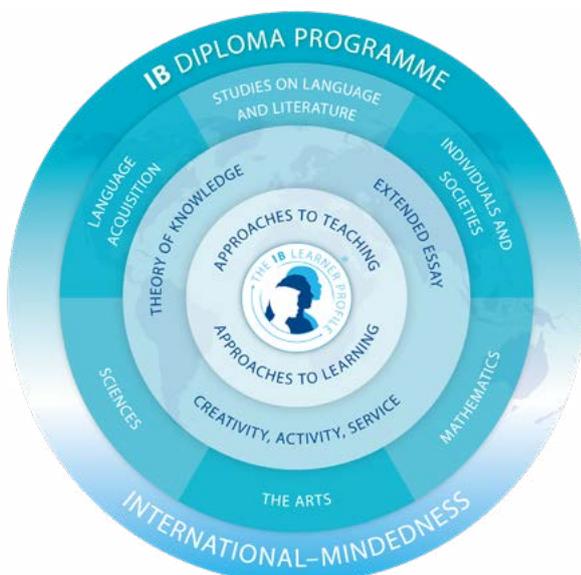
The IB offers a perfectly balanced and academically rigorous curriculum. It comprises three core elements and six subject groups.

- Theory of knowledge; students reflect on the nature of knowledge and how we know what we claim to know.
- Extended essay; independent, self-directed research, culminating in a 4,000-word paper.
- Creativity, activity, and service (CAS); students complete a project related to these three concepts.

Through inquiry-based learning, students learn six subject groups, which include:

- Studies in Language and Literature (English)
- Language Acquisition (German)
- Individuals and Societies (Geography, Psychology, Philosophy)
- Sciences (Biology, Chemistry, Physics)
- Mathematics (Analysis and Approaches, Applications and Interpretation)
- Arts (Visual Arts)

If you have any questions about our International Baccalaureate Diploma, please book a meeting with our Principal Des Reuben.





What's the International Baccalaureate Career Programme?

As Des mentioned in his message, we are happy to report that we have started the process of applying to deliver the International Baccalaureate Career Programme (IBCP).

This means that we are a Candidate School* for the International Baccalaureate Career Programme and pursuing authorisation as an IB World School. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that we believe is important for our students.

The combination of the IBDP and the IBCP will allow our Year 11 and 12 students to pursue a greater variety of pathways.

The International Baccalaureate Career Programme is a framework of international education that incorporates the values of the International Baccalaureate into a unique programme addressing the needs of students engaged in career-related education.

Designed for students aged 16-18, the programme leads to further/higher education, apprenticeships, or employment.

The course includes a core consisting of four components and a career-related study.

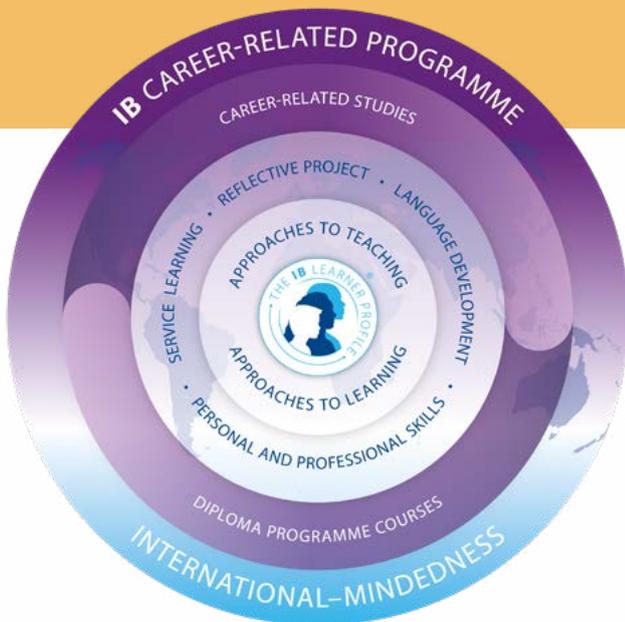
Core components:

1. Personal and professional skills
2. Service learning
3. Reflective Project
4. Language Development

Career-related studies

The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. Students who complete the programme receive the International Baccalaureate Career-related Programme Certificate, the certification awarded by the career-related study provider and, if applicable, their secondary school high school diploma.



* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org.



