



The Montessori Bell

Term 2, 2022



Help me to do it myself.

Principal's Message

Dear Families,

It is not often I would use this article to introduce a new staff member. However, this announcement is a little exceptional as this is a new and important role for the School. I am delighted to introduce our latest staff member Monti, the Mini Schnauzer. Monti, will be undertaking the role of Head of Wellbeing at our school. Monti is currently only ten weeks old and is undergoing all the normal developmental stages of a young puppy. She will commence duties as therapy dog once her training is complete. Over time, students and staff will become familiar with the expectations of working with Monti, with all necessary precautions taken.

This breed has been chosen because they are hypoallergenic, good with young people, easy to train, and have awesome haircuts. I will be working with the Board member from Chrysalis Montessori, who specialises in dog behaviour training and has overseen the introduction of two therapy dogs to their community.

Therapy animals are common in many work places, hospitals, aged care and many schools. I have personally seen mini donkeys, alpacas, pigs, goats, cats, sheep, mini horses, and even a snake in Montessori programs around Australia and the world.

Research into the effects of therapy dogs in schools is showing a range of benefits, including:

- Improved mental health and emotional support;
- Increase in school attendance;
- Gains in confidence;
- Decreases in learner anxiety behaviours resulting in improved learning outcomes, such as increases in reading and writing levels;
- Positive changes towards learning and improved motivation, and enhanced relationships with peers and teachers due to experiencing trust and unconditional love from a therapy dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships.

Monti is not the first dog who has graced the School grounds. Mrs Dyker had her dog, Benji, as part of the landscape. As Monti will be working as a therapy dog, she will be the only dog permitted to be on the School property.

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 children 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 aspect 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 & Salwa Guirgis Julie Fitzpatrick - Assistant Eavan Coughlan - Assistant	Lower Primary 2 Ian Chapman Zoe Judge - Assistant Eavan Coughlan - Assistant	Lower Primary 3 Sunny Steffanoni Debra Beach - Assistant Eavan Coughlan - 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 / Mathematics / Science / Occupations / Physical Expression Katharina Stillitano - German Megan Beasley - English Jaromir Kulir - Humanities	Siti Hawariyyah / Fiona Corner - Lower Secondary Mathematics Diana Schuler - Lower Secondary 2 Science Fiona Corner - English /Physical Expression / Health	
International Baccalaureate Diploma Programme Cohort	Katharina Stillitano - International Baccalaureate Diploma Coordinator / German / English Literature /Extended Essay (EE) Coordinator Michael Caldwell - CAS Coordinator /Physics	Jaromir Kulir - Geography / Theory of Knowledge (ToK) Siti Hawariyyah - Mathematics Diana Schuler - Biology / Chemistry Peter Zylstra - Art	
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) Franziska Brauschke - Physical Expression (Pre-Primary, Lower Primary and Upper Primary) Gemma Wright - Art/Media Studies (Lower Secondary) Kieran Ridgeway - Music (Lower Secondary)		
Board Members	Angela Chew - Chair Des Reuben - Principal Hannah Zhang / Ruth Tay - Treasurer	Melinda Shreeve / Celine Royet - Secretary Alex Zavros - Heritage Director Jarrod Burns - Heritage Director	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

One of the key roles of the Board is the regular review of existing School Policies and the development of new policies as required. We are assisted in this work by staff and volunteers to meet the ever-expanding policy requirements placed on Schools. Time between Board meetings is often dedicated to collaborative online editing of policies with the aim of continuous improvement to meet the needs of regulatory bodies while accurately reflecting the values of our School. This is not an easy task and can feel somewhat never-ending at times. However, a well-constructed policy is a great tool; staff and Board directors alike will know the satisfaction of facing a conundrum and finding a clear and concise policy written to guide management of that very situation.

Recently the Board engaged parent volunteers to draft a Community Code of Conduct to outline expected behaviour and communication standards of members of our School Community. The Board noted that while we had staff, student, board director, and volunteer codes of conduct, there was none pertaining directly to the parents, grandparents, guardians, and others in our school community.

The real value of the Code of Conduct is in being able to share it with those joining our community so they can understand how we show grace and courtesy towards one another, and for community members to use as a reflection point to adjust their own behaviour if the need arises. This Code of Conduct covers both in-person and online or digital communication and can be found on our [website](#). Thank you on behalf of the Board and the School to those volunteers who worked on this project - your time and skills are very much appreciated.

As we approach the middle of the School year, we are all looking forward to a break and some policy-free holiday time! It has been another term where the challenges of COVID-19 have continued to impact everyone. I hope that you and your family have been able to stay in good health or recover well from illness. As always, if you have any queries regarding Board-related matters, please contact 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 had a busy start back to Term 2, with the children starting to learn about the Noongar season of (Autumn) Djeran, which is when the chilly nights start and the cooler winds begin to blow. We then went for a walk around the firebreak and talked about the how the Noongar people collected Zamia seeds in this season. With the start of June, we are now transitioning into the season of (Winter) Makuru, our coldest and wettest season and where the children learnt that the animals begin to pair up, and birds such as the Black Swan begin to nest and breed.

