



The Montessori Bell

Term 2, 2023



Help me to do it myself.



Principal's Message

Dear Families,

It is a delight to be part of this community and lead our school during this time. We continue to be a thriving community with a determination to uphold pure Montessori principles. As such, we need to keep continually looking what is needed for our students to flourish.

Along with the initiatives reported in the Term 1 Montessori Bell, we are delighted to share that our School has been successful in attaining approval to deliver the International Baccalaureate Career-related Programme (IBCP). Along with 30 years of experience in delivering the International Baccalaureate Diploma Programme (IBDP), this addition will enhance the opportunities for our senior secondary students.

To also allow for the growth and retention in the secondary school, we have had some progress in our plans for our senior secondary building. We have received Design Approval from the City of Joondalup and are in the tender process now. Cet par, we should start our construction later this year and conclude mid-2024.

A smaller project was completed this term: one of the southern alcoves of the lower primary building was enclosed with two sets of glass double doors. This newly created space is currently known as the 'quiet space', until a suitable name is considered. This space will mainly be used by small groups of students at a time and be filled with provocations that inspire creativity. We also anticipate the space will be used for group lessons, when required. Students already regale that the enjoy being in the 'quiet space'.

I would like to thank Hemali Vasanjee for her 10-year service to the School. Sadly, Hemali concluded her employment at the School this term as part of a family decision to move north. We wish her and her family well and hope to hear about her future adventures.

Finally, I wish you, your family, and friends a restful and rejuvenating break.

Des Reuben
Principal



Dr Maria Montessori

Born in Italy in 1870, Maria Montessori made significant strides in the fields of medicine and education. She shattered barriers by becoming one of the first women to attend medical school in Italy, earning her medical degree from the University of Rome at the age of 26. While practicing medicine, her interactions with children ignited a profound passion for education.

In 1907, Dr Montessori established her first educational institution, Casa dei Bambini, marking the beginning of a groundbreaking journey. Her pioneering work led her to publish two influential books, namely "*The Montessori Method*" in 1909 and "*The Advanced Montessori Method*" in 1917. These works laid the foundation for her revolutionary educational philosophy.

Driven by her vision to assist children in realising their full potential, Dr Montessori founded The Association Montessori Internationale (AMI) in 1929. The organisation's primary objective was to promote the widespread dissemination of knowledge on nurturing the growth and self-realisation of children who are in the early stages of development. Today, Dr Montessori's legacy thrives with over 22,000 Montessori schools worldwide, including more than 350 schools and centers in Australia, all devoted to upholding her principles.

Notably, Dr Montessori's unwavering dedication to children endured even during the tumultuous era of World War II and the rise of fascism. Her exceptional efforts earned her three consecutive Nobel Peace Prize nominations in 1949, 1950, and 1951, recognising her profound impact on fostering peace through education.

At The Montessori School Kingsley, our connection to Dr Montessori is deeply meaningful. Our founder, Mrs. Willemien Duyker-de-Vries, had the privilege of being personally trained by Dr Montessori herself. This connection serves as a testament to the enduring influence of Dr Montessori's teachings and philosophy, which continue to shape our approach to education.



MONTESSORI



The Montessori Philosophy

The Montessori pedagogy, method, or educational system stands out as a uniquely developed approach that has gained widespread recognition as a highly effective educational system. Originating from the pioneering work of Dr. Maria Montessori in the early 1900s, it has since become the most extensively implemented education system worldwide.

At the core of the Montessori philosophy lies a commitment to fostering independence, innovation, and a genuine love for learning in each child. This pedagogy operates on two fundamental principles: recognising and treating every child as a unique individual, and encompassing the holistic development of each child in their educational journey.

When you choose a Montessori education for your child, you are opting for a scientifically grounded method of teaching that places the child at the centre of the learning process, rather than the teacher. In a Montessori environment, children actively engage in self-correcting activities that enable them to gain a deep understanding of themselves and the world around them. Through purposeful, self-chosen tasks, known as “work” in the Montessori context, children develop their skills and knowledge in a meaningful and self-directed manner.

