



The Montessori Bell

Term 1, 2023



Help me to do it myself.



Principal's Message

Dear Families,

This year, as with every year, has started with a high level of enthusiasm and excitement. I do not just mean the students who arrived for their first day or for new families joining our community – a warm welcome to all – the enthusiasm and excitement started before the children recommenced. The teaching staff, both teachers and education assistants, from pre-primary all the way through to lower secondary were involved in a school-wide professional development, which spanned four full days of intensive training. Staff undertook training in a program called Sounds Write. Which is a highly structured, systematic synthetic phonics program based on the science of reading. This linguistic program is recommended by AUSPELD. Sounds Write has been implemented in many Montessori schools in Australia. The program teaches students how the alphabetic code works. Fundamentally, it will teach our children the key skills required to be effective readers and spellers. This training is an enormous undertaking and commitment by our school to assist our students learning. It will no doubt, bring enormous benefits in the short term and into the future, with an inevitable flow on effects to their other subject areas.

Towards the end of 2022, we began the rollout of a software program called Transparent Classroom within our pre-primary level. This program allows digital record-keeping and lesson planning for Montessori teachers. The program allows staff to also take and upload photos, and record activities and work. The system will allow for greater efficiency in recording the ongoing development of a child's learning, tracking the application of curriculum standards, and identifying gaps. This year, we have extended the rollout to the lower primary level and we will eventually rollout the program into the upper primary space.

Along with Sounds Write and Transparent Classroom, the School has committed to implementing a learning management system (LMS) called ManageBac for the secondary students. Designed for the International Baccalaureate programme, this flexible LMS will be rolled out for both the IB and our lower secondary students. This platform will provide our students, staff, and parents with a unified repository for the curriculum. Once implemented, parents will also be given access to MangeBac Initially, the resource will be used for curriculum but eventually will be used for reporting and attendance. More information about ManageBac will be shared in the coming term.

We are looking forward to the implementation of these curriculum initiatives to assist and enhance our already impressive Montessori/IB education. Along with the ongoing improvements to the physical environment, the imminent construction of the senior secondary building, our new strategic plan, along with other initiatives, augurs well for the next 60 years for our school.

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 education system in the world.

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 Struan Heights (South Wanneroo), which is known as the suburb of 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 (IBDP). 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 IBDP (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 Cohort - Year 11 and Year 12 (ages 16-18).

The Montessori method 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.

Motto

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 over 350 schools and centres 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 Willemien. Duyker-de-Vries.





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.

Mission

Our mission 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.

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.

Purpose

Our purpose is to provide quality Montessori education for students aged 3-18, including the IBDP while fostering purposeful, self-directed learning, the development of independence and a sense of community.

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.





Teaching Staff

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

Primary Level	
Pre-Primary 1 Ciara Foley Hemali Vasanjee (EA)	Pre-Primary 2 Ria McBennett Kendra Deane (EA) Georgia Williams (EA)
Pre-Primary 3 Jessica Jackson Bernice Oellermann Audré Maré (EA) Julie Fitzpatrick (EA)	
Lower Primary 1 Kate Tottle Salwa Guirgis Julie Fitzpatrick (EA)	Lower Primary 2 Ian Chapman Zoe Judge (EA)
Lower Primary 3 Ashlea Fuller Debra Beach (EA) Ash Whittle (EA)	
Upper Primary Advisory 1 Sue Hoolohan Jacob Horsey Girija Stewart (EA) Ash Whittle (EA)	Upper Primary Advisory 2 Michelle Hayes Jacob Horsey Chantal Mare (EA) Vicky Brown
Secondary Level	
Lower Secondary Cohort Michael Caldwell Katharina Stillitano Megan Beasley Jaromir Kulir Diana Schuler Fiona Corner Peter Zylstra	International Baccalaureate Katharina Stillitano - IBDP Coordinator Michael Caldwell - Program Coordinator Jaromir Kulir Diana Schuler Fiona Corner Peter Zylstra
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) Arianna Taffurelli - Physical Expression (Pre-Primary, Lower Primary and Upper Primary) Peter Zylstra - Creative Arts (Lower Secondary and International Baccalaureate) Kieran Ridgeway - Music (Lower Secondary)	

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
Queenie Massie	Business Manager
Alison Grondein	Office Manager
Rachelle Edwards	Bookkeeper
Felicity Cooper	Administrator
Leanne McDonald	Reception
Kevin McDonald	Grounds Person
Monti	Head of Wellbeing

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



Message from the Board

A very warm welcome back to School for 2023, and an especially warm welcome to staff and families who are joining our community for the first time this year.

At the end of 2022, the Board took a well-deserved break to enjoy time with family and friends. We attended our first meeting for the year in February, refreshed and ready to get back to work.

At our recent March meeting, we were joined by Kate Tottle and Michael Caldwell, both members of our School Leadership Team. It was fantastic to discuss with them maintaining and continuously improving the high-quality Montessori educational experience that we provide to students in our School.

In a few months, we will have our School Annual General Meeting. If you are interested in joining the Board or feel you have skills to contribute on the Board or one of our subcommittees, please do get in touch. In particular, we are seeking someone with experience in human resources.

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 wonderful start to our new school year in our classroom. We were delighted to welcome some new children into our class and it has been very special to see new friendships beginning to blossom with lots of lunch dates and teamwork happening between the children.

This term, our science topic has been Botany. The children were extremely interested in this topic and were eager to engage with the various jobs available. We learned about the needs of plants, where each child had the opportunity to grow their own plant from a bean. Each morning, we were delighted to see the children rush in to see their seeds progress. We watched as the seed coats came off, the radicle and plumule sprouted and the first leaves or cotyledons grew. We always give the children the scientific vocabulary for our various "parts of" jobs. "Children have a kind of instinct, a special sensibility, which urges them to acquire new words. Between three and five years especially, the child's mind continues to absorb words," Dr Maria Montessori. We dissected some lily flowers, examining each part with a magnifying glass.

With our Botany cabinet, we learned the names of various leaf shapes and collected as many as we could find during a bush walk. The older children had the opportunity to make a beautiful poster of a plants life cycle. Through classification jobs and lunch time chats, we had lots of discussions about the different plants that we eat. The children helped to make a delicious salad using different parts of a plant such as roots, leaves, seeds and fruit, learning some important practical life skills along the way.

As we work on refining the children's fine motor skills in preparation for writing, we have encouraged lots of sewing activities in class. These progress from simple, early tasks of punching holes in card and threading a piece of string through it, sewing a button on a piece of fabric, and making small tapestries which the children often choose to wear as a necklace, to more complex jobs that require refined skill and concentration, such as making a pillow or a handbag. Handbags have been exceptionally popular this term.

The children love to stand up in front of the class to talk about their various items for "show and tell". They learn important skills such as speaking clearly and with confidence as they describe the item and answer various questions from the group. We encourage the children to bring in interesting things they find from nature, something they made at home, or cultural items.

I hope everyone enjoys a well-deserved break and I look forward to working with your children again next term.