This tied in nicely with our living cycle of the Animal World. As a class we looked at the main animal groups of mammals, reptiles, birds, fish, amphibians and insects with lots of discussion about how they are all different, by observing the difference in the skin covering, movement, number of legs or body parts and even if the animal is cold or warm blooded. The children enjoy looking at the different pictures and sort these into groups with a few children then choosing to complete the parts of an animal job, by first learning the names of the different body parts before carefully working to shade in each part to create a little booklet.

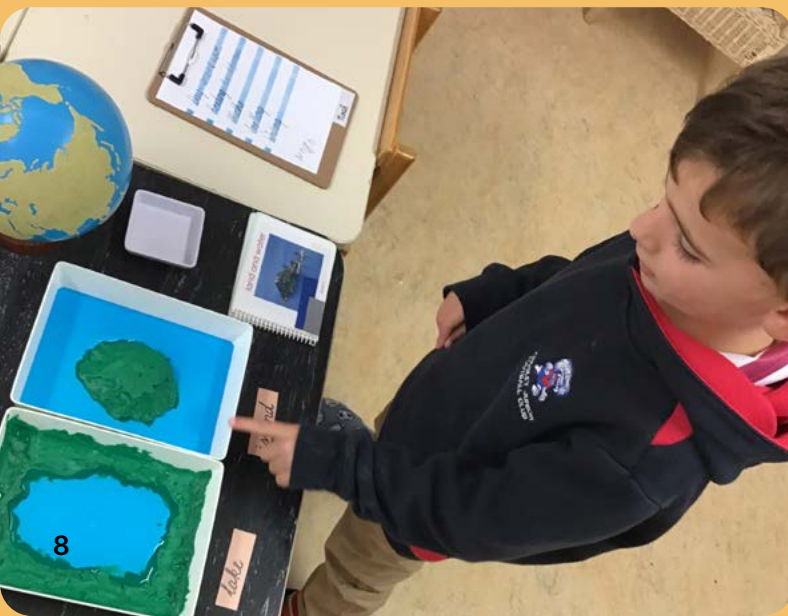
We recently began learning about landforms with our Montessori models which are a smaller representation of the way the ocean and land is able to form lakes, capes, gulfs, peninsulas and a variety of many others. This work offers a continuous repetition of activity with the child exercising the opportunity to reinforce their own learning but also to wonder and marvel at how the land and ocean form these landforms. The older children have been eager to follow on with this work and many have searched our atlas to find these landforms in Australia, with some recognising these landforms as destinations they have already visited.

The children have also been looking at measurement with plenty of children measuring different objects in the room to see if they were longer than one metre or shorter than one metre. It was interesting to see children make 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! We recently decided to use another device, which also measures length in metres, our trundle wheel. This is always a pleasurable experience for the children as they wait expectantly for the click to define that they have indeed measured the distance of one metre. We took turns for those who were interested to participate, in creating a tally chart to log our tally marks from our classroom down to the chicken coop. Lots of listening for clicks, counting together and working with peers. It is always a pleasure to see the movement of mind and activity working hand in hand. It also led to a fun afternoon of making paper planes and flying them across the lawn in front of the Shammai, with lots of children excited to see their planes fly more than one metre!

As we end the term, I would like to take the time to wish all of the children moving up to the Lower Primary Level the very best start on their move up to their new classrooms. As I finish my time as Pre-Primary 1 Teacher, I would like to thank the many families I have met over my time at The Montessori School Kingsley, it has been a privilege to have taught your children alongside Shanie, and I hold many precious memories of my time here. To the current children and families of Pre-Primary 1, I thank you for your well wishes and your generosity, and I know your children will be in the very capable and caring hands of both Ciara Foley as Teacher and Shanie Do as Education Assistant.

Farewell.

Maria Vaioleti-Ponga
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

Term 2 commenced with the usual flurry of work and engagement. The children were excited to tell us about their holidays, and many had the opportunity to reconnect with extended family after long separations. Many of our families have been affected by COVID-19, and we thank you all for being vigilant during this peak of cases. In the classroom it has been business as usual, and the children have enjoyed investigating elements from the living and non-living world. In the living world, we have looked at mammals and reptiles, determining and classifying which animals belong in these categories including their defining features and differences. Some of the children have chosen their favourite mammals or reptiles to investigate further and have written a small report on their chosen animal. As we have been working on report writing in literacy, blending these learning areas worked very nicely to allow the children's work to be personal and purposeful. The children had lots of fun creating their animal artwork using a variety of art mediums of choice from colouring pencils, oil pastels, wash paint and collage, providing them the opportunity to choose their preference.