Choosing a Montessori education for your child means embracing a scientifically grounded teaching method that prioritises the child’s active involvement in the learning process. Unlike traditional education, where the teacher takes centre stage, Montessori places the child at the heart of the educational experience. Within the Montessori environment, children engage in self-correcting activities that empower them to develop a profound understanding of themselves and the world they inhabit.

In a Montessori classroom, children have the freedom to choose from a range of hands-on learning materials within a prepared environment. These materials provide concrete experiences that aid in comprehending abstract concepts. Moreover, Montessori classrooms consist of mixed-age groups, fostering peer learning and collaboration. Younger children benefit from the guidance of older peers, while older children reinforce their understanding by teaching younger ones.

One distinctive aspect of Montessori education is its emphasis on practical life skills. Children are encouraged to develop self-care abilities, fine motor skills, and everyday tasks, equipping them with essential life skills beyond traditional academic subjects.



Montessori Versus Traditional

Montessori education is experiencing a surge in popularity as parents seek an educational approach that aligns with their aspirations for their children.

Explore why more parents than ever are turning to Montessori for their children's education.

Shifting Education Paradigms

Traditional education systems have long been criticised for their focus on standardised testing, rigid structures, and a one-size-fits-all approach. In contrast, Montessori education aligns with the evolving understanding of child development, emphasising personalised learning, individuality, and holistic growth. As more parents seek alternatives to conventional education, Montessori schools are being recognised as a viable and appealing option.

Demand for Individualised Learning

In an era of personalised experiences and customisation, parents are increasingly seeking educational approaches that cater to their child's unique needs and interests. Montessori education's emphasis on individualised learning, self-paced progress, and tailored instruction aligns with this growing demand for a more personalised educational experience.

Preparation for Future Skills

As society undergoes rapid technological advancements and shifts in the job market, parents are placing greater importance on nurturing skills such as critical thinking, problem-solving, adaptability, creativity, and collaboration. Montessori education, with its focus on these skills, is seen as an approach that cultivates these future-ready skills.

Recognition of Whole Child Development

There is a growing understanding that academic success alone is not sufficient for a child's well-rounded development. Parents value educational systems that address the social, emotional, and physical aspects of their child's growth. Montessori education's comprehensive approach, which promotes independence, self-discipline, empathy, and life skills, resonates with parents seeking a holistic education for their children.

Research and Positive Outcomes

Over the years, research studies have demonstrated the positive outcomes associated with Montessori education, including enhanced academic performance, creativity, executive function, and social-emotional development. As more scientific evidence emerges supporting the effectiveness of this method, parents are becoming increasingly drawn to this evidence-based approach.

Parental Involvement and Partnership

Montessori education encourages active parental involvement and partnership in a child's education. Parents appreciate the collaborative relationship between home and school, where they can play an active role in their child's learning journey. This aspect fosters a sense of engagement and shared responsibility, which resonates with many families.

Discover some key distinctions between a Montessori environment and traditional education.

Child-Centered Approach

Montessori education places the child at the forefront, emphasising their individual needs, interests, and abilities. Traditional education, on the other hand, often follows a teacher-centered approach, where the curriculum and instruction are primarily focused on the entire class rather than tailored to individual students.

Self-Directed Learning

In Montessori, children have the freedom to choose their learning activities within a prepared environment. Traditional education typically follows a more structured and predetermined curriculum, with less emphasis on self-directed learning.

Multi-Age Classrooms

Montessori classrooms consist of mixed-age groups, allowing younger children to learn from older peers and older children to reinforce their knowledge by teaching younger ones, while traditional education separates students by age.

Concrete Learning Materials

Montessori classrooms are equipped with specially designed materials that provide concrete, hands-on experiences for learning abstract concepts. Traditional education often relies more heavily on textbooks and abstract learning materials.

Emphasis on Practical Life Skills

Montessori education places significant importance on practical life skills, such as self-care, fine motor skills, and everyday tasks. Traditional education may not prioritise these skills as extensively.