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

We have had a lively start back to the new school year, and we were delighted to welcome eight new children along with their families to our Montessori community. The classroom has been a hive of activity and everyone has now settled into a steady routine of work and engagement. This semester, our primary focus is on the non-living world. Initially, we discussed the difference between living and non-living and how we could classify what is living from what is non-living. Following our group discussion, we agreed that all living things breath, move, grow, feed, and reproduce, and non-living things do not have any of these qualities. It is always lovely to listen to the children's thoughts and ideas on this topic. Some of the children have followed this up by classifying pictures of living and non-living items.

We started our studies of the non-living world by investigating weather, air, and light. We asked the question... 'What is air?' 'How do we know it is there?' 'Why is it important?' We then followed up this discussion by reading about air and investigating through some simple experiments, such as moving a small ball through blowing through a straw. As we are also learning about weather, we took this opportunity to go outside with a strip of material and see if the air would move the material. This further assisted us to determine from which direction the wind was blowing and to determine the air force.

We have also been learning about clouds and the water cycle. We discussed how the Earth has a limited amount of water and that water keeps going around and around and around: the water cycle. We read about how water evaporates from the surface of the Earth, rises into the atmosphere, cools, and condenses into rain or snow in clouds, and falls again to the surface as precipitation. We followed this up with a simple experiment using hot water in a bowl. The children watched as the water evaporated and then collected as condensation on a film of cling wrap attached to the top of the bowl. Eventually, droplets of water gathered and fell back into the bowl demonstrating precipitation. The children really enjoyed seeing this process straight after our discussion on the water cycle.

We will continue our examination of the non-living world by investigating magnetism, sound, and electricity. While the children enjoy these discussions, experiments and follow up activities, the primary focus is to spark their natural curiosity and interest in their surroundings and their world.

We have started our work on design technology faster than expected due to the children's interest in woodwork. We have had various ideas on making planes, mobiles, and other items of interest. It has been wonderful seeing the children plan and select the materials required to complete their chosen pieces and explain how they are going to make it. While each child has been excited about their finished product, the work and engagement during the process is where we have observed most of the joy and satisfaction.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

A warm welcome back to all our families and a very big welcome to those who joined our school community this year, it has been a pleasure getting to know all of you. We hope you have settled into our school and look forward to the journey ahead. The children have settled back to school routines with ease, and it has been lovely to watch them engage and work together. Our older children have become fantastic mentors and have really helped the younger children settle into their new environment.

This term, our focus for science has been Zoology. Over the past few weeks, we have been focusing on the animal kingdoms learning about the main animal groups-birds, insects, mammals, fish, amphibians, and reptiles. The children are really enjoying this topic, and there has been lots of discussions around the differences between each animal group over the past few weeks. Many of the children's jobs have included creating animal booklets identifying the various parts of the animal. This is a favourite activity for many children and a great way of building vocabulary and attention to detail. Another job is sorting the animal kingdoms into lists and matching jobs.

This term, we have implemented the Sounds-Write Program into our classroom teaching, which is an evidence-based phonics program utilising an exciting and highly successful approach to the teaching of reading, spelling, and writing. The children have enjoyed their new lessons very much and are eager each day to participate in them. Alongside our Sounds Write Program, we have continued to work with our Montessori materials, such as the sandpaper letters and moveable alphabets. During this term, we have been focusing on retell. Retelling a story is a skill pre-readers need to practice gaining experience with later reading comprehension. Children can listen to a story and recall the characters, what they characters say, and details about the plot. The children of our classroom have been enjoying learning the story of Maisy the Mouse. We have been retelling this story using particular actions for words and also using pictures.

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers



Welcome to the Lower Primary 1 Class

There was much work in preparing for the New Year as we rotated our classes in the lower primary building. After some time reorientating to the new door and arrangement, the children have been excited in their new place. They have eagerly tried a lot of new jobs and work inspired by what is available on the shelves. The aim of this rotation is to allow the children to be familiar with the jobs that we all share, so that even when they move around again they will recall other ideas and work to choose.

We welcome the new children in our class. The majority came from our pre-primary classes and a few have come from different schools. All are settled, and are getting comfortable in their environment, although some visits to their old classes have taken place. The older children are catching up with old friends and are helping the new children who are exploring their new environment.

At the start of the year the focus within the room is on Grace and Courtesy. Greeting someone as you enter the room is the first act of courtesy, polite speech and carrying chairs, closing the door, respect for one's work space, not disturbing another at work, graciously accepting and declining an invitation, table manners, offering and accepting an apology are all vital lessons in Grace and Courtesy. Our behaviour is reflected in our cooperation and respect for each other.

Our Science and Geography has been launched with a telling of the First Great Story – The coming of the Universe. The children observed and conducted a series of experiments and explored models and images that help us understand what it was like before humans existed on our planet. From this beginning the children have started to go further and investigate learning areas including Astronomy, Physics and Geology.

Parallel to this, we introduce ideas about the scientific method: questioning, predicting, planning experiments and discussing results. Procedures are introduced and then the children can freely conduct a wide range of experiments, or pursue their own research.

In the first part of this year the primary staff all engaged in professional development around teaching phonics and spelling. We have refined our framework for teaching these areas, and the children have been loving the new activities and rigour. Children at this age are still developing their reading and writing skills, and need to build confidence and creativity. If you would like to support your child's literacy at home you can help by stimulating their curiosity, interest and making the skills purposeful by applying them to real life situations. We make the following suggestions:

Read together daily, and allow your child to see you reading a range of materials.

- Visit your local library and discover favourite authors or illustrators.
- Draw or paint or sculpt, and tell stories orally about your creations.
- Explore a wide range of adventures as a family – plan them using maps or lists, or write about them afterwards.
- Play phonetic I Spy (using the sounds letters make in place of the letter name, for example 'a' as in 'apple' instead of 'ay.' Try middle sounds or end sounds if it's too easy!
- Write shopping lists, or letters and cards and send them to real people.
- Write and draw plans for recipes or experiments or craft projects at home.
- Enjoy exploring language with alliteration games, poetry, songs, rhymes and anything you find interesting.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

This year began in a new space for everyone in lower primary. The children have settled quickly and quietly, which has been good to see. It has been smooth transition into the space and one that we hope will benefit all classes and especially the children.

We have welcomed some new families into our space and hope they have settled in well. It is exciting to observe the children as they start the new year with some excitement and, indeed, trepidation as to what the year will bring. They have all enjoyed a great start to the year.

The term has begun with some timetable changes as we have moved Physical and Creative Expression lessons to later in the day and this has, so far, been going well. German lessons are still on Mondays, but we do change the time for these lessons on a termly basis.

The children have been so busy with their general work and new lessons that time has flown by. We are taking a closer look at the history of music this term. Where did it all begin? To discover this, we have listened to many different sounds, from the very first bone flute, classical, modern, pop and even rock music. We have discovered that most tunes originate from birdsong. We have listened to different birds singing as well and heard many children's attempts at whistling.