In the non-living world, we have investigated light, sound and electricity. We discussed where light comes from and the children have performed various experiments such as sorting reflective and non-reflective objects, watching light pass through various materials and learning about what materials are 'transparent, translucent and opaque'. The children have enjoyed identifying the various sources of light and many could tell us that the main source of light on earth was the sun. The children have been engaging

in many discussions on our non-living topics and it is wonderful to see how profoundly our children respect and understand the natural laws of science. We have further concentrated our mathematics focus this term on measurement and shape. With shape, we have been investigating and discussing the differences between two-dimensional and three-dimensional shapes and objects. We have also looked at various types of triangles, polygons and curved shapes. Triangles have been a firm favourite and the children enjoy finding various triangles in their environment especially the right angled triangle.

Within the Montessori classroom, we use real formal measurement tools and the children measure objects and distances in centimetres and metres. Our initial lessons have involved measuring various lengths around our classroom with the metre ruler, and the children have opportunities to measure the length of a book, a map, a resting board, their table and other objects of choice. Following this, we ask the children to measure the distance from one object to another. We asked questions such as "how many metres from your table to door?" or "how many metres from the bookshelf to the farm table?". The children have really enjoyed engaging in these tasks and it also has provided them with plenty of opportunities for engaging in discussion and purposeful work. We hope all our children and families have a lovely long break and have the opportunity to reconnect with family and friends.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

The Pre-Primary 3 Classroom has been busy exploring the living world this term. We 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. It has been most enjoyable observing the children's reactions to the growth of their broad beans, from firstly seeing the seed coats opening to show the radicle to the shoots beginning to sprout up. During other lessons this term we have learned about the life cycle of plants, the needs of plants and the different parts of leaves, flowers, and roots, giving the children the scientific vocabulary associated with these. With our study of flowers lead us into our Art appreciation lessons, this term we focused on still life. The children enjoyed drawing sunflowers this term.

With the change of weather brought our attention to the Noongar calendar. We learned that we have now entered the Makaru season. Makaru sees the coldest and wettest time of the year come into full swing. We learned that traditionally, this was a good time of the year to move back inland from the coast as the winds turned to the west and south bringing the cold weather, rains and occasionally snow on the peaks of the Stirling and Porongurup Ranges. The children have been busy observing the seasonal change of their surrounding environment. They have been noticing the change in colour of the leaves, flowers

and also the presence of Wardongs' (ravens) in the School playground.

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

The older children in our class, who are preparing for their transition to the lower primary level, have eagerly sewed and stuffed their teddy bears. This is a long-standing tradition in the pre-primary classrooms, as the children have something special to accompany them on their journey. We wish Kai and Harper all the best.

To all our families reuniting with their loved ones overseas during the holidays, we wish you the very best of luck and will be excited to hear the stories of your adventures!

Have a lovely break everyone!

Jessica Jackson & Ciara Foley
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

We have been working on our annual blanket project and are hoping to finish all the squares by the end of this term. The squares will then be stitched together to create a blanket that will be donated to an aged care home. This tradition is to honour Mrs Duyker, the founder of our school. This is a tradition we have been keeping up for a number of years in commemoration of Mrs Duyker. The loom weaving work can be long and sometimes frustrating, but it helps to develop the act of persistence, specifically with the perspective of persisting for the benefit of others.

Another special project that happened this term was the enhancement of the front playground by our very generous parent volunteers. The children were so impressed and grateful that they decided to make thank you cards, and two students chose to bake biscuits as a special thank you present for the volunteers. They chose a suitable recipe, planned their work, sourced the ingredients and spent all day carefully measuring and cooking, before wrapping them up and delivering them. The playground enhancements have seen renewed interest in the creek bed area – the children experiment with building dams, creating paths for the water, shifting sand and rocks, building bridges, and lots of other hands-on construction and engineering type work.

We marked Sorry Day on the 26 May and followed on with Reconciliation Week afterwards. Sorry Day is the day we remember the Stolen Generations and the

lasting impact government policies have had on the Indigenous peoples of Australia. The children attended a short presentation given by the lower secondary students, and sewed small purple flower badges representing the native hibiscus. The native hibiscus is chosen as the emblem of the Stolen Generations because of how the plant survives in extreme conditions and still produced beautiful flowers. As an extension this year, the students also planted a real native hibiscus in a pot decorated with a special design, generated by the students themselves, that tells the story of children who got lost but eventually found their way back home on familiar paths. The children's ability to empathise, perceive and then include these reconciliation themes in their artwork is very touching and certainly reminds us all that we have a lot of hope for our future in them.

These natural and spontaneous expressions of care and gratitude for others are supported in class by our Grace and Courtesy lessons. Children in this age group are highly sociable, and with that explosion into the social world come many teachable moments and the need for strategies and understanding of how to be together in a community. From how to move your table safely, to being quiet and respectful of others' work, to resolving conflicts, children require direct demonstration and modelling. The lessons are often very amusing as we also experiment with or discuss the things we shouldn't do, in order to justify the reasons for what we should do!

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

Term 2 has been very busy with lots of different things occurring and many changes with children and staff being absent at various times.

We have managed to stay strong and keep going and it has shown how resilient we all are.