The Montessori School Kingsley

Welcome to our newsletter, where we share the remarkable journey of our school and the unique educational experience we offer. Since our establishment in 1962 by Willemien Duyker-de Vries, we have been at the forefront of Montessori education in Australia and continue to set new standards in nurturing young minds.

Founding and Legacy

It all began in 1962 when Willemien Duyker-de Vries laid the foundation of our school in Scarborough. Shortly after, we relocated to the picturesque Struan Heights in South Wanneroo, now known as the suburb of Kingsley. As Australia's longest-running Montessori school, we have a rich history deeply rooted in the Montessori philosophy and the science of childhood development.

Pioneering Education

Not only are we Australia's longest-running Montessori school, but we are also proud to have pioneered the integration of the International Baccalaureate Diploma Programme (IBDP) into the Montessori framework. As the first Montessori school in the world to offer the IBDP, we provide our students with a comprehensive educational journey that combines the best of both methodologies.

Montessori Principles

At our school, we remain dedicated to upholding the principles of Montessori education. We believe in fostering the holistic development of every child, encompassing their physical, intellectual, and social growth, within a safe and inclusive environment. By carefully curating our learning spaces, we cultivate curiosity, resilience, independence, and a deep connection to oneself, others, and the natural world.

Mixed-Age Classrooms

In our mixed-age classrooms, we embrace a real-life setting that promotes a supportive culture of empathy, mutual respect, and leadership. This dynamic approach encourages children to learn from one another, develop meaningful relationships, and gain a profound understanding of their place in a diverse community.

Comprehensive Programs

Our school cater to children aged 3 to 18, offering individually tailored learning pathways that equip them to thrive as confident and resilient young adults in a world full of possibilities. Our educational structure is designed as follows:

- Pre-Primary Classes (ages 3 to 6 years) - three classes
- Lower Primary Classes (ages 6 to 9 years) - three classes
- Upper Primary Advisories (ages 9 to 12 years) - two advisories
- Lower Secondary Cohort (ages 12 to 15 years) - Divided into two academic classes
- International Baccalaureate Cohort - Year 11 and Year 12 (ages 16-18)

The Montessori method lies at the heart of our educational approach. It is a unique and flexible system that is designed in collaboration with and for your child. This method provides the necessary structure, freedom, and guidance to facilitate learning at their own pace, fostering respect for oneself, others, and the joy of learning.





Motto

Our motto, *“Help me to do it myself,”* echoes the teachings of Dr. Maria Montessori and serves as a guiding principle in our approach. We firmly believe that children benefit from the opportunity to engage in meaningful work on their own. We emphasise the importance of adults refraining from taking over tasks that children can accomplish themselves.

Taking the time to show children how to do something and exhibiting patience and care in allowing them to complete the task sends a powerful message of trust and confidence in their abilities. This approach instils in them a sense of independence, self-reliance, and inner strength.

On the other hand, when we step in and perform tasks for children, we inadvertently undermine their confidence and create a perception of inadequacy. They learn to depend on others, feel inferior, and develop a sense of weakness. By consciously avoiding this, we aim to empower children and nurture their belief in their own capabilities.

Our motto underscores our commitment to actively involve children in their learning and development. By allowing them to take on challenges, solve problems, and explore their interests, we equip them with essential life skills, critical thinking abilities, and a resilient mindset. This approach fosters a positive self-image and a sense of achievement and prepares children for a lifetime of success and personal growth.

Vision

To lead the way as an exemplar of pure Montessori education whilst inspiring the application of Montessori methods in modern society.

Mission

To provide Montessori education in an environment that inspires curiosity and a love of learning, improving life on our planet by respecting and nurturing the holistic potential of every child.

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:

- Peace: Maintain a calm, harmonious, and courteous environment.
- Community: Be an engaged school community that is connected by shared values and advocacy of pure Montessori methods.
- Respect: Demonstrate grace and courtesy to all students, staff, families and the wider community.
- Integrity: Take an ethical and sincere approach to everything we do.