We have read four of the Montessori Great Stories so far and learnt so much about life and humans along the way. It is very exciting to present the stories and observe the children react to different aspects of each time and place in history.

We have had the pleasure of having Winnie joining us for her one hundred hours of her practicum, which will go towards her degree. She has been extremely helpful in the space, and we wish her well in her future endeavours.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

This term, we all began in a new space within the Lower Primary Building, which was opportune for us as a class to establish together how we will use the new space and for which chores we need to be responsible. I would also like to say thank you to the students and their families for making me feel so welcomed and helping me settle into classroom routine.

Being the beginning of a new school year, we have welcomed new students and their families into our class, all have settled really well and adapted to the new challenges presented at this Cycle.

We presented the first two Great Stories in class this term. The first is about the beginning of the universe, the creation of stars and planets, while the second is about the beginning of life and how small amount of time humans have lived on Earth. It's always exciting presenting these stories as it inspires children to investigate and find new discoveries about the world in which we live. We have also been looking at time with reference to days of the week and months of the year.

Classwork has included the usual Mathematics and language work; however, there has been a great focus on completing research individually or with a friend, science experiments, maps, and craft activities. We also have introduced a new Sound-Write Program which is an inclusive phonic method of teaching reading and, so far, we are having fun engaging in these lessons.

The children are currently taking the opportunity to read to the class in the few minutes at the end of the day between completing chores and home time, it's an opportunity to improve their reading skills and put some expression into their reading. We hope that each child will take this opportunity to have ago during the year.

I am looking forward to a wonderful year and the new discoveries we make together.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

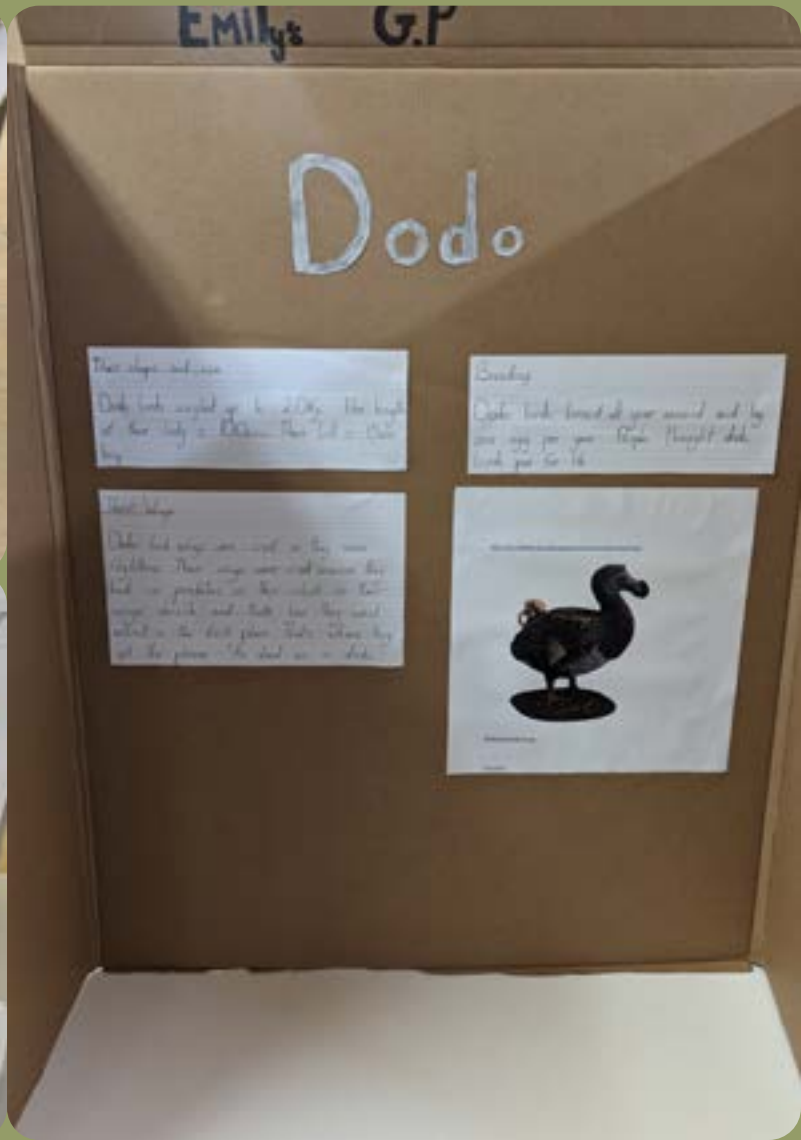
Welcome to all our new Upper Primary families and welcome back to all our 'oldies.' Welcome, also, to Jacob, our new Upper Primary Teacher.

The term has started calmly and happily, with children getting used to new jobs or re-acquainting themselves with favourite ones. We are all adjusting positively to the new 'two-class' space in and it is working well.

We have had a Netball Clinic and the children have enjoyed lots of outside activities in this beautiful weather. Cooking lessons have been given, beautiful lunches made; guitar lessons have been given, beautiful music is being played; inspiring art lessons have been given, beautiful art is being created.

Thanks to all the parents who attend the Discussion Night this term. It really is so nice to see you there. The topic of discussion was Discipline and it is a huge one, encompassing so many of the other tenets of our philosophy (freedom, order, respect, spontaneity, and intrinsic motivation). In a nutshell, the prepared environment is the key to not needing to tell your child what to do all the time. It's simple and is just as applicable at home as it is at school:

1. Make available to your child real, interesting, and purposeful tasks (e.g., sports equipment in the yard, books from the library, Lego, crochet, dress-up mannequins, dress-up clothes, heaps of 'stuff' for creating props, stages, things that fly/speed/ swing)
2. Ensure your child knows exactly your expectations of how that task should be done (including cleaning and putting it away properly.) Spend lots of time with them, demonstrating, ensuring they are motivated and confident. Then walk away - leave them to it. Accept the results when completed/in progress.
3. Hide any items that are not available to them. High shelves, behind cupboards, out of sight. The best thing to do is keeping things in sight but have lots of conversations about why it is not available and take time with your child to show them exactly what it does, why you have it, what it's used for, and how it is hazardous. Then, when your child is ready/shows interest, teach them how to use it safely, staying with them until they have demonstrated they are ready to use it independently. Walk away. Trust them. Return every now and again to show you care.



Demonstrated behaviour is the key to helping a child when they've made a mistake (which we need children to do - mistakes are the most valuable learning tools). If your child is not using a piece of equipment properly/dangerously (lawn mower, mannequin, spade, Lego, football, knife) say, "You are demonstrating/showing me that you are unable to use the lawn mower properly. Put it away and come and let me know when you are ready to use it properly." Help the child pack away, if necessary, if not, leave them to it, but check that it has been put away properly. Whenever your child comes and tells you they are ready to use the lawn mower again, accept that decision (then observe to see if they really are ready. If not, repeat the process again.....).