Our term has included a study of our Solar System and more precisely our Sun. With questions raised such as, What is it? Why do we need the sun? Research projects have been on the go all around the room discovering everything they can about our biggest star. In addition, we have had a more distant look at the other planets and stars within our Solar system. The children made a human representation of a scaled down solar system by standing in positions of each planet outside on the grassed area.

The children have participated in loom knitting to help with making of the annual blanket and this has taken a lot of peer help and patience from all involved. They also sewed their own flowers for Sorry Day and enjoyed working with the lower secondary children and listening as they explained the meaning behind the day and the stolen generation. We decorated a pot with indigenous symbols representing stories

created by the children, as part of this project and with guidance from the Lower secondary students and Jaromir; we planted a hibiscus in recognition of the stolen generations and sorry day. The hibiscus plant was chosen because it has been seen as a survivor and found widely around Australia, which makes it the perfect symbol for compassion and healing. The plant and pot is currently located on the side of our building, cared for by the class each day as part of our everyday work.

We had the pleasure of being surprised by two students who came in with loaded shopping bags one day and made us all some sushi. It is always nice to be able to bake in class and as our situation has changed, we do hope to do more as the year progresses. With prior knowledge, we can begin to create some more baked items.

A good term with so much going on and now we look forward to next term with much anticipation as to what it may bring. Enjoy the next break and stay safe and well.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

It has been a very topsy turvy term so far, with many children, and staff away due to COVID-19. Once again, the children adapted remarkably, taking it all in their stride.

This term I would like to share with you the wonderful feeling of peace within our classroom that I feel on a daily basis. Not only our classroom, but whenever I visit the other classrooms, I feel the same feeling of peace in every space. I know that this feeling is unique, as I have worked in many other schools. I am sure many of you have felt this on your observations, and perhaps, it is one of the reasons you choose to send your children to this incredible school.

The children work together in harmony on a day-to-day basis. Disputes in our classroom are rare and are usually resolved very quickly with some very minor mediation.

Activities such as classroom chores enable the children to have a sense of pride and ownership of their environment, and a feeling of community to everything and everyone around us. One of the chores is to fill the bird bath. The children spotted a wardong (crow) having a bath today on our way to the field, we stopped and observed for a while and I noted to them that I'm sure the wardong is very grateful to the person who fills the birdbath, "I did that!" came a joyous exclamation.

Doing the chores daily gives the children the opportunity to work together in groups to negotiate with each other through active and relevant conversations on how the jobs should be allocated, and what is fair, once again, intervention is rarely necessary.

Another activity that has been an ongoing yearly event, and is in full swing at the moment, is the making of the School blanket. Traditionally this was made for Mrs Duyker's birthday. The children knit a square, and our amazingly talented Salwa puts it all together for the children to give to the local retirement community. Watching these knitting circles, it is lovely to see adults and children working towards a common goal that contributes to society.

Maria Montessori states that "man is born to work", and that all negative traits disappear as the child works, *Education and Peace*, p88. She further explains that the child can lead us to peace, and that "the child must therefore be our central focus when we seek ways to peace," p118. To do this, we create an atmosphere to satisfy the child's needs.

If the feeling of peace is indicative of meeting the child's needs, our school is doing its part in contributing to a peaceful society.

Sunny Steffanoni
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

On a recent excursion to the Perth Concert Hall to observe an open rehearsal of the Western Australian Symphony Orchestra (WASO), an usher stopped Anja to compliment her on the conduct and interest demonstrated by our children, as they sat in the audience.

So, this is more of a thank you letter than a newsletter. A heartfelt thank you to all the upper primary parents who take the time and effort to ensure that they have conversations at home (even the tricky ones - they are the most important!) Thank you for providing your child with a home environment that is harmonious with that at school, without rewards or punishment (for, of course, they are the same thing - a way to rob a child of their independence.) Thank you for understanding the need to spend real time with your child, for talking, sharing family stories or shared reading. Thank you for finding time for discussing scientific discoveries, historical events, beautiful pieces of music or great feats of engineering. Thank you for cooking, gardening, tidying, cleaning with your child. Thank you for providing calm reassurance in times of growth, and for modelling reason in times of adversity. Most importantly, thank you for listening to your child.

At the recent Materials Display, we were reminded of how lucky we are as a community to have such supportive parents. You gave your time generously to the upper primary children, not just to your own child, but to all the children. You took time to listen, time to ask questions; you gave time for the children to explain, to answer your questions. You showed great respect for each child and, for that we are grateful.

It was so heart-warming to observe.

Now, please consider the following quote, by Maria Montessori:

"It is tremendously important that we should understand the spontaneous way in which the child develops [themselves]. We are so anxious to help, to

us it seems the burden of growth and development is so great that we must do all we can to make the pathway easy. And so our love may easily overreach itself and by providing too many urges, too many cautions and corrections."