Priorities

Education	Prepared Environment	Staff	Governance	Finance	Engagement	Natural Environment
Provide Montessori education, nurturing purposeful, self-directed learning, the development of independence and a sense of community, complemented by International Baccalaureate programmes, for students up to 18 years.	Create and maintain pure Montessori environments, that are safe and engaging spaces for students to reach their full potential	Attract, retain and support passionate, dedicated, and skilled professionals with a Montessori heart.	Set, guide and monitor the strategic priorities of the school to ensure it operates within its legal obligations and regulatory requirements.	Manage the school's assets and funds, to assure long-term financial sustainability and growth.	Foster positive connections and collaboration, within the school and the wider community.	Conserve and manage the School's bushland and surrounds for the benefit of the community.



Leadership Team

Our dedicated leadership team plays a crucial role in providing comprehensive guidance and strategic direction for all aspects of teaching, training, and governance within our school.

They are responsible for overseeing and coordinating the operational activities that drive the success of our school. With their expertise and commitment to excellence, our leadership team ensures that our school operates smoothly, fosters a conducive learning environment, and upholds the highest standards of governance.

Meet Our Leaders	
Des Reuben	Principal
Kate Tottle	Program Coordinator
Michael Caldwell	Program Coordinator
Katharina Stillitano	International Baccalaureate Diploma Programme Coordinator

Administrative Staff

Our administration team serves as the foundation of our school community, providing essential support to our teachers, students, and families. Just as our diverse teaching group shapes the educational environment, our administration team works tirelessly behind the scenes and their efforts facilitate a smooth and enriching journey for everyone involved.

School Office	
Des Reuben	Principal
Queenie Massie	Business Manager
Alison Grondein	Office Manager
Julie Gravel	Personal Assistant to the Principal
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](#).



Teaching Staff

Our teaching staff brings a wide range of qualifications and experiences to our school. Some have international teaching experience, some are alumni of our school, and all are trained in Montessori or International Baccalaureate methodologies. This diverse background and shared commitment create a collegial atmosphere and enrich our programs with a variety of perspectives and expertise.

Primary Level	
Pre-Primary 1 Ciara Foley Hemali Vasandee (EA) Georgia Williams (EA)	Pre-Primary 2 Ria McBennett Kendra Deane (EA) Georgia Williams (EA) Jo McFarlane (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 (EA)
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 Natalie Morrison 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](#).



Our Board

We are delighted to introduce you to the dedicated individuals who make up The Montessori School Kingsley Board. Comprising volunteers who are alumni, parents, or staff, our board directors bring their diverse skillsets, extensive experience, and valuable insights to ensure effective governance and strategic oversight of our school.

Let's meet our directors:

Angela Chew - Chair:

Angela Chew leads our board as the Chair, providing guidance and leadership in driving the School's mission and vision. Her commitment to education and her strategic thinking skills make her a valuable asset to our team.

Des Reuben - Principal:

As the Principal, Des Reuben brings a wealth of knowledge and experience in educational leadership. Des works collaboratively with the Board to ensure the smooth functioning and continuous improvement of our school.

Ruth Tay - Treasurer:

Ruth Tay takes charge of financial matters as our Treasurer. With her meticulous attention to detail and financial acumen, Ruth ensures that our school's resources are managed efficiently and transparently.

Amanda Weall - Secretary:

Amanda Weall holds the position of Secretary on our board, responsible for managing board communications and documentation. Her organisational skills and attention to detail contribute to the smooth operation of our board meetings.

Alex Zavros and Jarrod Burns - Heritage Directors:

Alex Zavros and Jarrod Burns serve as Heritage Directors, dedicated to preserving and celebrating the rich history of our school. They bring their expertise and passion for heritage to ensure that our traditions and values are upheld.

Laila Miller, Celine Royet, Tash Tourabaly, and Mahesh Advani:

Laila, Celine, Tash, and Mahesh are valued members of our board, bringing a range of perspectives and expertise to our discussions. Their diverse backgrounds and experiences enrich our decision-making process and contribute to the success of our school.

Sub-Committees

These sub-committees play a crucial role in supporting the administration and operations of the School. They report regularly to the School Board, offering advice and recommendations, while the final decision-making authority lies with the Board.

