

The Montessori Bell

Term 3, 2022



Help me to do it myself.



Principal's Message

Dear Families,

Dr Maria Montessori's strongly advocated for the deepest of respect for children. She demonstrated to us the importance of not interrupting when children are concentrating, observing them without judgment, and allowing young people to realise their own mistakes rather than highlighting them. The ability for adults to change behaviours as well as applying Montessori philosophy can be challenging. "The teacher's happy task is to show [children] the path to perfection, furnishing the means and removing obstacles, beginning with those which she herself is likely to present (for the teacher can be the greatest obstacle of them all.)"— Montessori, *The Absorbent Mind*.

The notion of respect is evident within most societal constructs, including family, relationships, religion, various organisations, and in many other circumstances. Respect can be extrapolated, but not limited to: respect of others; respect for self; respect for work; and respect for the environment. Every year, within our own adolescent community, the lower secondary students develop their own 'Code of Civility'. The Code essentially reflects the desire for all to demonstrate respect to each other, self, and the environment. This year, the common theme within their Code of Civility was to apply common sense. Perhaps their way of applying the notion of respect? Dr Montessori recognised that adults can follow the example of young people, "The task of educators is immense because human progress and world peace are in their hands." – Montessori, *Understanding the Human Being*.

A community without respect is doomed to failure. On occasion, people, unwittingly or deliberately, may step outside the boundaries of what may be common courtesy and respect. Sometimes individuals may demand respect without demonstrating it themselves. It would only help and build a stronger community if we all as individuals, who are part of a wider society, continually looking within ourselves, reflect, continually strive, and support each other to be respectful to others within the community.

I wish you all a restful and restorative break.

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.

Motto

Our motto 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.





Teaching Staff

Some of our teachers have international experience, some are alumni, and all are Montessori / International Baccalaureate-trained. It's this diversity and shared commitment that makes our school so collegial and brings our programs such rich experiences.

Primary Level		
<p>Pre-Primary 1</p> <p>Ciara Foley Shanie Do (EA)</p>	<p>Pre-Primary 2</p> <p>Ria McBennett Kendra Deane (EA) Dani Kondylis (EA) Eavan Coughlan (EA)</p>	<p>Pre-Primary 3</p> <p>Jessica Jackson Bernice Oellermann Audré Maré (EA) Georgia Williams (EA)</p>
<p>Lower Primary 1</p> <p>Kate Tottle Salwa Guirgis Julie Fitzpatrick (EA) Eavan Coughlan (EA)</p>	<p>Lower Primary 2</p> <p>Ian Chapman Zoe Judge (EA) Eavan Coughlan (EA)</p>	<p>Lower Primary 3</p> <p>Sunny Steffanoni Debra Beach (EA) Eavan Coughlan (EA)</p>
<p>Upper Primary Advisory 1</p> <p>Sue Hoolohan Leigh Franz-Evans Chantal Mare (EA) Girija Stewart (EA)</p>	<p>Upper Primary Advisory 2</p> <p>Michelle Hayes Chantal Mare (EA) Girija Stewart (EA)</p>	<p>Upper Primary Advisory 3</p> <p>Anja Reid Vicky Brown Chantal Mare (EA) Girija Stewart (EA)</p>
Secondary Level		
<p>Lower Secondary Cohort</p> <p>Michael Caldwell Katharina Stillitano Megan Beasley Jaromir Kulir Diana Schuler Fiona Corner Peter Zylstra</p>	<p>International Baccalaureate Diploma Programme</p> <p>Katharina Stillitano - IB Coordinator Michael Caldwell Jaromir Kulir Diana Schuler Fiona Corner Peter Zylstra</p>	
Specific Area of Teaching		
<p>Anja Reid: German (Lower Primary and Upper Primary) Anja Cirkovic: Creative Expression (Pre-Primary and Lower Primary) Anja Reid: - Creative Expression (Upper Primary) Franziska Brauschke - Physical Expression (Pre-Primary, Lower Primary and Upper Primary) Peter Zylstra - Art/Media Studies (Lower Secondary) Kieran Ridgeway - Music (Lower Secondary)</p>		

If you would like to know more about our staff, visit our [website](#).



Administrative Staff

Just as our diverse teaching group defines our unique and inspiring learning experience, our administration team is at the heart of our school community, supporting our teachers, students, and families.

School Office	
Des Reuben	Principal
Julie Gravel	Personal Assistant to the Principal / Communication Administrator
Queenie Massie	Business Manager
Alison Grondein	Office Manager
Felicity Cooper	Administrator
Sofija Vusovic	Reception
Rachelle Edwards	Bookkeeper
Kevin McDonald	Grounds Person
Monti	Head of Wellbeing

If you would like to know more about our staff, visit our [website](#).



Our Board

The administration of our school is managed by The Montessori School Kingsley Board, made up of volunteers, most of whom are alumni, parents and/or staff. Our directors draw on their diverse skillsets, collective wealth of experience, and external consultants to ensure good governance and oversight of the strategic direction of our school.

- Angela Chew - Chair
- Des Reuben - Principal
- Ruth Tay - Treasurer
- Amanda Weall - Secretary
- Alex Zavros - Heritage Director
- Jarrod Burns - Heritage Director
- Laila Miller
- Tash Tourabaly
- Mahesh Advani

Sub-Committees

Under the Board sit many sub-committees, all of which play a significant role in providing effective administration and operational support to the School.

The role of these sub-committees is to assist the Board in the work that needs to be done. They report regularly at our school board meetings, providing advice and making recommendations to the Board, which has the final responsibility for decisions.

Here are our sub-committees:

- Bushland Sub-Committee
- Capital Planning Sub-Committee
- Compliance Sub-Committee
- Engagement Sub-Committee
- Finance Sub-Committee

Giving Your Time

We know our school community is made up of wonderful families and individuals who have diverse skillsets and expertise in a wide range of industries. So, whether you are passionate about education, governance, human resources, bushland care, finance, marketing, risk management – or even if you just want to help your school – we'd love to hear from you!