– Dr Maria Montessori

You will find it on the front of your child's report, to remind us that spontaneity is an essential part of a Montessori education; that learning is tricky, full of bumps along the road; that standardised curriculum is only part of the story; that the child develops as a whole, spiritually, socially, emotionally; that if we observe, listen, offer choice to the child in an environment which promotes concentration, the child will spontaneously learn. The International Baccalaureate describes this as "becoming life-long learners."

The materials display of children's favourite jobs was a stark reminder of how every child is different, with their individual motivations, desires and joys. (It also made us teachers thankful that we worked in a school that promoted such diversity, such a rich learning environment, rather than just focussing on curriculum content).

What struck us was how freely the children interacted with adults they hardly knew and how confidently they shared their knowledge. This was the result of freedom to choose one's work and spontaneous activity within a prepared environment. Here we have independent learners.

So, thank you for ensuring your home-life is grounded in Montessori principles. How could we expect the children to be self-motivated learners at school and on excursions, if they were denied the opportunities to act independently at home?

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



Creative Expression & Physical Expression

Creative Expression

This term the children have been learning new songs and stories such as One Day in the Eucalyptus Tree story, Hokey Pokey dance, and Them Bones song. We have been exploring movement through improvisation which allows children to express their creativity and engage their imagination while having fun with the activities.

Anja Cirkovic
Creative Expression Teacher



Physical Expression

In Term 2, the pre-primary students have further developed their fundamental movement skills. They chose a variety of different activities where they have practised throwing, catching, bouncing, and kicking balls. Through engaging materials and the freedom of choice the children were able to follow their interest and improve their competence and confidence. The lower-primary students were introduced to four sports including tennis, t-ball, soccer and badminton. The children had the opportunity to experience different roles such as an expert or referee. They have worked cooperatively to learn new skills and solve movement challenges.

The upper-primary students chose from four different sports including tennis, t-ball, soccer, and volleyball. They have practiced techniques and discussed strategies and tactics. They have adopted different roles and responsibilities such as an expert or referee. They were encouraged to further develop leadership skills in team situations with focus on sound ethical conduct and the application of a broad knowledge of sport-specific rules. The upper-primary students reflected on their learning in their physical expression booklets. After each lesson they wrote down what went well and what they want to work on in the next lesson.

Franziska Brauschke
Physical Expression Teacher





Welcome to the Lower Secondary Class

This term has seen many disruptions due to COVID-19, with staff at various times being isolated, compounded by the ravenous flu season we have seen many challenges to our 'normal' routines. Despite this, the students have adapted with magnificent amounts of grace. I, for one, am exceptionally grateful and in awe of the ease with which the cohort adapted to the changes.

With restrictions on visitors lifted and the easing of group gatherings, it wasn't long before the group had decided on their next major fundraising group project: the School Play. This has seen the group conceptualise and begin writing dialogue for a play which can only be described as epic. Read on for a description of our experiences so far.

For Micro Economy, the four groups have been hard at work with various projects. Our food group has served up a number of tasty themed meals and are finishing off the grand finale with a three-course Italian meal. The Factory Group have been hard at work organising a bulk order for a client running a school stall and have been researching ways to expand the products on offer to bulk up our little shop in the School Office. In the Farm Group, we have been maintaining our vegetable patches and are also expanding the planting area in conjunction with the IB CAS group. And finally, the Structures Group has made significant progress on the cafe, as we gear up and prepare for convenient coffee in the near future.

Sport

For sport this term, students voted on activities they would be interested in doing, and the eventual winner was golf. From weeks 5-10 (with week 6 being a pupil free day) the students travelled on Friday afternoon to Marangaroo Golf Course to learn the basics of golf. The students showed a lot of enthusiasm and have shown very strong improvements in their techniques over the time. From Week 1-4, we participated in a new sport: Gaelic football. The students participated well in this sport, as we learned new skills unique to the sport. The sessions culminated in a mini tournament on the oval with students playing in teams against each other with various constraints on the rules to develop specific skills under pressure. This was well received over all and it was excellent to see the student enthusiasm and enjoyment of a new sport.

This semester, we have been learning about modes of transport and prepositions. We also learnt about describing the rooms in a house. The year seven group has been learning about family members and colours. We went on an excursion to the movie 'Die Schule der Magischen Tiere' for the German film festival, this was a successful day out and we really enjoyed experiencing German outside of the classroom..

Michael Caldwell
Lower Secondary Advisor





HASS

By Nicole and Memphis

At the start of this term, LS1 focused on the clothing we wore in ancient times. It is believed Neanderthals went extinct for not warming themselves as much as early humans. In groups, we made a short PowerPoint on an ancient civilisation of our choice and their textiles and clothing. After that, as a class, we worked on making a poster for the younger years about the silk road. The experiences have been very informative, and we have gained a lot of skills and improved the depth of our research skills.

Creative Expression

By Simon, Tomasz and Madden

In drama, the students have been developing a play that will be presented sometime next term. The play is being primarily run by the students, with a little guidance from Kieran. People have been delegated to different tasks, like scriptwriting, set design, and costume design.