Always step in, always remove the equipment (never engage in a debate about use - offer to show them again, but not now.) Always accept the child's readiness, the child needs to be in control of and responsible for their actions. We never seek to control the child. (It's impossible to control anyone, as well as immoral).

The saying that often is heard amongst our staff is "We say what we mean, and we mean what we say." Our expectations of student conduct are made clear in a direct way, without confusing endearments (sweetheart, mate, buddy.) Our instructions are simple and straightforward, always using positive language ("That is the garden" rather than "You're not supposed to be in the garden" or "Keep your feet on the ground" rather than, "Don't stand on the chair." "Keep your hands to yourself" rather than, "Don't push other people.") When you observe in the Upper Primary Classroom, you will hear these positive redirections time and time again, quietly spoken but said with meaning and expectation. We trust the child to know how to redirect themselves, once assisted: an independent child knows how to self-redirect. We respect the child enough to care: lack of redirection is disrespectful of the child at best, and neglectful at worst.

These strategies will work at home, too. The Montessori philosophy, with its deep and sincere respect for a child's development, is a guideline for a way of living, for adults, 24 hours a day, not just whilst at school.

**Sue Hoolahan, Michelle Hayes and Jacob Horsey
Upper Primary Teachers**



Welcome to the Lower Secondary Class

Term 1 saw a settling in period for all students as we welcomed fresh new faces (or, fresh to the Lower Secondary Space, at least) and fresh new furniture. As is the standard practice of every new year, we saw the introduction of a fresh Code of Civility, which is an opportunity for the students to voice their thoughts on 'law and order' in the classroom. We workshoped several iterations of this document, which now sits proudly on our wall and is a reference for all aspects of the running of the cohort and day to day grace and courtesy expectations.

No new year would feel quite the same if it wasn't a busy, productive and semi busy affair - and 2023 is absolutely no exception. We have been working with gusto in all subject areas, following the theme Ancient Greece in Lower Secondary 1 and Fire in Lower Secondary 2. In support of these themes, the Art group went on an excursion to Sculptures by the Sea, which also supported some of the work the International Baccalaureate cohort is completing.

Additionally, our Microeconomy is in full swing, with a new group being added to the rotation (read on

for more on this), the plans for a return of the café took a giant leap forward, and we saw a revamp of Occupations.

Occupations is an all encompassing approach to STEAM (Science, Technology, Engineering, Arts, and Mathematics) based subjects in the Montessori adolescent program and we are currently exploring all things bees as we look towards getting a functioning beehive on the school grounds. Students are working collaboratively as a group to complete the project, aiming to refine skills in collaborative work, research, scientific discovery and budgeting. We look forward to sharing our findings in a future newsletter.

Finally, the lower secondary staff would like to take the opportunity to thank all of our parents for being so very helpful and supportive of everything we have done this term, in particular for the smooth transition of all new students, and we wish you all an excellent holiday at the end of what has been a very successful Term 1.

Michael Caldwell
Lower Secondary Advisor



Please note that students in Year 7 and 8 are referred to Lower Secondary 1 (LS1) and students in Year 9 and 10 are referred to as Lower Secondary 2 (LS2).



English By Lola and Caleb

Our main topic for English this term is ancient Greece. The first thing we did was a memory experiment where three different texts were given out; a speech, a newspaper article and a scientific paper the aim was to see which was easier to remember. We have also been reading and analysing texts such as myths and stories written by ancient Greek writers including Plato and Demosthenes. We are also making a timeline about ancient Greek writers and the contribution to literature.

Mathematics By Eric

In our Lower Secondary 1 Cohort Humanities and Social Science lessons, we have been learning about Mathematics

So far this year, in LS1, we have been looking at place value, number properties (including factors, prime numbers and exponents) and the order of operations. We have also been studying sets and Venn diagrams as well as real numbers.

Our LS2 group has been working on exponent laws, algebraic expansion and sets.

We have also focused heavily on quadratic equations, which have been steadily increasing in complexity.



Science By Luca and Simon

This term, the Lower Secondary 1 have been doing biology for science. They have learned about cells, cell theory, microscopes, organs, and specialised cells. In the first weeks they learned about cells and the different types of cells like prokaryotic cells and eukaryotic cells. They also learned about cell theory and how microscopes work. We learned about all the organs in the human body. After all that the LS1 got assigned to one of the many specialised cells and then had to present it to the rest of the class.

The Lower Secondary 2 students have been learning about atoms, elements, and isotopes this term. In the first couple of weeks, they discussed the nature and properties of atoms, then moved to talking about chemical reactions and ions. Several experiments have been conducted this term using acid/base reactions to practice lab etiquette and notation skills. In weeks 4 and 5, the students created an 'Atom Project' in groups of three, each group individually looking at the nature of atoms, electron configurations, isotopes, radioisotopes, and all their uses in the modern world. These projects were presented to the LS2 group upon completion. Later in the term, the group looked at electron configuration in greater detail, examining the ways in which electrons orbit atoms in shells.

German By River, Ruby, and Kira

In German, the Year 7 students have been learning how to pronounce the months of the year and how to say their birthdays.

The Year 8 group has been learning about the weather and what different types of weather there are. They have also been learning the different modes of transport in Germany.

In German this year, the Year 9 students have been learning about comparing things. For example, saying things are good, better or the best, or loud, louder and loudest. We also learnt about different music in German.

And the Year 10 students have been researching their families.

Chickens

Usually, we do not mention the chickens in the newsletter, however we have a chicken related announcement to make. When the building of new buildings starts, the chickens will need to be moved, as their coop is placed rather inconveniently. We are looking at either moving the chickens to somewhere else on the school property or moving them off property for a period. If anyone is interested in fostering chickens for an undefined (but short) period of time, please contact the front office to pass the message onto the Chicken Committee.

Microeconomy

Food

We have done a number of long tables during Term 1, we have had Italian, Mexican, and we also celebrated St. Patrick's Day (because St. Patrick's Day was on a Friday this year).

Farm

We went to Bunnings and got some wood and soil to make a new garden bed, we also got a flat shovel to clear out the top of the chickens where they lay the eggs. When we had our trip to Bunnings, we also bought a bucket for the café for them to put their used coffee into.

Factory

We have been making soap, chocolate eggs for easter, and we also made beeswax wraps and are reorganising the cupboards for a better system. We are thinking about buying a lazer cutter to make chopping boards.

Fabrications

We have started to build cupboards for our classroom and started to plan for rebuilding the café by buying a roll up door hope fully the café will be up and running in Term 2 or Term 3. We have been helping on the new chicken coop by painting a new door for them.

Facilitators

This year, we introduced a fifth group to our Microeconomy Program, the facilitators. In this group, we have been organising the other groups so that they work together more cohesively. We have also been looking at how to keep Honkey Nuts running into the future, and how to make a more sustainable business.

Café

The cafe is opening again this year! To prepare for this, we have been training with the coffee machine and surveying the community to find out what they want from the cafe (the answer is biscuits, apparently). Our soft opening and practise run on the Community Night was a great success, and we are eager to begin serving coffee to the whole community in the near future.