Message from the Board

Thank you to everyone who completed the Whole School Survey earlier this year. There was a high response rate from staff, families and students, totalling over 200 surveys submitted. We are currently analysing the survey responses which will help to inform future planning for our School. As a Board, we really appreciate the time that people have taken to complete the survey in such a thoughtful manner. In particular, it has been an absolute delight to read the student comments on what they like about our School. Here are some examples:

"I like the freedom you get in the school and how every teacher understands the students in the right way"

"...to be able to choose our own work to do and to have help from teachers when we need..."

"I appreciate all the cool jobs, the freedom, and how all the teachers are very, very kind"

"...the three things that I appreciate most about the school is the bush land, the freedom and how fun it is..."

"...you plan your day of what you need to do and when there is something that you do not understand or that you forgot, you can do it again"

"The way teachers, and the principal sit, and talk to us just like normal people"

Special thanks to the teachers in Upper Primary, Lower Secondary, and the International Baccalaureate who encouraged the students to complete the survey.

We are working with the Principal and the teachers in Lower Primary and Pre Primary to develop an appropriate way of surveying the younger students in the School as well. There will be an overview of the survey results distributed later this year.

Lastly, a warm welcome to our newest Board Directors - Ruth Tay and Amanda Weall - both parents in our School Community. Ruth has accepted the role of Treasurer and brings a wealth of relevant experience to the position. Ruth is taking over from Hannah Zhang, who has stepped away from the Treasurer position but is staying on the Finance sub-committee. Hannah was an excellent Treasurer, and we are very grateful for the time and skill she continues to volunteer for our School. Amanda has accepted the role of Secretary, taking over from Melinda Shreeve. Melinda did a wonderful job as Secretary, finishing up with the Board at this year's AGM. I'd also like say a special thank you to Celine Royet who has been acting Secretary for a number of months, filling the gap between Melinda's resignation and Amanda's appointment. This has been in addition to Celine's other work on the Board and we are very grateful for her generosity in volunteering her time for this work.

If you have any queries regarding Board related matters, please contact me and I will put you in touch on of our Board directors.

Angela Chew

Chair

chair_board@themontessorischool.wa.edu.au



Welcome to the Pre-Primary 1 Class

I have thoroughly enjoyed my first term in the Pre-Primary 1 Classroom. It has been wonderful getting to know all the children's personalities and building relationships with them. We are also delighted to welcome a new friend, Elijah, to our class. This term, we have focused on science, exploring different topics such as weather, magnetism, sound, air, electricity, and light through books, experiments, and jobs. Everyone loved the hands-on experiments.

This term, we celebrated book week in our classroom. The children were eager to share their favourite stories from home with their friends, showing their favourite pages and talking about their favourite characters. The older children in our group worked hard to create their own books, carefully writing and illustrating the pages. Each one created characters, set a plot, and wrote an ending. On the Friday of Book Week, the children had the opportunity to make their own costumes and they all went home with masks, wands, crowns, and other paraphernalia.

We were very fortunate to have Sharon Gregory visit our school to teach Noongar Language lessons to the children. We enjoyed a morning of singing songs in Noongar, such as twinkle twinkle, as well as head, shoulders, knees, and toes. We learned about the Noongar language and many different animal names. Each child had the opportunity to make their own animal book, which they proudly brought home to share with their families. We are very grateful to Sharon for delivering such a fun and informative lesson.

The children have also been engaged with some woodwork projects recently. They drew a design, wrote a list of materials they need, and used the tools to measure and make their own creation. Everyone has enjoyed learning these new practical life skills and putting them to work in a purposeful way. They have built rocket ships, cubes, houses, and a beautiful love heart.

As the seasons change, we are enjoying our beautiful school environment by walking the bushland, having picnic lunches, and working outdoors.

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

Term 3 commenced with the usual flurry of work, engagement, and social interaction after the mid-term break. It was lovely to hear all the students' stories of trips away and family reunions. As we farewelled some of our children who transitioned to the lower primary level, we further welcomed two new children to our group, and it has been lovely to observe them settle into their new environment. We would like to extend our warmest welcome to our new families that have joined us this term.

We continue our study of the non-living world through the topics of sound and electricity. Through our study of sound, we discussed pleasant and unpleasant sounds, animal sounds, how sound travels, and how sound is measured. Not everyone agreed on what a pleasant or unpleasant sound may be, but it was interesting to hear all their opinions. In electricity, we have been discussing where it comes from, how it is made, and what it can do for us. The children had an opportunity to make a simple circuit to light up a small light bulb and this has been a highlight of the topic. The children could identify that the bulb will only light up if there is no gap in the circuit.

We are also learning about botany this term and we started this work by looking at the parts of the seed. Just as the spring commences, we will have lots of opportunities to plant some seeds, venture out to the garden, and take advantage of our beautiful bushland to look for new flowers and plants at bloom.

As always in the Montessori environment, it is lovely to have opportunities for our children to work with the older children in the school. This term we have availed of these occasions when the children from the lower secondary came to teach our children about light during Science Week, and some of children from the lower primary level came for an afternoon to work with our group, reading stories, and doing jobs. These occasions are very beneficial for both the younger and older children and provide many learning opportunities through their interactions.

Ria McBennett
Pre-Primary 2 Teacher



“There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community”.





Welcome to the Pre-Primary 3 Class

It has been a wonderfully busy term in our classroom and we can't believe we are nearly finished. This term, we were delighted to welcome Norah, Rishaan, and Oliver to our classroom, it has been wonderful to see our children guiding and supporting them to settle in. A very warm welcome to Norah, Rishaan, and Oliver's families as they join The Montessori School Kingsley community.