In lower secondary art, we have introduced the new art teacher, Gemma to the space. We are currently doing media arts including poster making, animation and photography. Some people are doing their project on advertisements, and some are doing it to develop an independent piece with their newfound skillset.

Occupations

By Luca and Manuela

This term, the lower secondary students have made water powered bottle rockets for science and mathematics.

The students divided themselves into groups of two or three to make bottle rockets. The goal was to make a plastic bottle into a rocket to transport an egg as high as possible then to make it land without breaking.

Also, the LS1 did a coin drop experiment to calculate if dropping a coin from the Eiffel tower would be deadly. Students filmed a coin dropping from the balcony and calculated the speed on screen and converted it to a real-life velocity. We found that the coin reaches terminal velocity within two seconds, so it will only be as dangerous as dropping it from two or three metres.

Health

By Kira and River

In health, we have been learning about the brain. We learnt about memory and the different parts of the brain. We had to memorise random cards from a deck and then tell Michael the cards in order, to learn about different ways of memorising things. We made up our own memory games and tested other people with them to find out more about memory. We built brains out of plasticine and then labelled the different parts and researched what they did. We also learnt about the way memory works, and how there are different types of memory.

Lower Secondary 1 English

By Gabriel and Cleo

This term in English, the students of LS1 have been learning about text analysis, and deconstruction of passages and narratives. We have also spent a certain amount of time working from literature textbooks on various subjects.

Lower Secondary 2 English

By David

In lower secondary 2, English this term we have been doing reasoning, it has been an interesting experience and we have experienced a lot. The skills we have focused on have focused on analysing, deductive reason, inductive reasoning, framing, evidence; we have also revised and improved our knowledge of metaphors, simile, etc.

In framing we learnt about how people can change the view of a image/text to get a different outcome or perspective from the viewer. In deductive reasoning we analysed texts/arguments and wrote a short paragraph about them. In evidence we looked at pictures/texts of objects and checked if the information matched to the statements and described them as supported, might or does not support the claim. We also analysed some arguments on different world issues.

Science

By Ruby

This term for science, the lower secondary 2 students have been learning about biology. So far, we have covered food chains and webs, the greenhouse effect, the carbon cycle, and human biology. We also did an activity where we had to draw all the organs inside our bodies and an exercise that simulated a stomach. Biology has been really interesting and engaging. We would like to thank Diana for her creative teaching methods in science this term.

Mathematics

By Leuca

This term we have been covering Pythagoras' theorem, trigonometry, surds, and some students participated in NAPLAN. We have been working through cut down textbook exercises that Siti has given us. The lesson structure was changed slightly for the second term with most lessons starting with a 15ish minute explanation of a concept and then we start working through our handouts from wherever we are up to. We took two tests this term, one which covered the content from last term and the more recent one covering Pythagoras and trigonometry.



Welcome to the International Baccalaureate Diploma Programme

Term 2 started very cautiously and with some uncertainties as our mock examinations drew closer and Internal Assessments became reality.

While the Year 11 students were settling back into their classes and starting to think about their Extended Essay topics, the Year 12 students had been working hard to prepare for their English Individual Oral Commentary (IOC), an Internal Assessment which forms part of their final grade. In the IOC students choose two passages from texts studied in class and explore a chosen global issue through the literary texts; here are some examples of IOC topics:

- 'The discrimination of women speaking out against men in power' by referring to Sophocles' Antigone and Berard Shaw's Pygmalion
- 'The destruction of traditional family values' with reference to The Great Gatsby by F. Scott Fitzgerald and The Visit by Friedrich Duerrenmatt.
- 'Power imbalance between social classes' with reference to Persepolis by Marjane Satrapi and Ninety Eighty-Four by George Orwell

All students also took part in an excursion to the Bibbulmun track with Jaromir and James Fitzpatrick and the IB Biology students also spent a day at the Harry Perkins Institute to see 'real scientists' at work.

As part of their International Baccalaureate (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 Year 11 students will be introduced to the requirements and guidelines and will be expected to discuss possible research topics with their potential supervisors. The Year 12 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.

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:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- 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

The work towards Reconciliation continues quietly in the classrooms. Our desire is to increase the use of Noongar knowledge and language authentically and naturally in our lessons and class materials, making it part of everyday discussions, and forming a genuine respect and understanding for Indigenous knowledge and culture. Opportunities being offered to students include activities to learn the names of birds and plants in Noongar language. Each class holds discussions of the Noongar seasons as part of our daily and weekly cycles, as well as in conjunction with study on weather, climate and the natural environment. When we walk around the School bushland we discuss the plants and animals, and what their uses have been in traditional Noongar practice.

The School recognises Sorry Day and Reconciliation Week every year. This year, the lower secondary and International Baccalaureate students delivered a presentation to each age group on the significance and meaning of Sorry Day, followed by an activity where each student made a small purple native hibiscus pin. The native hibiscus is chosen as the symbol of the Stolen Generations due to its ability to survive and flower in extremely adverse conditions. Several classes also decorated a terracotta plant pot and planted native hibiscus plants, so we can enjoy them and reflect all year round. The class designs for the pots were thoughtful and beautiful. One student (6 years old) created a design that tells the story of children who became lost, but who found their familiar tracks and their home once again. In moments like these, we can see that the children really do hold the hope for peace in our future, including for Reconciliation.