Welcome to the International Baccalaureate Diploma Programme

Welcome back to another exciting year in the International Baccalaureate (IB). This year, our IB students have nearly doubled in numbers, and we are squeezing ourselves into the learning and communal spaces in the Shammai Building.

We have also been very pleased to add Natalie Morrison to our team of amazing IB teachers, who will teach both IB Mathematics courses in 2023: Mathematics: Application & Interpretation as well as Mathematics: Approaches & Analysis.

The IB at The Montessori School Kingsley is truly expanding; not only have we added students and staff to our IB team, we will be adding another IB program to our school: the International Baccalaureate Career-related Program (IBCP).

International Baccalaureate Career-related Program

We are very excited about the fact that the IBCP is about to be officially launched at our school. While the IBCP also embraces central features of the Diploma Program, such as the Learner Profile, the Approaches to Teaching and Learning, and the conceptual learning and international mindedness, the IBCP student combines academic with practical learning via Vocational Educational Training (e.g., at TAFE or an equivalent training institution) and is an internationally recognised qualification.

Some subject content has also been adjusted to become more relevant to career choices and practical skills students entering the workforce will need. For example, students are developing the following core learning components:

- Personal and professional skills,
- Language development,
- Writing a reflective project and
- Service learning.

While we are still adjusting to the new features of the IBCP, our students are settling well into both, the IBCP and IBDP.

November 2022 Graduates

Our 2022 graduates completed the November examination with some amazing results and have made important decisions about how to continue their education. We are very pleased for our current graduates who have already found a place to continue their learning journey:

One student has successfully enrolled in a massage therapy course at TAFE, one has been accepted at the University of Western Australia in Biomedical Science and one is in the process of completing his application process to join the police force. We are very excited for them and pleased to see they have adjusted well to life as a Montessorian outside the Montessori School.

IB Evaluation

In 2022 The Montessori School was evaluated by the International Baccalaureate Organization. This evaluation process involves not just IB students and staff but the whole school community. We were asked to provide feedback from all staff, parents students, board members, admin staff and of course IB students and parents about how the IB Diploma program is implemented and organised at our school.

As you may be able to imagine, this is a very cumbersome and time-consuming process which includes collaboration and contributions from all staff members. I would like to take the opportunity here to thank all our staff, parents, students and particularly my IB colleagues who have helped to deliver, produce and collate the required documentation. Thank you, I couldn't have done it without you.

To our delight we have received feedback from the IB in January 2023 to say that they are very pleased about how we are running the Diploma program and that there were no shortcomings or matters we needed to address to comply with IB Diploma program requirements. A few suggestions for adjustments were made that the IB encouraged to be implemented into the Action Plan and addressed before the next evaluation in five years.

We are very much looking forward to working with our new and 'old' staff and students and a less work-intensive 2023.

Katharina Stillitano
International Baccalaureate Coordinator

This year, there are two students who will undertake the IBCP, and they wrote the following content:

Ryan and I are going to TAFE every Friday. I am doing Screen and Media which I'm really enjoying. We get to do camera work and learn about the ins and outs of the film industry such as, storyboarding and the different types of shot sizes. And even the way you can use the camera to get a certain point across.

By Alec - Year 11 Student

As part of my studies in the TAFE Design Fundamentals Cert III program, I am currently undertaking a project focused on designing a psychedelic t-shirt. To achieve this, I am utilizing Adobe Illustrator software to create a vibrant and visually striking design that captures the essence of this unique and fascinating aesthetic.

By Ryan - Year 11 Student

The IB Year 11 students have been settling into the new space 'well/sorta well/terribly/6 out of 10'. The environment in the Shamai Building is peaceful/chess orientated/friendly. The students have been getting used to the new timetable and the increased independence and would describe the year so far as '5 out of 10/enjoyable/ok/pretty good, pretty good/amazing'. Some of the students have taken to playing chess during their study breaks and find this to be a good way to engage with each other without causing complete chaos. The space has had to be adjusted to fit with the increased student numbers but so far overall the term has been going pretty well and I think it will continue to improve.

By Leuca - Year 11 Student



Creative Expression

The children have settled in well to the beginning of a new year during Creative Expression. The lower primary students have been exploring story telling with movement as well as our usual music lessons on the elements of music with the focus on rhythm patterns and playing percussion instruments. The pre-primary children have been playing drama games and enjoying various action songs. Our other main focus this term is on 'active listening' to the sounds around us as a way to fine tune their listening skills.

Anja Cirkovic
Creative Expression Teacher



Physical Expression

I am so pleased to have joined The Montessori School Kingsley community and I am so delighted to be able to walk alongside the children through the discovery of a sports cycle designed to enhance physical, emotional, and spiritual development maintaining the Montessori principles.

The prepared Montessori sports environment will allow the children to express and fulfil their physical needs accordingly to their own stage of development.

The pre-primary children have been exposed to a sports environment that allows them to improve and build control of the body. They have been working on balancing, crawling, sitting, standing, spinning, and jumping.

The lower primary children have been exploring different sports opportunities that allow control of their body, and eye-hand-eye-foot coordination, such as tennis, soccer, volleyball, cricket, and basketball. They have also explored body control and physical resistance by using skipping ropes and hula hoops.

The upper primary students have been exposed to team sports that serve their interests for social interaction, such as hockey, tennis, volleyball, soccer, and gymnastic. At the end of their lessons, they also enjoyed organising a team game with the whole classroom in the oval. They also took part in the Athletics Program as part of Sporting Schools in Term 1, a program developed by Athletics Australia learning centre. They have been working on learning the fundamental movement principles of running, jumping, and throwing.

Arianna Taffurelli
Physical Expression Teacher





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 IBDP 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.

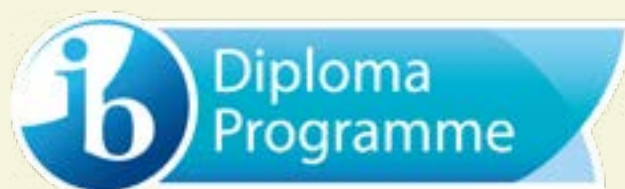
Extended essay; independent, self-directed research, culminating in a 4,000-word paper.

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 the IBDP, please book a meeting with our Principal Des Reuben.





What's the International Baccalaureate Career-related Programme?

As you are probably aware, our school is a Candidate School* for the International Baccalaureate Career-related Programme, which means that we are in the final phases of getting approval for delivering this internationally recognised qualification.

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-related 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.

For more details, visit the IBO [website](https://www.ibo.org).



* 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.



Code of Conduct

Last year, 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 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.

We ask that you familiarise yourself with our Community Code of Conduct, which you can view here or on our [website](#).