Throughout this term, we have been exploring the science world of sound, electricity, magnetism, and air. The children really enjoyed participating in our lessons and experiments. The study of electricity was a firm favourite amongst the students, they enjoyed creating circuits and learning what electricity can and cannot pass through.

We also have focused our studies on the weather this term. Each day, the children take turns recording the weather and checking the wind direction, wind speed, rain, cloud types, and temperature. Alongside our study of weather, we focused on the Noongar season of Djilba. Everyone was excited to see the yellow flowers associated with Djilba and the children created some beautiful Djilba artworks using aboriginal symbols.

Along with our science studies, we continue to explore our Montessori mathematical and language material. This term, we have been focusing on poetry and story retelling in our class. For Book Week, the children enjoyed our focus on Julia Mc Donaldson stories, we retold The Gruffalo and Room On a Broom using our masks and magical wands!

In preparation for our bushwalk, we have been taking group walks. We walked around the School bush with Monti, the School dog, and we also took a walk down to Lake Goollelal. Our walk to the lake was wonderful – we got to sit and observe the black swans. We invite you to enjoy the experience of our classroom through observations and lunch dates.

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

We focused on geometry this term, introducing the right-angled triangle and the story behind it, which originated in ancient Egypt. The children enjoyed practising making the knot as well as and measuring using the knotted rope outside the classroom.

The children have been busy making their own designs for the School's 60th Anniversary, which were displayed at the International Bacculaureate Art Exhibition.

This term, we were excited to have Noongar woman Sharon Gregory visit our school. Sharon is a Noongar language instructor, and she gave each class an excellent presentation, followed up with an interactive language activity. Sharon spoke about how languages around the world have become endangered, but how Noongar language has been preserved and promoted by ABooriginal Elders. She taught the children the names of some native animals, and then showed them how to form short sentences including the animal, a location, and an action. Each child created their own language book.

In science, we are looking at botany. The children have been exploring the types of seeds, the lifecycle of the plant, roots, leaves, stems, and more. As always, they are encouraged to conduct experiments and, so far, we have learned that seeds may germinate on damp cotton wool, but they won't survive. We also learned that adding salt to a plant's growing environment

will prevent it from developing. The children were also engaged in botanical illustration, using pencil sketching and watercolour paint to create beautiful artworks inspired by plants around us. After noticing our lawn was overgrown with clover weeds, a spontaneous weeding job emerged. We worked hard to disrupt the lifecycle of those plants by pulling them out before the flowers produced seeds. Following our initial weeding afternoon, pairs of children have been regularly going outside to maintain other parts of our environment.

In English, we are working on writing stories and we were amazed by our excursion to the Library to see author and illustrator Gabriel Evans. Gabriel showed us how he develops his stories from pictures and how he forms his characters. He then led us in creating our own character using ideas generated by the students. Gabriel's presentation fit perfectly with the work we are doing in class: developing stories by deciding on characters, setting, and conflict – to start. We are also doing a lot of work with grammar (interactive games, and children making their own grammar cards to practice using nouns, adjectives, verbs, and adverbs). Actively focusing on parts of speech helps children to understand the function of types of words, and to use them more effectively.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

Term 3 has been another busy term with many different things going on in the classroom.

We have had some families taking longer breaks as the world opens again for us all. Some exciting tales to tell by those who have been lucky enough to enjoy trips abroad. America, Canada, Mauritius, France, and Italy – to name a few countries visited. This, in turn, led others to explore our world in our Montessori way by using the pin maps and geographic materials.

We have been very lucky to be visited by Sharon Gregory to talk to us about the indigenous language and culture. She taught us a few new words with reference to our native animals and how to greet each other. This is something that we hope will continue to grow at our school and we can all learn more about the people who lived here long before our arrival.

We went on an excursion to Joondalup Library as part of Book Week celebrations and were greeted by their lovely staff. We also met author and illustrator Gabriel Evans who presented a fun and exciting look at how he gathers ideas and grows them within his writing and illustrating his stories, and we all got to draw a penguin under his guidance, which was great

fun. It is always good to see the children become so engaged in something and Gabriel did a great job. He also touched on how long simple picture books can take, which was a surprise to most children. When he said it can take six months and upwards, it came as a shock to some.

Science Week also happened this term, and we had the pleasure of a visit from our lower secondary students who showed us all how light reflects colours, and the group did a great job. We all made Kaleidoscopes (technically teleidoscopes because they have an open view). We used acrylic mirrors to show how light reflects off and images can change with different angles.

We have been very busy growing plants in the class as part of our study of botany and the different plant parts. Each child has their own field of cress to eat during the day. This has proven to be very popular with most of them, but of course not everyone liked cress. Our plans going forward are to plant the seedlings into a raised garden bed outside our door.

We look forward to the end of term and whatever it may bring.

Best wishes,

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

“The child who has never learned to act alone, to direct [their] own actions, to govern [their] own will, grows into an adult who is easily led and must always lean upon others.”

— Dr Maria Montessori

How true is that statement! It would have to be one of my favourite Montessori quotes.

It reminded me of getting to 16 years of age, fresh out of school, out in the world working for the first time, and suddenly confronted with having to make decisions. I was handicapped in this regard, as all of my decisions had been made for me, and it was a slow process to rediscover this skill.

Your children, on the other hand, at school, are making decisions each and every moment of the day. I am always delighted to hear the children say out loud things such as, “I think I’ll do this now and then I’ll do that.” In the queue to get their dairies signed for the day, I overheard two children discussing that they still needed to do their map follow-up. They stated that perhaps they could do it together. One suggested that afternoon, the other replied that they had to do English, so suggested the next day. Priceless!