Reconciliation Action Plan

Reconciliation is the term being used around Australia for the work conducted by community groups including schools and businesses to improve understanding and appreciation of Indigenous cultures and knowledge, and to acknowledge and address the many traumas and issues affecting Indigenous communities dating back to the earliest colonial period. As a Montessori school we have a mission to promote peace in our society and so the work of Reconciliation fits naturally into what we do. Our school is situated in a prominent area for the Noongar people (the local Traditional Owners) next to Lake Goolelal - part of a network of important campsites and hunting grounds. On the opposite side of Lake Goolelal there once stood a Mission Farm that was one of the earliest sites in WA where removed Noongar children were brought and kept to be "educated" and where sadly many of them died. As an active part of our community, we have a role to play in educating the next generations and supporting the current Noongar community.

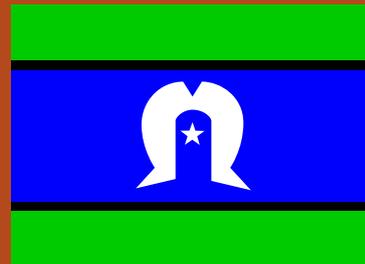
Since 2020, a small team of teachers from our school have been meeting regularly to reflect on how we engage with the work of Reconciliation, with a view towards developing a formal Reconciliation Action Plan. We believe that schools have a special and vital role to further Reconciliation. We want to see children develop a deep understanding of and respect for traditional cultures and knowledge, to equip them with empathy and the skills to help change social perspectives and bring change for the future. We have a vision to use our environment to allow students to learn about traditional Noongar knowledge and culture - by learning the Noongar names of plants, animals, seasons and other natural features; also by engaging in caring for our environment according to Noongar knowledge and practices; and by inviting and working with Noongar elders and community members to deepen our understanding and connection to this place. This year we have chosen to place a special focus on learning Noongar language, and we have prepared a few words to share with you - our broader community - so you may join us on this particular learning journey!

Noongar has several dialects, and you may have seen several spellings or even different words for certain vocabulary. We encourage students and families to be aware of the variations, but as a school we tend to use the most local and/or most phonetically simple examples to encourage more relevant language learning.

- kaya - hello
- boorda/boordawan - goodbye
- wanjoo - welcome
- boodja - country/land
- wangkiny - language/speaking
- moort - family
- koort - heart/hearts/two hearts together

To learn more about Noongar language and the pronunciation please visit

www.noongarculture.org.au/language/



*We acknowledge the traditional custodians of the land, the Whadjuk Noongar People.
We wish to acknowledge and show our respects for the Elders, past, present and emerging,
and extend that respect to all Aboriginal and Torres Strait Islander Peoples today.*



School Updates



Drop Off and Pick Up Times

Just a quick reminder that the School drop off time is no earlier than 8.30am and that pick up time for our pre-primary, lower primary and upper primary students is 3:00pm.

Our lower secondary and International Baccalaureate students finish between 3:15pm and 3:30pm, respectively.

If you need to access before or after school care, please contact [Camp Australia](#).



Sibling Enrolment

If you need to enrol siblings of children that are already enrolled at our school, you need to complete our Sibling Application Form as soon as you can so that you can secure a spot for your child as we have limited places. You can access the Sibling Application Form on our [website](#).



Absences

We would like to remind you that application for extended absence, for reason other than sickness, should be made in advance, in writing to the Principal.

In addition, if a child is absent for any reason, including illness or contagious disease, parents/carers should contact the School Office either:

1. Via School Stream: use the form within the app
2. Via email: admin@themontessorischool.wa.edu.au
3. By telephone: 08 9409 9151
4. In person at the School Office

If your child is unaccounted for by 10:00am, the School Office will contact you to seek clarification on the absence.



Facebook Parents Group

We have a dedicated Facebook Parents that enables you to connect with families from across the school and stay up to date with all the latest community news. If you are not already a member of this group, you can join here:

[The Montessori School Kingsley - Parent Group](#)



School Updates



Parking

Drop off and pick up time is always busy for our families, but we must ensure that we remain cautious and attentive to our surroundings. Unsafe behaviours pose a risk to children, pedestrians, and other road users – so we have established guidelines to keep our school community safe.

Instead of listing all the guidelines in this communication, we have created a new webpage so that everyone could easily access the information, you can access it [here](#).