Purpose

The Montessori School Kingsley (TMSK or the School) aims to provide the members of its community (students, staff, parents, caregivers, and board directors) with a safe, supportive and non-violent surrounding, conducive to a positive learning environment. The purpose of this Community Code of Conduct (Code) is to contribute to this aim by:

- providing a clear standard of behaviour for adult members of the School community; and
- specifying the consequences for not complying with the standard of behaviour.

Core Value

This Code is based on the School's core value of 'peace, openness and respect' (the Core Value).

- Peace: We behave in a manner that contributes to the creation of a peaceful and safe environment for all members of the School community, and particularly our children.
- Openness: We value our diverse community and welcome points of view that are different from our own. We refrain from actions and behaviour that constitutes harassment, discrimination or vilification.
- Respect: We respect the rights, beliefs and practices of each member of the School community and treat each other in a way that demonstrates this respect, especially when we disagree.

Standard of Behaviour



All members of the School community are required to demonstrate a standard of behaviour that is consistent with the Core Value. Failure to comply with the standard of behaviour is a breach of the Code.

The following list provides guidance as to the standard of behaviour required from the School community. It is not an exhaustive list of the behaviour covered by the Code, but is intended to provide examples of the standard of behaviour expected from members of the School community.

Members of the School community should:

- Practise Grace and Courtesy when communicating with other members of the School community and in all communications regarding the School. No insulting, harassing or aggressive language may be used;
- Advocate respect at all times to teachers, school staff, parents and others in the school community. Refrain to engage in malicious or judgmental gossip.
- Keep discussions on social media involving the School, other schools or members of the School community respectful. School-related issue should be dealt directly with the school staff as per the Complaints Policy;
- Adhere to school policies that support the safe and effective operations of the school and its community;
- Be responsible for any person outside of the School Community that they bring on to the school grounds and ensure that person acts at all times in a manner consistent with this Code;
- Abide by all applicable State and Commonwealth law; and
- Resolve conflict through mature, calm and respectful dialogue with the other parties directly involved and, where applicable, in accordance with the School Complaints Policy.

Consequences for Breach of the Code

For minor breaches that are not a part of a pattern of ongoing breaches, the Principal shall bring the



breach to the attention of the member of the School community who is in breach, and remind them of this Code. If the breach continues, or is of a particularly serious nature, the Board shall bring the breach to the attention of the member in breach, by written notice of the breach. The written notice may state any consequences that have been determined by the Board as a result of the breach.

If the breach is by a staff member and the breach continues, or if the breach is of a particularly serious nature, the breach should be dealt with in accordance with the Staff Code of Conduct.

If the breach is by a member of the Board and the breach continues, or if the breach is of a particularly serious nature, the breach should be dealt with in accordance with the Board Code of Conduct and the Constitution.

The School Enrolment Contract allows the School to terminate the enrolment of a student for a number of reasons, including if the School is of the reasonable opinion that a parent or caregiver:

has not complied with the terms of the Enrolment Contract;

do not support the School and its staff in all facets of the School's educational program; or

are obstructive, uncooperative or divisive such that there is an irretrievable breakdown of the trust required in the working relationship with the School, its staff, or other members of the School community.

A breach of the Code may provide the basis for the School to form any or all the opinions above and may also be a breach of the terms of the Enrolment Contract.

The consequences listed above do not restrict the School's ability to take any other action it deems appropriate to address a breach of the Code.

Related Documents

- TMSK Enrolment Form

- TMSK Constitution
- TMSK Complaints Policy and Processes
- TMSK Student Code of Conduct
- TMSK Staff Code of Conduct
- Our Vision & Values

Approved 17 May 2022 by the Board Policy Committee; next review due 17 May 2024.





WHAT YOU DO MATTERS.

How to get involved?

Parental involvement in a child's learning is a significant leverage point for enhancing the self-esteem and wellbeing of children and young people – as well as for improving academic achievements.

At our school, we welcome parent involvement through:

- Active participation, which includes parents enriching their Montessori knowledge by attending our discussion nights, and taking a keen interest in their child's development by booking classroom observations in their child's classroom.
- Volunteering, which includes parents donating their time and expertise to our board or one of our sub-committees; volunteering at school excursions; serving as a chaperone at school events; providing support to teachers and education assistants; or taking the time to do the School laundry.
- Assisting with our fundraising endeavours to support our school's growth and development, which includes parents participating in our school events – attending, volunteering, and/or donating – as well as supporting our students in their fundraising efforts, e.g., supporting the secondary students raise money for their biennial trips.

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.

Prospective Families

We provide various education opportunities to prospective families:

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

Current Families

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

- Orientations
- Observations
- Discussion Nights
- Material Displays
- Parent-Teacher Meetings
- Handbook
- Newsletter
- Website
- Social Media
- School Stream



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 staff member;
- 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. Below are the times available for each of the different areas:

Classes	Pre-Primary	Lower Primary	Upper Primary	Lower Secondary
Morning Observation	9am to 10am	9am to 10am	9am to 10am	9am to 10am
Observation and Lunch	10:30am to 1:00pm	11:30am to 1pm	10:30am to 12:30pm	N/A
Lunch Date	12noon to 1:00pm	12:30pm to 1:00pm	12noon to 12:30pm	N/A
Afternoon Observation	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm
Days	Monday to Thursday	Monday to Friday	Monday to Friday	Monday to Friday



Discussion Nights

Our discussion nights are short talks given on some aspect of Montessori education or philosophy, followed by a discussion amongst staff and parents. They are one of the most valuable educational tool for parents 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.

Last year, our discussion nights delivered the following topics:

- Montessori Parenting Workshop
- Deep Dive into the International Baccalaureate Diploma Programme
- Parent Panel
- Respect

This year, and beyond, our discussion nights will follow



a two-year cycle, with pre-determined subjects:

Year 1

- Term 1: Discipline
- Term 2: Brain Development
- Term 3: Motivation

Year 2

- Term 1: Freedom
- Term 2: Assessment
- Term 3: Respect

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.

Visit our **website** for more details.

Material Display

Over four decades, Dr Montessori designed and constructed new materials, which is the name she used to describe the educational objects used in the classrooms, with each being particular to different subject areas (e.g., art, music, mathematics, language, science, etc). Montessori materials (also called jobs or work) offer students a great advantage: they are self-correcting, meaning that if a child makes a mistake, it will be evident to the child and they will then be able to try again – hereby reinforcing the importance of repetition.

Each term, our school invites our school community to come inside the classroom to observe the materials that the students use. This is always an excellent opportunity for parents to better understand the work that their child does and to better understand the Montessori Method.

Parent-Teacher Meetings

Parents are able to discuss their child’s progress with the teacher throughout the year through brief discussions before and after school. You can book these meeting through our School Office.

In addition, a formal reporting meeting with your child’s teacher will be arranged for all parents in Term 2 as well as Term 4.

Handbook

We've created a handbook to ensure that our families have all the necessary information in one spot. Our handbook provides an overview of processes and procedures at our school, and its aim is to give our families an understanding of the general rules and guidelines for attending and receiving an education at our school.

We update our handbook every year; to get the latest version, visit our **website**.