The children are constantly making decisions and acting on their own inner resources to decide what to do and when: Should I work inside or outside? With who do I want to work? What job do I want to do? How long do I do it for? When do I do my follow-up work? Should I have snack? As you know having the autonomy to make choices all day, every day will create adults that are sure of themselves and their decision-making abilities, and as Montessori suggests, they will have the skills to not have to lean on or be led by others, and to govern their own will!

We started this term with the Great Story: The Coming of Life. The story of plants followed this, and then a more detailed look at botany. The children have paired up and planted seeds together – once again having a choice and discussion together about which seed they should plant, broccoli, celery, beans or radish. They are caring for and monitoring the seeds and creating a seed diary. With luck and care, these seeds will grow into produce that we can eat. During this unit, we have looked at and created the lifecycle of the seed, and the parts of a plant, and the older children looked at how seeds are dispersed. We will also be looking at animal pollination, types of leaves, and flower dissection.

In mathematics, we have been studying geometry, in particular quadrilaterals, polygons, curved figures, circles, and symmetry. In English we are focussing on spelling and various groups are learning and practising the different sounds, and their many variations.

Finally, I have included a photo of a wonderful thing that happens in our classrooms across the school. At times, materials are dropped and, being the nature of the jobs, there can be numerous pieces, which was the case in the photo attached. The 100 board numbers were dropped. Children always come rushing in to help from all directions, often there is no room for everyone to help. This is an example of the care, compassion, and respect your children have for their peers and their environment.

Sunny Steffanoni
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

In the upper primary space, one of the most anticipated and enjoyed activities is cooking. Food is a central part of our human needs and culture, and the children learn about food in several ways in the classroom, including how food and cooking have changed over time, and also how different cultures grow, collect and use various ingredients. In Geography, the Biomes are used to study different continents, peoples, and the food they eat. When the children start to plan their cooking, there are many learning opportunities along the way, starting with planning their recipes, adjusting quantities, checking equipment, and considering food hygiene and safety in the kitchen.

Parents can support this learning at home in many ways, including: encouraging their children to participate actively in shopping, as well as checking and comparing prices; questioning where products originate from and whether we can buy local products rather than from overseas; discussing the concept of a balanced meal and consider how we cook for people with allergies.

The older children can also calculate discounts, and use their knowledge of percentages and decimals for everyday activities. All these things help a child build up a picture of how we produce, transport, and sell food. The children have cooked (with some mistakes!) some amazing food this term and the lovely smells waft through the classroom well before lunchtime!

The upper primary classroom has also been busy with various excursions and incursions since our last newsletter. With wonderful visits to both the West Australian Symphony Orchestra and The Art Gallery of Western Australia (at the end of Term 2), we had many amazing experiences and deepened our appreciation of music and art. The children studied some stunning art pieces, including the exhibition of Aboriginal art on the second floor of the gallery.

The following is a reflection from one of our students about the Whadjuk Noongar incursion we had on 26 August in our classroom:





“Upper Primary was very lucky to have Noongar elder Sharon Gregory visit our class. She told us that before the British were here, there were lots of different groups of people called clans. Clans couldn't enter another group's territory without an elder welcoming them and they would even wait for days outside the border. When they were welcomed, they would have coroboree that night, which is a traditional Aboriginal concert, with traditional dances, music and meals. We learnt the names of native Australian animals such as possums, dingoes and kangaroos. In Noongar (Whadjuk) they are koomool, dwert-moking and yonga. In the Noongar language, to make a sentence you first put the subject, the place and then the verb. For example: Wetj doorraly djakoorling. Wetj means emu, dooraly means grass and djakoorling means running, so it translates to emu running on the grass! She also showed us a map of Australia with lots of coloured dots. These dots showed how many indigenous languages in the country are endangered, at risk or dormant. Upper Primary really enjoyed this incursion as we got to make our own booklets and meet a Noongar elder. It's important to learn the language to keep it going and ensure it is passed on to the many generations to come. Boodawar! “

Helping to look after and upkeep our own little area of “country”, the children enjoyed some time in our bushland area under the guidance of the Bushland Committee, weeding and tidying up. Any opportunity to work outside is always welcome!

This year, the theme for Book Week was Dreaming with eyes open. The upper primary students attended the Duncraig Library to see a presentation by the author and illustrator Josh Langley. Firstly, the students encountered the beautiful Edible Community Garden as they walked around discovering the variety of plants. The presentation started with children guessing a secret character drawn by eight upper primary volunteers – they enjoyed this activity very much. The messages behind the presentation were: practice makes progress, it's okay to make mistakes and you are not alone and there is always someone to talk to.

Sue Hoolohan, Leigh Franz-Evans, Michelle Hayes, Anja Reid, and Vicky Brown
Upper Primary Teachers





Welcome to the Lower Secondary Class

Term 3 has seen productivity reach as we reach the penultimate term of the year. Students have been busy working behind the scenes (pun intended) on their play production, creating script draft after script draft, and organising costumes while juggling the busy work schedule of a full program. I would like to take a moment to thank Olga for her continued support and hard work in all things costumes and set design, she has been a real asset to the play process.

Our school was also very fortunate to be selected to host *Meeting in the Middle*, which is a collaboration and coming together of Montessori adolescent educators sharing ideas and discussing all things Montessori over the course of a few days. Our students showcased their incredible independence and excellent culinary skills by catering morning and afternoon teas, a lunch and a goody bag for all of the delegates. I was immensely proud of the whole cohort as they managed to complete these mammoth tasks with a virtuosity that was mentioned and complemented by all delegates on a number of occasions throughout the event. The School is organising an excursion of their choosing later in the year to say thank you to all of the cohort for their incredible effort.

In addition to these major events, we have been busy in the classroom working on a range of interesting concepts. Read on to find out more about the student experiences, and once again, thank you for your continued and valuable support of our program.