The School's sub-committees are as follows:

Bushland Sub-Committee: This sub-committee focuses on the care and management of the School's bushland. It may be involved in initiatives related to conservation, preservation, and educational programs centered around the natural environment.

Capital Planning Sub-Committee: The Capital Planning Sub-Committee deals with long-term planning and strategic decision-making regarding the school's infrastructure and facilities. They assess the current needs, propose improvements or expansions, and develop plans for capital projects.

Compliance Sub-Committee: The Compliance Sub-Committee ensures that the School adheres to relevant laws, regulations, and policies. They review and monitor compliance practices, identify any areas of concern, and propose measures to maintain legal and ethical standards.

Finance Sub-Committee: The Finance Sub-Committee handles financial matters and provides oversight of the School's budget and financial operations. They monitor financial performance, review financial statements, and make recommendations on financial strategies and resource allocation.

If you are interested in getting involved or contributing to any of these sub-committees, or if you have skills or expertise in areas related to education, governance, human resources, grants, finance, or risk management, we encourage you to reach out, by contacting Angela Chew, the Board Chair.





Message from the Board

Thank you to all the members of our school community who attended the Annual General Meeting recently. We were very proud to present the Vision, Mission, Values, and Priorities of our School. This project is a culmination of three years of work by our board and member of our community. We wanted to find the words to describe what makes our school so unique, and clearly share those words with others so that they could understand and be part of our community as well. There has been extensive consultation with our Heritage Directors, key Life Members of our Association, past and present staff, parents, and Board directors to refine the Vision, Mission, Values, and Priorities of our School. These words will be used as a guide for all decision-making in our school, from the classroom, to the Principal's office, to the boardroom. They will be available on the website soon and you will see them around the School and in our communications.

Visit our website for more details on our Vision, Mission, Values, and Priorities.

This year, Celine Royet is stepping down from the Board after six years of service. Celine has served as the Board Secretary and on the Risk and Compliance Sub-Committee, and worked on many essential projects including re-registration of our school, review of our Constitution, and development of countless policies and procedures. Celine has brought her incredible skill and work ethic to the Board and contributed an enormous amount of time and effort for the good of our School. She has personally provided me with invaluable support during my time as Chair and I cannot thank her enough. We welcome Anmol Singh to the Board and thank him for nominating to fill this position.

Angela Chew
Chair

chair_board@themontessorischool.wa.edu.au



Welcome to the Pre-Primary 1 Class

We have had another wonderfully busy term in PP1. We began the term with a hired learning pack from "The Hands-on History" collection. The children had the opportunity to hold and explore the various items from the collection as they compared everyday objects from the past and the present. The typewriter was a very popular, as the children typed words, sentences and even some lunch invitations. There was an old-style eggbeater in the collection so we decided that the perfect way to use this would be to bake a cake. Each child helped to prepare and mix the batter with the eggbeater. One child exclaimed that it takes a lot longer than the electric mixer at their home. We all enjoyed some delicious chocolate cake together after lunch.

As we explored Geometry this term, we have been looking at two-dimensional and three-dimensional shapes in various ways, especially using our beautiful Montessori geometry materials such as the geometric cabinet, geometric solids and constructive triangles. We made these shapes in a variety of ways, using magnets, elastic bands and clay. Each child made their preferred geometric solid shape using clay, which of course we had to paint bright blue.

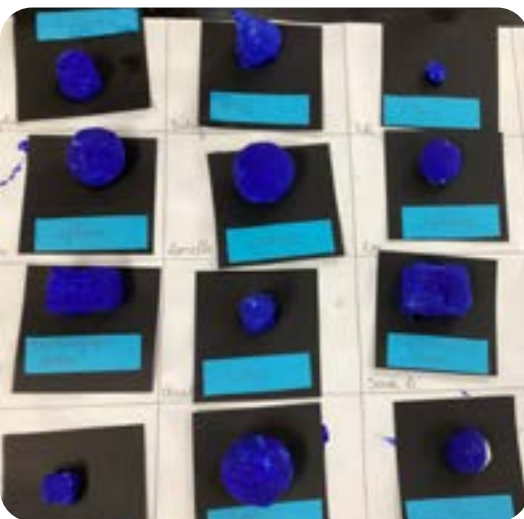
We also learned how to measure and compare length, volume and weight. The children loved measuring distances with the trundle wheel outside. The children had a lesson on how to measure large ocean animals such as whales and orcas in the playground. We were all amazed to see how long the mighty blue whale is.