Laundry Volunteers

We'd like to say a BIG thank you to our laundry volunteers for Term 1, 2022:

- Adina Oltean Borta
- Aleks Henderson
- Amanda Weall
- Amanda Zavros
- Andrea Sommer
- Basia Watroba
- Bree Stanton
- Cassandra Graves
- Claudia Franke
- Deslinder Grimble
- Ember O'Brien
- Emina Hasanovic
- Flocy Lin
- Florence Watson
- Francesca Cabaletti
- Francesca Mannino
- Graham Wallace
- Holly Carruthers
- Jess Taylor
- Kaori King
- Kim Burns
- Laetitia Lafaurie
- Melinda Shreeve
- Michelle Drage
- Nicole Huynh
- Nikki Chambers
- Olga Gudimenko
- Payel Patel
- Preet Bains
- Ruth Bradley
- Sarah Holland
- Teresa Bagas
- Trang Nguyen
- Vanessa Morskate
- Wanda Anderson
- Yan Mama



SchoolStream

School Stream is a way for us to communicate with our parents as it is a reliable means of communication, which assists us in our goals of improving efficiency, being more sustainable by reducing paper use, and making communication easier for our parents.

If you are yet to download the app, you can access it via the App Store or the Google Play Store on your phone. If you need help with downloading the app, visit School Stream Download.

If you have already downloaded the app and need assistance, you can visit the Tips for Parents, on the School Stream website.

Visit our website to find out more about the [SchoolStream App](#).

For Term 2, we will move aim to recruit two volunteers per class, one to take the laundry on Tuesday, and another for the Friday, so if you are keen to help, please do let us know!



Two-Way Communication

Good communication between you and the School ensures everyone is on the same page.

It's okay to ask for advice about how to help your child or ask questions about what's happening at school; and it also helps teachers to know if there is anything outside school that may be affecting your child.

How do we communicate with you?

We value face-to-face communications and our teachers, staff, and Principal are happy to talk to you to address any queries or concerns. However, there are times when face-to-face is not possible. As such, we use a variety of mediums to communicate with you to keep you informed:

- Email
- School Stream Messages
- Newsletters
- Website

Social Media

In addition, to stay up-to-date with what's happening at the School, please follow our social media channels:

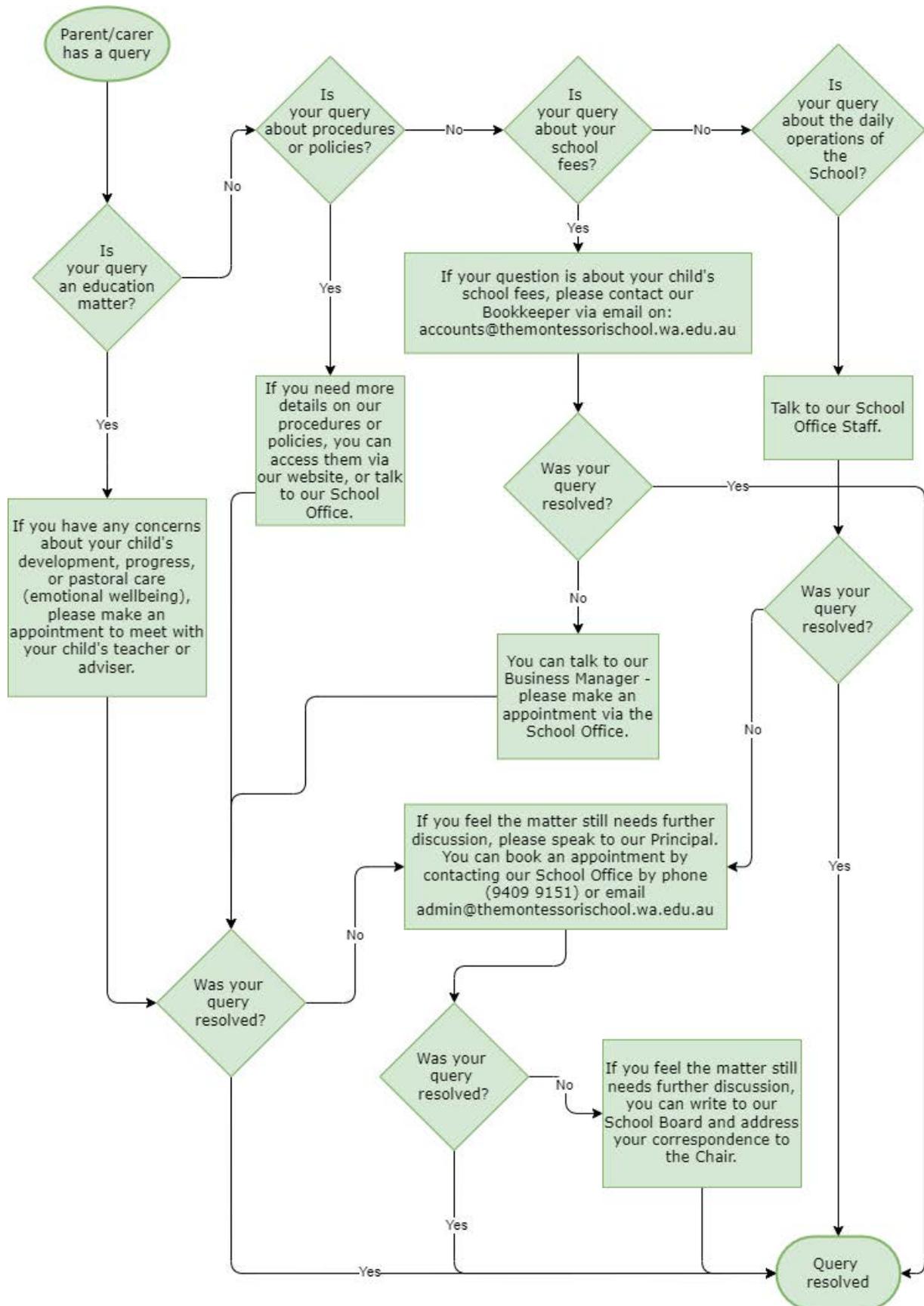
- Facebook
- Instagram
- LinkedIn





How to communicate with the School?

We encourage you to talk to us if you have questions or concerns. The type of question or concern you have will determine who you need to contact. So we've created a process map to assist you with your query:





COVID-19

COVID-19 Update

As COVID-19 spread throughout the Western Australian community, our school and our community has had to adjust. As we have progressed throughout the term, we have seen many of our families impacted by COVID-19, whether it is here in Perth, elsewhere in Australia, or abroad. We thank you for your understanding and compassion during these last few weeks and we appreciate your support as the COVID-19 directions continue to evolve – sometimes daily.

New Email Address

To keep track of our COVID-related communication, we have created a new email address:

covidteam@themontessorischool.wa.edu.au

Should you need to report a COVID close contact status or a COVID positive test, please use this email address as your first point of contact.

Website

This pandemic has taught us that agility is imperative. As such, we have created a new page on our website early in the term as a repository of all the information we need to share with our community regarding COVID-19.

Our goal is to make sure that our community – students, staff, and families – are safe and informed and we are updating the content regularly as it becomes available from the Department of Health, the Department of Education or from our governing body, AISWA (Association of Independent Schools of Western Australia).

Visit our [website](#) for more details:

A Message From the Classrooms

We thank you all for your patience and understanding as we implement the measures required by government for our school in response to the COVID-19 pandemic. We are teaching and reminding about hygiene practices, encouraging work outside and maintaining good ventilation inside, as well as making changes to our room like individual hand towels and air drying plates before rinsing them in boiling water daily. We have tried to make the mask wearing as positive as possible by exploring the use of masks in theatre and performance around the world, and offering students the chance to work outside or to take breaks as needed. Mostly we have worked to preserve a sense of calm around the pandemic, talking about how we have all been sick before and that our bodies have an incredible immune system designed to manage viruses and sicknesses to keep us healthy and happy!





What's on?

Discussion Nights - 2022

We had to postpone our Term 1 Discussion Night, but we hope to be able to offer the next one, which will cover our International Baccalaureate Diploma Programme.

What are discussion nights and why do I need to attend?

Our discussion nights are short talks given on some aspect of Montessori education or philosophy, followed by a discussion amongst staff and parents.

We encourage our parents to attend these events to hear the talk, ask questions and to meet with teachers and parents.

Term 1: Thursday, 31 March

- Montessori Parenting 101 Workshop

Term 2: Tuesday, 24 May

- Deep Dive into the International Baccalaureate Diploma Programme

Term 3: Monday, 5 September

- Montessori Questions – more details to come later.