Michael Caldwell
Lower Secondary Advisor

Language By Emma

This term, the students in lower secondary 1 have been working consistently through English units and focusing on parts of speech; such as, homonyms and homophones. We learnt about simple, compound and complex sentences, including conjunctions (coordinating and subordinating). In addition, we also focused on scenery, and used figurative language as well as including "I see, I hear, I feel, I smell, I think to myself, I wonder".

Language By the Lower Secondary Students 2

In English, the students in lower secondary 2 have been focusing on the use of language devices in various contexts. They have investigated the use of punctuation and language devices in literature and how that translates to dramatical versions of the same content. This has culminated in the creation of essay analysing these different devices.

German By River and Kira

In German, the students of lower secondary 1 have been learning about a variety of things such as how to ask people questions in German. We learned the colours in German and how to say certain type of animal. We are learning about the fruit and vegetables. We learned the different part body in German. In addition, we learned about food and daily routines in German.

Humanities By Hannah and Zoe

In the humanities, we learned about the silk road and tea. Last term, when learning about the silk road, we learned about the trading routes, history, traders, and things that were traded along the silk road. Did you know that watermelons were traded on the silk road?

This term, we have learned about tea. We learned where tea came from. We also took a detour to learn about invasive species in Western Australia. Did you know that laughing kookaburras are an invasive species in Western Australia? We have also been learning about central, south, and south-east Asia.





Science and Maths

In science, the students in lower secondary 1 have been focusing on the theme of Tea. We have explored making the perfect cup of tea using a colorimeter to measure the saturation point of tea as well as comparing the taste with the time taken to brew the tea. After this, we explored the use of tea as an indicator for testing the pH of various household substances. Finally, some students were given an opportunity to create an independent project using tea as their theme.

This term, in mathematics, the lower secondary 1 students looked at imports and exports of tea in various countries and used standard form notation to calculate large numbers. We used the numbers to find out other interesting facts such as; how many cups of tea does China export every minute, how much water is used to make tea in Turkey, and how much electricity is used to make tea in various countries. This information was then placed in various infographics and interesting graphical representations. Students also investigated personal finances and predicted when they would be able to buy their first car.

The lower secondary 2 students have been investigating the theme of communication and have covered topics related to electromagnetic waves and their uses, the use of electricity and simple circuits. They spent some time during Science Week exploring the use of light and it's interaction with glass. During Science Week, the students also presented lessons to the lower years showing them the basics of what they had learned in class.

Microeconomy

The microeconomy groups have been working as hard as ever to do whatever they do best. The farm group has planted many seeds, including but not limited to onions, radishes, lettuce, carrots, and peppers. The structures group, now renamed to the fabrication group, has built the new café location, soon to be up and running, and a new portable chicken coop. The reason the structures group was renamed was to make it fit with the other three Fs of the microeconomy. The food group has been diligently making long table meals throughout the term like always. The factory group has made an impressive assortment of products, like hot sauce (nicknamed tingly chilli sauce since it wasn't quite up to standard for some of the chilli fiends of the lower secondary classroom), shaving cream and aftershave balm.

All the microeconomy groups collaborated for the Meeting in the Middle, a meetup of Montessori educators across Australia. Our school had the honour of hosting said meeting, with LS giving tours, catering, making marmalade and giving presentations. Overall, the meeting went smoothly, and it was deemed a success.





Welcome to the International Baccalaureate Diploma Programme

This term has been very busy for our International Baccalaureate students. While our Year 12 students have been finalising their internal assessments, preparing for their German speaking examination and finishing their artwork for their Year 12 Art Exhibition, the Year 11 students have been preparing for their first mock examinations; but we still found time for a few fun excursions.

What is an IA (Internal Assessment)?

The International Baccalaureate Diploma Programme and Careers-related Programme are deep, concept-based, project-learning and require a high level of objectivity from the students. To develop a student's critical ability and reasoning, the International Baccalaureate Organization requires students to complete several assignments, essays, examinations and presentations over the two years of a typical Diploma program.

The Internal assessments (or IAs) are conducted in addition to the TOK (Theory of Knowledge) essay and EE (Extended Essay) and form the final grade in combination with the final examination results.

They include:

- Languages A and B: Oral examinations
- Geography/Psychology: Fieldwork
- Sciences: Laboratory Work
- Mathematics: Investigations
- Visual Arts: Art Exhibition

The Internal assessments are checked by the teachers of your school while the IB examiners moderate them. Your teacher gives suggestions, guidance, and advice but cannot correct or amend the first draft.

Here are some impressions of what has been happening during Term 3.

During Term 3, the International Baccalaureate and Lower Secondary 2 students travelled to the Careers & Employment Expo at the Perth Convention and Exhibition Centre. The Expo held over 100 different organisations and employers with different career and employment opportunities. We spent two hours at the Expo and used the time to gather information from many colleges, businesses, the Federal Police, WA police, Fire and Emergency Services, the Department of Education. Airlines, and universities, all of which included talking to people who are currently sergeants, officers and experienced workers like crane operators, builders, and healthcare workers. Some of us tried out certain skills and used the hands on and interactive displays. As hard as it was walking around for a few hours finding your future career.

Katharina Stillitano
International Baccalaureate Coordinator





Science

By Hannah - Year 12 Student

This term in biology and chemistry, we, the year 12 students have been focusing on learning the final topics in the syllabus. In biology, we are currently learning about taxonomy, which is the classification of living organisms, as well as genetics. In chemistry, I am learning about oxidation and reduction reactions, and how our understanding of these reactions has developed over time. Another focus of the Year 12 students in this term was completing our internal assessments. A requirement of the International Baccalaureate is the completion of internal assessments for each subject. For the sciences, we needed to design and conduct an experiment, and write up a report. For my biology internal assessment, I investigated the effect of copper sulfate contamination on aquatic plants. Our focus for the rest of this term and for the next is revision and preparation for our final exams.