This term, our science topic was Zoology. We learned about the characteristics of the different animal groups such as mammals, reptiles, fish, birds, insects and amphibians. The children learned the difference between vertebrates and invertebrates, herbivores and carnivores and nocturnal and diurnal animals. We explored the animals of the continents using our beautiful animal maps. Some of the older children choose to draw a continent puzzle map with the various animals included. We looked at the life cycles of butterflies and frogs and the children drew and labeled the various stages of these.

As we move through the Noongar season of Makuru, with the weather getting notably colder and wetter, we discovered that purple flowers are abundant at this time of the year. Using watercolours, we painted the beautiful flowers of the blueberry lily plant.

I hope everyone enjoys the school holidays and I look forward to another term with the children.

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

This term has been busy with the children engaging in a large variety of topical and self-chosen work. While we establish the topical plans, often other directions are taken due to the inquisitive nature of the children. The maps of the various continents have been of interest to many of the children this term. It has been interesting to watch them select which map they wish to complete, and then select which art medium to use to complete it. Many of the children have taken to shading their maps with much care and effort, using a different colour for each state/country. With many families going overseas to visit family in various parts of the world, it is no wonder the interest in other countries and cultures has increased and we are all taking the opportunity to learn more about other parts of the world. We always encourage the children to share their cultural experiences and teach the other children about what they have seen, learned or enjoyed about their trips overseas or indeed within Australia.

In the non-living world, we have completed our investigation of light, air, sound, magnetism, and electricity. Magnetism and electricity are always popular subjects as they can engage in hands-on experiences with cause and effect. For example, the pull of a strong magnet with an object made of iron, or the lighting up of a bulb on an electric circuit can bring weeks of enjoyment, curiosity, interaction, and engagement. The children have been engaging in many discussions on our non-living topics and it is wonderful to see how profoundly our children respect and understand the natural laws of science.

In Mathematics, we have focused this term on measurement and shape. With shape, we have been investigating and discussing the differences between two-dimensional and three-dimensional shapes and objects. We have also looked at various types of triangles, polygons, and curved shapes. Following these lessons, many of the children completed little booklets of two-dimensional shapes and experimented with making three-dimensional geometric solids out of clay.

Within the Montessori classroom, we use real formal measurement tools, and the children measure objects and distances in centimetres and metres. Our initial lessons involved measuring various lengths around our classroom with the metre ruler, and the children have opportunities to measure the length of their table, a book, a map, the smallest red rod, and other objects of choice. Taking this outside with the trundle wheel to measure the distance from our classroom to the Pre-Primary 3 Classroom or from our classroom to the School Office, has been a wonderful exercise in Mathematics, memory, and movement. The children have really enjoyed engaging in these tasks and it also has provided them with plenty of opportunities for purposeful work, discussion, curiosity, and evaluation. We hope all our children and families have a lovely, peaceful, and restful break.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

Welcome back to all our families and a warm welcome to Poppy and her family who have joined us this term.

It is always a delight to see how the children just slot back into the classroom routines with the utmost ease as if they have not been away. The children all seem so comfortable and familiar in their environment. Wonderful!

Botany has been our science focus this term. We have been exploring the needs of plants and their various parts. The children took great delight in developing their knowledge and understanding of the parts of a seed, plant, leaf, flower, and root. We looked at different types of roots and roots we can eat, with cutting and eating carrots proving to be an enjoyable activity. The life cycle and parts of a toadstool were also investigated. With great enthusiasm, teamwork, and energy some of the children took part in a gardening exercise, planting colourful flowering plants to add to our outdoor environment.