Term 4: Tuesday, 8 November

- Montessori Questions – more details to come later.

Open House 2022

Once per term, we open our doors to the public so that prospective families can observe for themselves how a Montessori education works.

- Term 1: Monday, 28 February - Online
- Term 2: Monday, 23 May
- Term 3: Monday, 15 August
- Term 4: Monday, 17 October

We always need volunteers on these days, so feel free to let us know if you're keen to share your experience with prospective families.

Classroom Observations

Please note that, due to the Department of Health Directions, we can't offer observations at this time; however, we look forward to being able to welcome you in our classrooms soon!

Bookings Essential

To book any of these events, please call our School Office on 9409 9151.

We recommend you check our website to confirm the dates ahead of your interested event.

Visit our [website](#) for more details on our upcoming events.





Communication & Engagement News



Class Representatives

Each of our classrooms has a parent/carer that volunteers as a Class Representative. The volunteer is a representative from the school community with the function of supporting the teaching staff and communicating any class specific needs to the families in the class. Your class rep will put together a voluntary class list, organise social events, and organise any jobs needing to be done for the class. They also help to organise the community events run each term.

This year, our class representatives are:

- PP1: Kathryn Rose
- PP2: Trang Nguyen
- PP3: Emma Laver
- LP1: Nikky De Oliveira
- LP2: Kate Dury
- LP3: Amanda Weall
- UP: Chloe Bond
- LS: Wanda and Mike Anderson

In addition, the following people sit behind the scene and make the magic happen:

- Class Representative Coordinator: Chloe Bond
- Events Coordinator: Kate Tait

How do I contact my Class Rep?

Please feel welcome to contact them via email or come and chat to them before or after school (you can find their email address on School Stream in a post made at the start of Term 1).



2022 Events

While COVID-19 has affected our ability to offer events in Term 1, 2022, we hope that as restrictions ease, we'll be able to continue to bring our community together to celebrate.

Term 3: Scitech

- Friday 12 August

We look forward to returning to Scitech for another evening of scientific fun, exclusive to our school families. Like always there will be an option to pre-purchase dinner with your entry ticket.

Extras

- Entertainment Book: ongoing throughout the year
- Family Mini Photo Shoots: October/November

In line with the Engagement and Communication Sub-Committee scope, all the events we hold are not fundraising events. They are community events designed to bring us together and strengthen our school community, while providing amazing memories for our families, with a little bit of fundraising on the side.



Parent News

At our school, we have an amazing parent and carer community who care and support each other. Here are some news from these legends!



Exercise in the Park

Each Friday of the school term, Holly Carruthers helps members of our school community with a free fitness class. It starts at 8:50am and runs for 45-60minutes.

The session, which takes place at Barridale Park, includes a combination of stretching, body weight, cardio and strength work, and all fitness levels are welcome.

The park does have toilet and children (that are not in school yet) are welcome, under parent supervision.

Bring a mat, water bottle and, if you have them, some handheld weights of 3kg to 5kg.

Please note that Holly is not a personal trainer, she is just an enthusiastic member of our community.



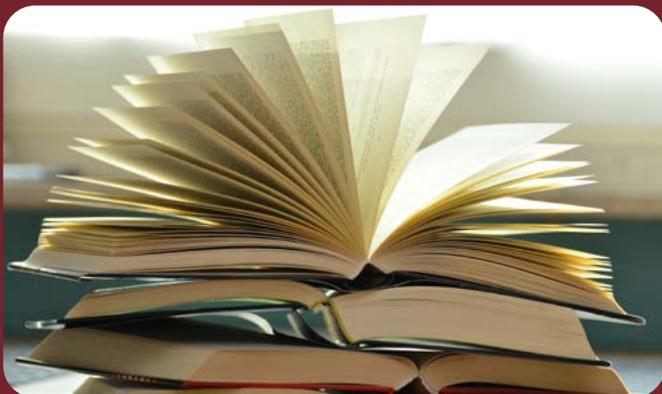
Running Club is on in 2022!

Back by popular demand, Running Club recommenced at the end of Term 1, and will continue for the first four weeks of Term 2.

Come join us at 7:45am on Friday mornings as we run laps around our school's natural bushland. There is also an obstacle course option for younger participants or siblings who haven't started school yet.

Running Club is suitable for all ages and fitness levels. Contact Melinda Shreeve to register.