CAS - Community Garden

By Stella - Year 11 Student

One of the many projects we have going on is our Community Garden. I started the community garden with the aim to create a sustainable, green space where a variety of vegetables, fruit and flowers are grown. I'll be designing the garden, learning how to grow plants, how to help the garden thrive naturally, and of course, getting my hands in some soil. Non-native plants will be grown in pots and garden beds, and native plants will be planted around the garden.

Now that Spring has begun, we've made a start on clearing the area, landscaping and designing the layout before we begin building the garden beds.

If you're interested in gardening and/or landscaping and would like to help, please get in touch with me. We'd really appreciate your help.'



Creative Expression

During Term 3, we focused on the elements of music. Children have been learning about dynamics and exploring various ways to keep the beat in music. We have been using body percussion as well as playing percussion instruments.

The pre-primary children have been learning about dynamics and exploring various ways to keep the beat in music and the lower primary children have been working in small groups to create patterns of music to tell a story known as 'soundscape'.

Every week, we try to include some creative movement as well as learn new songs, and the older children have recently started reading a short play. It's always a very energetic day during Creative Expression.

Anja Cirkovic
Creative Expression Teacher

Physical Expression

In Term 3, the pre-primary students had the opportunity to further enhance their movement skills and explore choreography. The students enjoyed dancing to the song "Say The Dance, Do The Dance" by The Wiggles and expressing themselves via dance to a wide variety of other songs.

The Lower-primary student had the opportunity to create choreographic sets for their favourite music. The students were very creative and planned various sequences of steps in small groups.

The upper-primary students took it further as they went from finding a suitable song to devising specific movements, to honing their dance to a performance of rhythmic synchrony.

In addition to many physical benefits, the act of dancing also confers upon the child an opportunity to express themselves, boost cognitive performance, lift the mood, cultivate perseverance, and build connections with others in a collaborative manner.

Franziska Brauschke
Physical Expression Teacher





Reconciliation Action Plan

This term, the School was able to secure the PALS Grant, which is an annual funding program from the Government that encourages and supports schools to enhance their work around Reconciliation. We chose to use the funding to develop our understanding and knowledge of the Noongar language and invited Sharon Gregory to teach us. Sharon is an award-winning language instructor and Noongar woman who usually runs language classes for adults.

Sharon delivered a presentation and activity to each class over three weeks. She explained how many languages around the world have become endangered or even extinct, but that Noongar has been held and protected carefully by the Noongar Elders throughout the colonial and post-colonial periods. With older students, Sharon discussed the deep connection between language and culture, and the impact and harm that many decisions and rules made by early Europeans and even more recent Australian governments have had on the Noongar people. Sharon taught us the Noongar names of some native animals and some common locations and then demonstrated how to form simple sentences in Noongar. Each student created a booklet to record their learning. The students of all ages enjoyed the sessions, with the oldest asking if we could offer Noongar language in the International Baccalaureate.

Sharon and I discussed the role of non-Indigenous people and schools with regard to Noongar language learning and teaching. She explained that as we do not speak it fluently or own the cultural knowledge, we cannot say we 'teach' it, but that sharing our own learning of the language should be the focus. Certainly, the entire process of Reconciliation is a journey of learning, reflection, and building authentic connections with the Indigenous community. Our hope is that by increasing student exposure to Noongar culture and language, we will open hearts and minds to the beauty and uniqueness of Noongar culture and build strong foundations of respect and understanding that would advance Reconciliation in our community. We encourage our families to share in the learning and reflection - perhaps this school holiday, you might learn the Noongar name of our river, or of some of the many birds we can observe at this time of year.

Kate Tottle
RAP Committee

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.

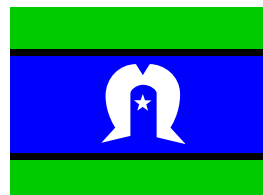
What does PALS stand for?

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.





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.

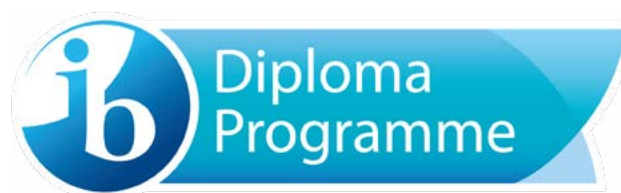
Extended essay; independent, self-directed research, culminating in a 4,000-word paper.

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?

We recently announced 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.



Parents Educational Opportunities

Learning about Montessori education is a journey – not a destination. As such, it is important for parents to continue their Montessori journey as their child progresses through our school.

Educational Opportunities

We provide various education opportunities to prospective families:

- Information Mornings
- Principals Tours
- Open House
- Observations
- Website

We provide the following education opportunities to our families after they have enrolled their children at our school:

- Orientations
- Discussion Nights
- Material displays
- Parent-teacher meetings
- Handbook
- Newsletter

Discussion Nights

One of the most valuable educational tools for parents is attending our discussion nights as they offer varied and relevant topics to guide parents on their Montessori journey.

Discussion nights are educational opportunities for parents to learn more about the Montessori philosophy and to help them ensure that the school values and practices are in sync with those at home.

Moving into next year and beyond, we will rotate relevant Montessori topics into our discussion nights such as:

- Respect
- Motivation
- Discipline
- Assessment
- Freedom
- Brain Development

These discussion nights will have a brief overview of the topic and then a talk from each of the relevant sections (pre-primary, lower primary, upper primary, lower secondary, as well as the International Baccalaureate).

Doing so will enable parents to attend relevant get a chance to every two years so that we can be sure we are communicating the importance and significance of these principles with our families.

Please note that our next discussion night will take place on Tuesday, 8 November.

If you would like to know more about our discussion nights, visit our **website**.





Observations

Observing the child is at the heart of Montessori education; as such, we welcome parents and visitors to observe in our pre-primary, lower primary, upper primary and lower secondary classrooms. We recommend parents/carers to observe in their child’s classroom at least once per year.