Website

We have created a comprehensive website, so if you have questions about our school, chances are, you'll find the answer there.

In addition, this is where we publish our news and our events so make sure you bookmark this link as you'll want to refer to it throughout the year.

Here is the **link** to the home page.

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.

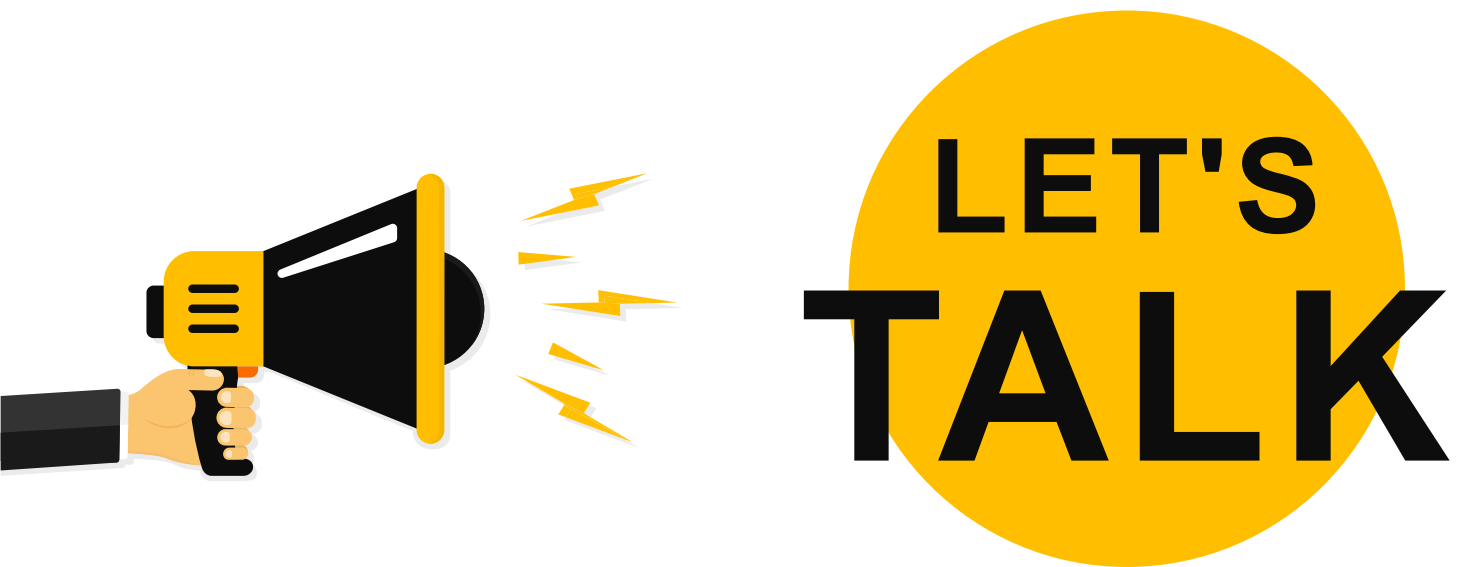
Visit our website to find out more about the **SchoolStream App**.

Social Media

In addition to our website, we also have a presence on some social media platforms, with the aim of connecting with our families and prospective families, as well as our wider Montessori community.

You can check out our social media presence on these platforms by clicking on the relevant icon.





Two-Way Communication

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

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

How do we communicate with you?

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

- Email
- School Stream Messages
- Newsletters
- Website

Social Media

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

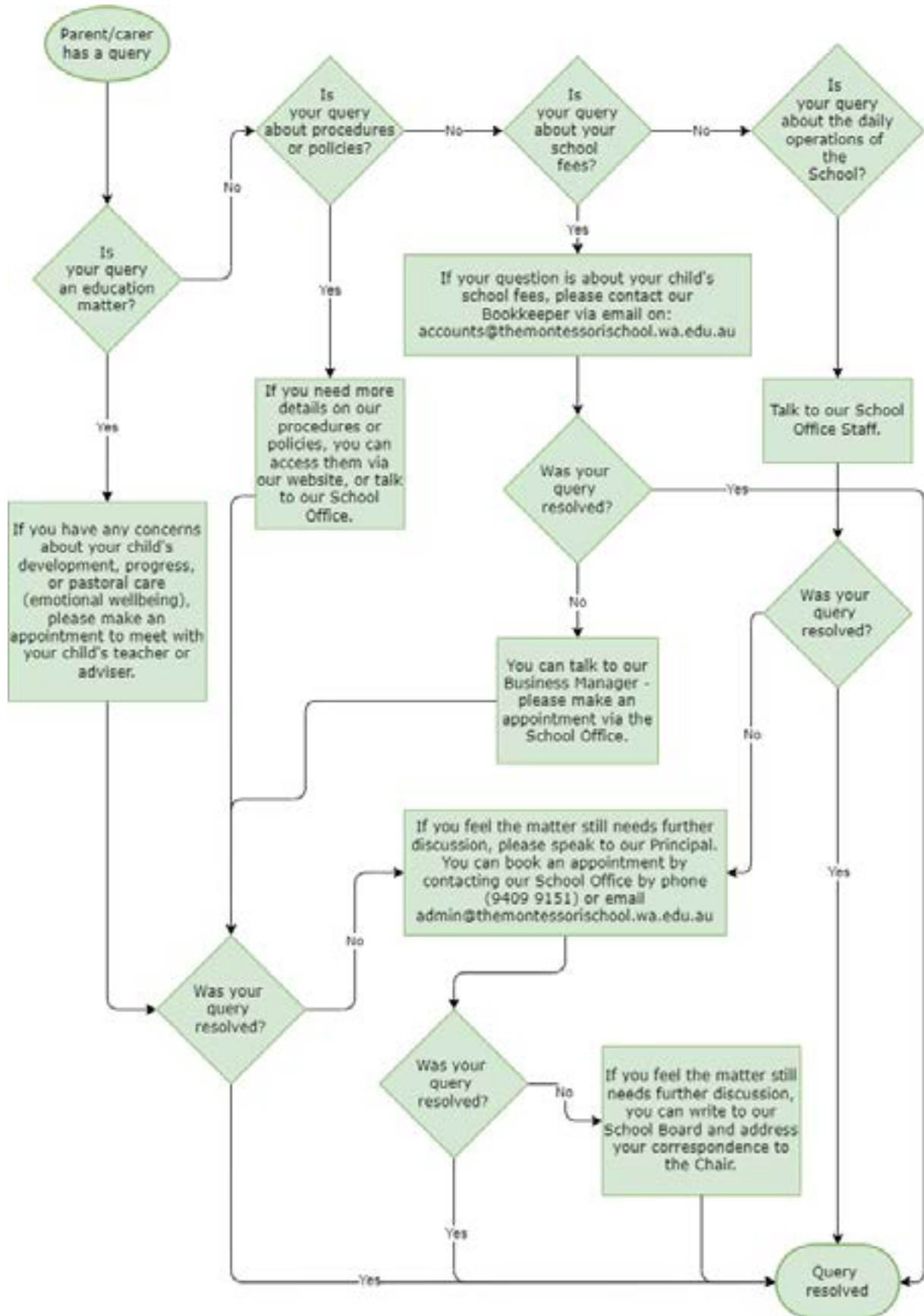
- Facebook
- Instagram
- LinkedIn
- YouTube





How to communicate with the School?