We were very honoured to have a visit from Whadjuk Noongar elder Kevin Fitzgerald in June. A small delegation of students from the pre-primary level through to the lower secondary level accompanied him on a tour around the School, discussing what makes us unique and sharing the environment with him. Some of our lower secondary students baked him biscuits for morning tea and hosted him in the class for a chat at the end of his tour. Kevin spent time explaining some of the names and uses of plants we saw on the firebreak and spoke in some detail about some of the great things and challenges facing young people in the Noongar community. Kevin commented that our school did not seem like a school at all to him, and he was very struck by our special location - on the land of his own ancestors including the famous Yellagonga, for whom our nearby regional park is named.

Our school has been fortunate to secure the PALS grant for this year. PALS is a government funding program designed to support schools to run special events and learning activities that promote the understanding of Indigenous culture and knowledge. We have applied to use the funding to support our Noongar language learning. In Term 3, we will welcome Sharon Gregory, a Noongar woman and language instructor, to run a language session with each of our classes from the pre-primary level all the way to the International Baccalaureate. If these sessions are successful, we will be eligible for additional funding in 2023 to extend the program for another round of classes, or another extension into language learning.

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.

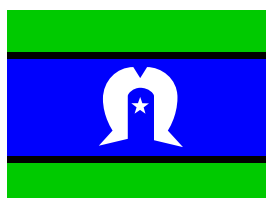
What does PALS stand for?

Partnership between Aboriginal and non-Aboriginal people based on trust, mutual respect and understanding;

Acceptance of and respect for diversity and valuing Aboriginal perspectives;

Learning more about each other, Aboriginal histories, languages and cultures; and how we can build strong partnerships with Aboriginal people;

Sharing a common journey towards healing and reconciliation.





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 at 3:15pm and 3:30pm, respectively.

The expectation is that all lower secondary students participate in the after-school chores - which is an important life skill, and it is also an important teambuilding exercise for the students - so there are days when they may finish closer to 3:30pm.

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



School Stream

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](#).



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](#).

Places for 2023 are currently being allocated so please check with the School Office if you are not sure if you have lodged a Sibling Application.



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 newsletter, we have created a new webpage dedicated to parking information, so that everyone could easily access the information; you can access it [here](#).



School Updates



Absences

Extended 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 and followed up with an appointment with the Principal.

Daily Absences

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.



Laundry Volunteers

We'd like to say a BIG thank you to our laundry volunteers for Term 2, 2022:

- Adina Oltean Borta
- Amanda Weall
- Anne Thompson
- Bree Stanton
- Caroline Conlan
- Carrie Walsh
- Danielle Butcher
- Doreen Sharma
- Francesca Cabaletti
- Jo Bayes
- Kaori King
- Kate Fosdike
- Kim Burns
- Michelle Drage
- Payel Patel
- Rebecca Hershman
- Renee Karthage
- Sally Thomas
- Sara Hovat
- Yan Mama

For Term 3, we aim to again 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!

Testimonials

We are always looking for current parents at our school to share their Montessori School Kingsley journey stories with us, so that we could put these on our new website. If you're keen, let us know:

- What made you decide to send your child(ren) at The Montessori School Kingsley?
- What is the best thing about being part of this school's community?
- What is something that you didn't know before your child(ren) started at the Montessori School Kingsley that you now find amazing?
- What would you say to someone considering sending their children to a Montessori school?

If you are keen to share your story with us, email us at: marketing@themontessorischool.wa.edu.au.



60th Anniversary Gala

It is our pleasure to invite you to our 60th Anniversary Gala, which will take place on Saturday, 30 July!

As the longest running Montessori school in Australia - 60 years is a remarkable achievement - we wanted to celebrate this milestone with a special event.

To be held at the Joondalup Resort, this event is sure to deliver an evening of fun and laughter, with great conversations and presentations. You will enjoy canapés, great food, live music, and dancing.

The evening will go as follow:

- 6pm to 7pm: Canapés and Arrival Drinks in the Foyer
- 7:30pm: Main Meal Served
- 7:30pm to 8:30pm Historical Presentations
- 8:30pm Dessert Served
- 8:30pm to 11:45pm: Music (Courtesy of Dr Bogus), Dancing, and Fun!

Who?

This event is aimed at everyone who has a connection to our school, including current and past families, current and past staff, and current and past board members.

What?

On the night, we will have short historical presentations from people who have been at our school in some capacities - students, teachers, parents, board members - for decades

We will also have historical presentations from these legends:

- Neil Sullivan
- Theo Zavros
- Jane Coffey
- Jarrod Burns
- Kate Tottle
- Ria McBennett

Frequently Asked Questions

We've received a few questions in the School Office so we thought we would compile a list in case anyone has those same questions.