To have a good view of the natural activities and atmosphere within the classroom, as well as to minimise disruptions to the children as much as possible, we request that observers remain seated and refrain from engaging with the teachers and the children, including your child.

Observations Rules

To have a good view of the natural activities and atmosphere, and to maintain the normal routines and procedures, we ask you to be as unobtrusive and as inconspicuous as possible.

We encourage parents to use observations as an opportunity for parents and children to communicate with each other as to when is the best time for the parent to observe.

While observing, please adhere to the following rules:

- Remain seated in the chair provided;
- Do not engage the children in conversations;
- Remember that any child’s behaviour may be a reaction to your presence in the room, and this is particularly true of your own child;
- If you are invited to lunch with your child, please follow your child’s example and direction as to procedures.
- Mobile telephones must be turned off during your time in the room (i.e. no phone calls, no messaging, no checking emails, no taking photos);

Staff are not available for discussion during observation sessions, so please record any questions and ask the School Office at the end of your session.

The Montessori Environment

Montessori education is a natural process defined by experiential learning in a prepared environment where:

- children choose jobs from the carefully prepared Montessori environment;
- each child is guided by the assistance of a director;
- there are no rewards or punishments;
- there is no competition;
- ‘work’ is a purposeful self-chosen activity;

Research consistently shows that brain development and learning — ultimately, academic success — are optimised in an environment where children are free to choose work that engages their interest and effort and provides some pleasure and some challenges

As such, our lessons are given after careful observation of each child’s interests and ability level and are finely tuned to meet their need for meaningful and interesting effort.

Please let us know if you would like some material to take notes during your observation.

Observations Booking

Classroom observation bookings are available in one hour sessions, in pre-primary, lower primary, upper primary and lower secondary classes. If you wish to book an observation, as well as having lunch, please let us know at the time of booking.

Below are the times available for each of the different areas:

Classes	Pre-Primary	Lower Primary	Upper Primary	Lower Secondary
Times	9am to 10am 10:30am to 1:00pm 1:30pm to 2:30pm	9am to 10am 11am to 1pm 1:30pm to 2:30pm	9am to 10am 10:30am to 12:30pm 1:30pm to 2:30pm	9am to 10:00 1:30pm to 2:30pm
Days	Monday to Thursday	Monday to Friday	Monday to Friday	Monday to Friday

If you would like to book an observation, please call the School Office 9409 9151.



Our 60th Anniversary

Celebrating 60th Anniversary in Style!

This term, we celebrated our 60th anniversary by hosting a gala at the Joondalup Resort. The event was a wonderful celebration of the School's rich history, and we are delighted that our community – past and present – came together to celebrate.

The night included historical presentations, great food, and a chance for everyone to show off their dance moves.

Guests also had the opportunity to look at Montessori materials and, for some of them, it had been decades since they had handled the materials, so it brought a lot of memories back to our alumni.

We also had a historical photo display, which was so popular that we are now working on uploading all of our historical images to our website.

Students 60th Anniversary Celebrations

We have consulted our students and we have received a long list of suggestion as to how they would like to celebrate the School's 60th anniversary.

While we wait to finalise the event, we ask that you save the date:

- Date: Friday, 2 December
- Time: 3:00pm to 5:00pm

We will share more details as soon as our students confirm their plans.





Waste Wise School Update

Last year, our school became a Waste Wise School, which means that we have demonstrated our ongoing commitment to waste reduction and waste recovery.

As part of our ongoing commitment to waste reduction, we established our own Recycling Centre, which is made-up of an old upcycled filing cabinet - upcycling at its best! We are recycling the following products through different companies:

- Dental products: toothbrushes/ paste tubes
- Medicine blister packs
- Soy sauce fish bottles
- Spectacles
- Batteries
- Mobile phones
- Pens of all types, as well as correction fluid bottles
- Plastic lids



Our Recycling Centre is located outside the Lower Primary 2 Classroom and our families can bring items from their home to be recycled.

Just in case you were not aware, all our classrooms also recycle soft plastics, food/compost waste for the worms/chickens and compost tumblers.

We have applied for and received a waste grant from the Waste Authority. Using the grant, we bought waste recycle bins for each class and office. We will now separate and recycle waste as follows:

- Recycling (plastic, paper, aluminium, etc)
- Compost (organic food waste, weeds, etc)
- Soft Plastic (wrappers, cling wrap, etc)
- Landfill Waste (anything that can't be recycled)



Meeting in the Middle

From Thursday, 18 August to Saturday, 20 August, Montessori adolescent educators from around Australia gathered at our school for the annual MiM Forum.

The inaugural MiM Forum took place in Adelaide back in 2013, and Montessori adolescent educators have been keen to participate every year since – with Montessori schools around Australasia taking turns in hosting the event.

MiM 2022 was the first face-to-face meeting of MiM since 2019 due to the pandemic. As such, all delegates were delighted to reunite and interact in person. During the weekend, many themes were discussed and examined, including:

- Ideal models for the Montessori Senior programs
- The farm
- Microeconomy
- Creative expressions
- Pedagogy of place
- Virtual reality
- Artificial intelligence
- As well as a variety of other topics

In addition, this forum gave our lower secondary students the chance to host our guests. They prepared a little gifts for the delegate (marmalade); gave the delegates a tour of our school; delivered a presentation on the Microeconomy Program at our school; cooked all the morning and afternoon teas; and cooked a beautiful lunch for everyone.

The delegates, as well as we, were so impressed by the students' enthusiasm, professionalism, and cooking skills.





Controlled Burn

As our bushland is not subjected to natural fires, controlled burns are used to reduce the risk of fire and regenerate the undergrowth.

On coming to school in the last week of Term 3, some of our community may have noticed evidence of fire in our school's bushland. Thankfully, the evidence of fire was the result of a controlled burn that took place on Saturday, 17 September, which was organised through the City of Joondalup.