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



Thank You Laundry Volunteers

We'd like to say a BIG thank you to our laundry volunteers for Term 1, 2023:

- (Yan) Ting Yan Ma
- Adina Oltean-Borta
- Aleksandra Henderson
- Alisha Anderson
- Amanda Richardson
- Amanda Zavros
- Andrea Sommer
- Angela Chew
- Ann Glover
- Annika Merchan Reina
- Ashleigh Brookes
- Barbara Watroba
- Beata Richardson
- Bree Stanton
- Brooke Gardiner
- Caroline Conlan
- Cherise Trovato
- Chloe Bond
- Claire Eskander
- Courtney Anderson
- Cristina Campian
- Danielle Butcher
- Deanna Furth
- Deslinder Grimble
- Elicia Sabau
- Emina Hasanovic
- Emma Laver
- Emma Sauer
- Emma Seeber
- Faith Ong
- Flocy Lin
- Francesca Mannino
- Gina von Bodenhausen
- Girija Stewart
- Irena Chizhik
- Jennifer Mateo
- Joanna McFarlane
- Joanne Vuknic
- Josy Burke
- Kate Durey
- Kate Tait
- Katherine Edwards
- Kathryn Rose
- Katja Roemisch
- Kim Burns
- Laetitia Lafaurie
- Loretta Philp
- Maria Barnes
- Megan Beasley
- Melinda Forsythe
- Michele Drage
- Mihaela Popa
- Mitalben Vasoya
- Naomi Pond
- Nathan Hood
- Nhu Thi Nicole Huynh
- Nikki Chambers
- Olga Gudimenko
- Rebecca Hood
- Rochelle Burns
- Ruth Tay
- Sally Thomas
- Sara Horvat
- Sara Zahedi
- Selena Sulak
- Shireen Caplice
- Susannah Williams
- Theresa Bagas
- Wanda Anderson
- Wen Ting Chen
- Yuhan Zhang
- Yulia Wood
- Yvonne Daisley
- Zoe Judge

New Approach to Laundry in 2023!

As you are probably aware, this year, we have decided to employ a different approach to our laundry. Hand towels, tea towels, placemats, and other linen the students use need to be laundered on a weekly basis. Families are kindly requested to do this laundry, thereby making a valuable contribution to the School. There is two types of laundry: personal hand towels and classroom laundry.

Personal Hand Towels

For hygiene purposes, each student has two hand towels assigned to them so, each week, they will take their hand towels home to be washed and returned to school. Generally, they will have one hand towel in use at school and have one at home for washing to fit in with family laundry schedules.

Classroom Laundry

Tea towels used for drying classroom dishes, wash cloths, placemats, and other linen the students use will be washed by our classroom parents on a roster basis. This way, the laundry will be shared among all the families instead of only a few volunteers.

Each child/family will be rostered to share their weekly classroom laundry. Practically, this means each family will have a small basket of classroom laundry approximately two to three times per year. In Term 1, we will have 10 families rostered to do the classroom laundry, one for each classroom, and the system will continue throughout the year.

The class laundry will be sent home on Fridays to be returned by the Monday or Tuesday of the following week.

Please check the attached roster for your child's class schedule.



Community Event Volunteers Group

We would like to share some exciting changes that have been made to the group, which was set up to support our school.

Historically, the role of the Parent/Carer Representative has been to welcome new families to the School and classrooms, as well as maintain a class list for social interactions. In addition, this role served as a communication channel for the School, ensuring that families were kept up to date with the latest school news. As the School introduced School Stream and increased resources to ensure communication was more efficient, the Parent/Carer Representatives no longer needed to perform this function. For this reason, we are retiring the role of 'Parent/Carer Representative' for each classroom and creating a new group, which all parents/carers are welcome to join.

Our hope for 2023, and beyond, is that this new group, the Community Events Volunteer Group, will be an inclusive and welcoming volunteer group for all and any parent/carers who is willing and able to participate.

We encourage our community to continue welcoming new families to the School and, if helpful, to build your own informal contact lists.

Over the course of the year, the Community Events Volunteer Group will run community-building events, such as family concerts, coffee welcome mornings, Scitech night, World Teacher Day lunch, etc. The primary goal of these events is for our families, staff, and the wider Montessori community to come together to build relationships and connections. All families will be welcome to join our group in organising and hosting these events in any capacity that suits them.

Fundraising has never been, nor will ever be, a priority for the Community Events Volunteer Group and is not taken into strong consideration when booking events. The majority (if not all) of the ticketing costs for any event go directly to the hire or booking cost.

The funds raised from events, as well as from other endeavours, such as bake sales or BBQs, will, as per usual, be collected by the Community Events Volunteer Group; however, the spending of the funds will change. In line with Montessori values and principles of having the child at the centre of everything, and going on recommendations from the teaching staff, the funds will be released as small grants to each age group (PP, LP, UP, LS, and IB) over the course of the calendar year. This will give students the opportunity to apply for small grants, with the support of teaching staff and administration, and give the decision-making to the children.

We, as committed parents, want to contribute to our school in a way that supports Montessori principles, as well as the teachers and students, as best we can.

We are incredibly excited to see how this somewhat small amount of money raised each year, can support the work of our teaching staff and the curiosity of our children this year and in years to come.

Chloe Bond and Kate Tait
Community Events Volunteer Group

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.



Community Events

Akwaaba African Drumming Group

In Term 1, our school held its first community event for 2023. Our students, parents, staff, and volunteers were very excited to welcome the Akwaaba African Drumming Group for a special cultural experience celebrating music and dance. Our school community, especially our students, was treated to a workshop in which they could join in a drumming session and as well as dance to the percussion and songs of Akwaaba.

Afterward, Kofi, a percussionist, teacher, and drum maker from Ghana, as well as a founding member of Akwaaba, put on a concert for our families, which everyone enjoyed immensely.

The aim of our community events is to build connections and bring together our students, families, staff, and the wider Montessori community so, no doubt, everyone is looking forward to the next one!

Save the Date

We know life gets busy so make sure to mark your calendar for these event in 2023:

Term 2

- Landsdale Farm Picnic
- Friday, 5 May
- 3:30pm to 6:30pm

Get your tickets using the QR Code below!

Term 3

- Annual Scitech Family Night
- Friday, 18 August
- 5pm to 8pm

Kate Tait
Community Events Volunteer 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



Come and join us!

New members always welcome



Please contact our Coordinator for more information

admin@themontessoriplygroup.org

The Montessori Playgroup meets on weekday mornings between 9.15-11.15 in Woodvale, 6026.








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)