- When is the deadline to purchase tickets?
Friday, 15 July
- Is semi-formal attire mandatory?
No, people can wear what makes them feel comfortable.
- I don't have enough people for a table, how can I find others in the same situation?
You can post on our Facebook Parent Group, on the Facebook Event Page, or speak to your Class Representative.
- What is included with my ticket?
Canapes, arrival drinks, main meal, dessert, entertainment (Dr Bogus) (soft drinks and juices as well as tea and coffee are included for the duration of the event).

Important Links

Here are a few link we think you'll find useful:

- [Joondalup Resort](#)
- [Get you Tickets!](#)
- [Facebook Event](#)



THE MONTESSORI SCHOOL KINGSLEY

60TH
ANNIVERSARY
Gala

Join us as we celebrate and honour the rich history of our school, its people, and its accomplishments.

Joondalup Resort
Saturday, 30 July
6:00pm to 11:45pm

Canapes – Dinner – Entertainment – Dancing

Purchase your tickets by 15 July at
tmsk60thanniversarygala.eventbrite.com.au





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 other 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

- Parent/Expert Panels – 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

We are happy to announce that observations will resume in Term 3 and you will be able to book your observation from Week 1. Please note that masks will be required for people doing observations in Term 3 (we will reassess for Term 4).

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.

Also, 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.

Thank you to Emma Laver, Trang Nguyen and Kathryn Rose who are finishing up their time as Class Representatives. Thank you for your service to our school community, it is much appreciated.

This year, our class representatives are:

- PP1: Bec Lee
- PP2: Jessica Clark
- PP3: TBC
- 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 and we will send another one in Term 3, 2022)

2022 Events

While COVID-19 has affected our ability to offer events in Term 1 and Term 2, 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

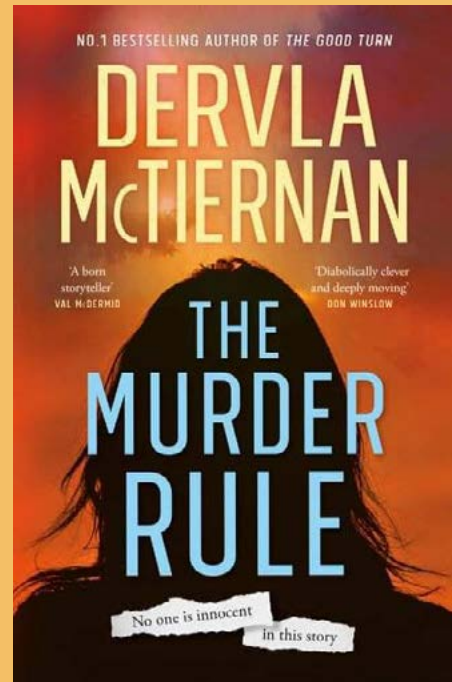
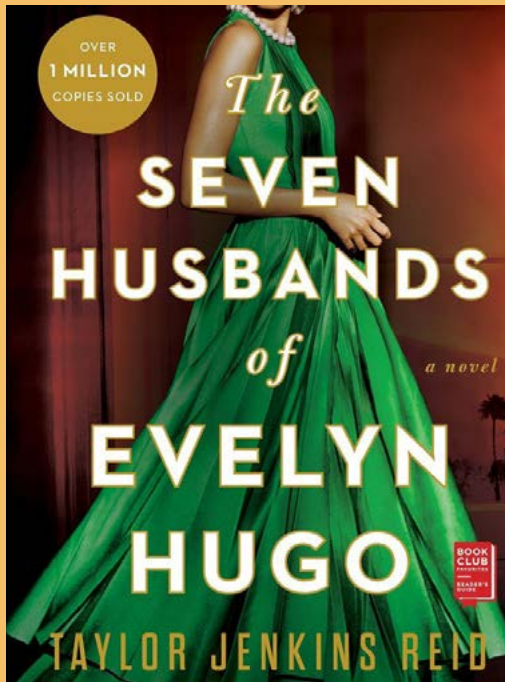
In line with the Engagement and Communication Sub-Committee scope, all the events we hold are not fundraising events. They are community events designed to bring us together and strengthen our school community, while providing amazing memories for our families, with a little bit of fundraising on the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

Book Club

Calling all book lovers! Our community has a small parent-run book club that has been going since late 2018. The Book Dogs (named by our book club founder's children) meet every six to eight weeks. Our group is very low pressure, yet high enjoyment. The current book selections are *The Murder Rule* by Dervla McTiernan and *The Seven Husbands of Evelyn Hugo*, by Taylor Jenkins Reid.

We will next meet on Thursday, 4 August at 7pm.

Message Nikky De Oliveira or Andrea Sommer to join the Book Dogs on socials or in-person.



The Montessori Playgroup
Laying foundations for independent learners

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

Email:

admin@montessoriplaygroupkingsley.com

Phone:

0413 299 647

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.



Bookings now open!
Secure your spot today.

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.








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)