Controlled burns are conducted every 7 to 10 years in our bushland to reduce the combustible material that accumulates in the bush as a result of the natural shedding of branches, death of trees, and accumulation of undergrowth.

The last controlled burn at our school was completed in 2013. The controlled burn was conducted under the supervision of the Bush Fire Control Office of the City of Wanneroo and volunteer firefighters. The bushland will begin to regenerate immediately, and we will see both native plants and weeds sprouting in the open areas that have been created by the fire.



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](#).



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.

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

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. In addition, participating in after school chores play an important role in the fundraising of the students' biannual trip.

As such, there are days when they may finish closer to 3:30pm.

Laundry Volunteers

We'd like to say a BIG thank you to our laundry volunteers for Term 3, 2022:

- Adina Oltean-Burke
- Bree Stanton
- Cherise Trovato
- Doreen Sharma
- Emma Lang -
- Florence Watson
- Jess Clark
- Josy Burke
- Kaori King
- Kelly Joice
- Kendra Deane
- Michelle Drage
- Olga Olsson
- Payal Patel
- Sara Horvat
- Ski Glover
- Teresa Bagas

For Term 4, 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!

Absences

Extended Absences

As the borders have reopened, we have seen many families travelling over east or overseas to visit loved ones, 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.

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](#).

EVENTS

Upcoming School Events

Our school is always busy and there is always events happening, whether it be an excursion, a community event or a celebration. Term 4 will be particularly busy so we thought we would share with you our upcoming events so that you can mark your calendars.

Lake Goollelal Walk

- Wednesday, 12 October
- 9am to 11am

Open House 2022

- Monday, 17 October
- 9:00am to 11:00am

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

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.

Eradication of Poverty

- Monday, 17 October
- Lunchtime

On this day, the student will be having rice for lunch, in observance of International Day for the Eradication of Poverty, which takes place every year.

The students will be able to eat as much rice as they want but, as they will only eat rice, we suggest that they eat a substantial breakfast.

Please make sure that your child brings their own bowl and a spoon.

Lower Secondary Play

- Friday, 21 October
- 6:00pm to 7:30pm

Materials Display

- Thursday, 27 October
- 2:30pm to 3:30pm

All Montessori Schools Picnic

- Friday, 4 November
- All day

Community Event: Lucy Peach

- Friday, 4 November
- Time TBC

Discussion Night

- Tuesday, 8 November
- 7:00pm to 8:30pm

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.

Lower Secondary Quiz Night

- Friday, 11 November
- 6:00 to 10:00pm

International Baccalaureate Graduation

- Friday, 18 November
- 4:30pm to 6:30pm

More information will be sent to you shortly.

60th Anniversary Celebrations

- Friday, 2 December
- 3:00pm to 6:00pm

The time will be confirmed later and more information will be sent to you shortly.

Volunteers Morning Tea

- Thursday, 15 December
- 9am to 10am



Community Events

While COVID-19 has affected our ability to offer events in Term 1 and Term 2, 2022, we were very grateful that as restrictions eased we were able to bring our community together for our annual Scitech night. We had over 300 people attend and the night was a great success.

Photo Shoots

For Term 4, we are in the process of organising our family mini photo shoots again, these have always been very popular so look out for the School Stream to book your spot!

Lucy Peach

Also in Term 4, we have a very special parents night planned for 4 November. 'Period Queen' Lucy Peach will be doing a very special show exclusively for our families and friends. Mark it in your calendar, this is not one to be missed! More information to follow.



Why do we have community events?

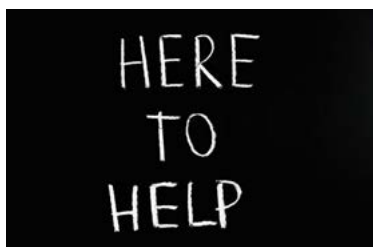
All the events we hold are not fundraising events, they are community events designed to bring us together and strengthen our school community, while providing amazing memories for our families, with a little bit of fundraising on the side.

Class Representatives

Each of our classrooms has a parent/carer that volunteers as a Class Representative. The volunteer is a representative of the School community with the function of supporting the teaching staff, welcoming new families to our school, communicating any class specific needs to the families in the class, putting together a voluntary class list, organising social events and school events and communicate any jobs needing to be done for the class.

Please email them to let them know you would like to be on the class contact list.

Thank you to Nikky De Oliveira, a long serving class rep, who is finishing up. Thank you Nikky, for your service to our school community, it is much appreciated and you will be missed!



Currently, our class representatives are:

- PP1: Bec Lee - puddin_head@hotmail.com
- PP2: Jessica Clark jcjessclark@gmail.com
- PP3: TBC
- LP1: TBC
- LP2: Kate Dury - sandgroperkate@hotmail.com
- LP3: Amanda Weall - thortracmohican@hotmail.com
- UP: Chloe Bond - chloe.bond@hotmail.com
- LS: Wanda & Mike Anderson - wandajt@hotmail.com

In addition, the following people sit behind the scenes 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 with them before or after school.

Parent News

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 'Meredith, alone' by Claire Alexander and 'This Tender Land' by William Kent Krueger. Read the one that appeals to you, read both, or read neither and come along purely for the discussion.

Our next meeting will be late October, exact date TBC.

Message or see Andrea Sommer (PP1/LP1 parent) to join in person.

Happy reading!



You can also see our past reads on instagram: [@bookdogs_](#)



FACEBOOK PARENTS GROUP

Our parents have a dedicated Facebook Parent Page 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 by clicking the:

The Montessori School Kingsley - Parents Group.

Related Providers



Guiding children's growth

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.



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@montessoriplygroupkingsley.com

Phone:




0413 299 647



Contact us:

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Post Office Box 194, Landsdale, WA 6025
Phone: 08 9409 9151
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