A big thank you to all our parent volunteers who help make Running Club happen every week.



Book Club

Do you love books? Our parents have been running a book club for over two years and meet about once per term. If you're keen, join in for some fun and bookish discussions!

Anyone interested should speak to either Melinda Shreeve or Nikky De Oliveira, during school drop off or pick up.

What is OSHC and why is it right for your family?

OSHC stands for Outside School Hours Care. Camp Australia's OSHC service provides enrichment and care for primary school-age children outside school hours and during the school holidays. Depending on your school, it can cover Before School Care, After School Care and Vacation Care.

At Camp Australia, our vision is *To support families in achieving their dreams* and our promise that is that we will *Guide Your Child's Growth*.

To do that we take a unique approach to OSHC based on over 30 years of experience.

Enriching experiences that children love

Our experienced educators involve your child in designing the experiences that make up our OSHC program. Our industry leading approach to program development ensures that your child is at the heart of what we do each day.

A place for friendships to form

OSHC is a great place for your child to meet new friends and bond over shared interests. We design programs that bring children together so they can connect and grow outside school hours.

Easy, hassle-free care

Our service is available to all families, no matter the need. Our extended hours offer peace of mind so you can manage work, health, study and more stress-free. Plus, our industry leading Parent Portal gives you unrivalled access to make and manage your bookings.



FREE to Register

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal at pp.campastralia.com.au

Are you eligible for the Child Care Subsidy?

The Child Care Subsidy can provide up to 85% off your fees. If you're unsure about your eligibility contact Centrelink on 13 61 50.



Make and manage bookings using the Parent Portal app for smartphone

We conducted customer focus groups to get direct feedback from parents regarding their experience with Camp Australia.

This research highlighted the need to have a streamlined way for parents to access their accounts and manage their bookings and enrolments; and informed the design for our brand-new Parent Portal app for smartphone.

- Easy booking features.
- Simple booking calendar overview.
- Track your spend.
- Contact your service Coordinator.
- Update your and your child's details.



Search for **Camp Australia Parent Portal** on the App Store or Google Play, to download the app and register free with us now.





The Montessori Playgroup

Laying foundations for independent learners

The Montessori Playgroup entered 2022, like most of our community, with some trepidation about what was in store with the anticipated 5 February border opening and we were forced to make some decisions based on what felt like a thousand uncertainties even before that date arrived. As such, we decided to reduce our days, put 'the feelers out' to our existing members as to their expectations and needs during their own uncertainties, and put our 20+ waitlisted families on hold for another term. What has resulted is a wonderfully cohesive, single weekly Monday morning session facilitated by Nikky De Oliveira and Andrea Sommer, full of dedicated parents and grandparents and their children thriving in the Montessori environment. We really couldn't have asked for a smoother term, all things considered, and we give much thanks to Nikky and Andrea for stepping up, as well as thanks to our current members for their adherence to our COVID Safety Plans and their continuing passion and eagerness to learn about all things Montessori.

Behind the scenes, Jo has been working on The Montessori Playgroup's social media accounts and new website, so please keep a lookout on the social channels for our links to follow and share with friends and family! We are hopeful that, as we get used to living with COVID in the community, we will be able to regain the momentum created last year, with increased community interest and attendance in the playgroup.

Subject to community interest, we will be running three weekday morning sessions next term on a Mondays, Tuesdays, and Wednesdays from 9:15am-11:15am at The Playgroup Hall, Timberlane Park Clubrooms, in Woodvale. Our program is open to children aged 0-4 years, whose parents have an interest in Montessori Education and a commitment to actively engage and participate with their child(ren) in the prepared environment.

If you would like to know more, please contact Jo McFarlane, Playgroup Coordinator.

Email: admin@montessoriplygroupkingsley.com
Phone: 0413 299 647





Contact us:

18 Montessori Place Kingsley, WA 6026
Post Office Box 194, Landsdale, WA 6025
Phone: 08 9409 9151
Email: admin@themontessorischool.wa.edu.au
Website: themontessorischool.wa.edu.au

Find us:

 [TheMontessoriSchoolKingsley](https://www.facebook.com/TheMontessoriSchoolKingsley)
 [the-montessori-school-kingsley](https://www.linkedin.com/company/the-montessori-school-kingsley)
 [themontessorischoolkingsley](https://www.instagram.com/themontessorischoolkingsley)