In addition to our general Mathematics lessons, the children have been exploring measurement, and looking at weight, length, and volume. We have been exploring geometric shapes and investigating

the difference between two-dimensional and three-dimensional shapes. When implementing the Sounds-Write program, the children continue to participate with interest and enthusiasm, while further enhancing their literacy skills through engaging with the various other tasks and materials within the prepared environment. We have been exploring the concepts of print and examining story structure, reinforcing understanding of the characters, setting and plot within stories.

In Health and as part of the protective behaviours curriculum, we considered actions that keep people healthy and safe and discussed why they are important. We have been exploring feelings and how to keep each other safe during indoor and outdoor play. Discussing the emotional responses individuals may have to different situations and experiences. We have also been enhancing our social skills by looking at how to interact with others when expressing our needs, wants and feelings.

All in all, a wonderfully busy time. Looking forward to another wonderfully busy term three together!

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

This term, as always for Term 2, has been vibrant and busy with productive work across all areas. There have also been significant events like Sorry Day and the making of paper cranes. The School makes paper cranes every year to celebrate peace and the effort we can all make to achieve it. Paper cranes are the symbol associated with the survivors and victims of Hiroshima, but they are also a great challenge for little fingers! Sorry Day commemorates the loss and impact on Indigenous communities because of the Stolen Generations. The children receive a presentation from our secondary students and sew a small purple flower which represents the Stolen Generations. Children at this stage of development are drawn to learning more about social justice and human societies, and the respect and compassion with which they respond to these discussions are truly inspiring.

This semester, the children have been learning about fibres and how humans produce and process them to make different types of clothing and other items. We have also looked at the design process – plan, draft, make and reflect. Each student has then drawn their own design for a textiles project. So far we have drawn, measured and begun cutting templates and fabric. Next, we will dye, print and sew before reflecting on our results and process. To see a project like this through from understanding

the background of fibre production through to a completed project helps students to develop confidence and creativity, to take risks and to reflect on their own work to improve their problem-solving and thinking skills. It also connects them to the history and development of human societies as they explore techniques used over thousands of years and across cultures.

The Lower Primary Classroom has a new classroom space to use thanks to some work done to enclose the back veranda. This area was a disused storage area, and, after being enclosed, provides a beautiful and peaceful space for children to take some quiet time and help themselves to regulate their bodies and emotions. We are currently deciding on a name for the room, looking to some Noongar words that capture the intent of the space. Only three lower primary children may use the space at any one time, and inside there are musical instruments, books about feelings, and plants and a low-sensory set of soft furnishings. The children are already making great use of it – from some quiet reflection to composing their own songs. A great success and a perfect complement to our busy class spaces.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

The Lower Primary 2 Classroom have had a great Term 2 and it has been full of exciting events.

To start this term, we were joined by Janice who was doing her last professional placement time in class and led the room really well. She taught us all about how mountains are formed and the geographical locations of some of the bigger ranges. She has also been in for relief in some rooms over time. We wish Janice well as she completes her studies and looks forward to welcoming her back at some point in the near future. As part of Janice's work with mountains the children have presented some research on Australian mountains to the class.

Alongside this, we were excited to welcome Ruby, one of our International Baccalaureate student to our room every Wednesday morning to bake with groups of children and make some yummy food for us to eat. There was lots of chocolate and cream, so the children enjoyed every minute of it. Thanks to Ruby for being a part of this term with us.

On Wednesdays, we have also continued our singing on alternate weeks with all lower primary and pre-primary children; what a joy it is to hear them singing together. Our thanks to Pre-Primary 1 for letting us use their room.

We seem to have had a lot of connection with our lower secondary students this term as they joined us for Sorry Day and explained the reasons why it is appropriate for us to recognise this day. They showed a presentation to the lower primary students and presented relevant information to us. They also helped us all make flowers to wear for the day. They then came and demonstrated to us all how to make paper cranes to ensure our help to make 1,000 cranes. We have explained the reasons for us doing this and as part of that read some of the sad stories behind why we make 1,000.

The children have been enjoying taking turns to read for the class at the end of the day, although some have not wanted to, and of course, that is fine.

If you have not noticed, Lower Primary has a new space out the back which has proven to be very worthwhile. It will become a very much loved and used space over time we are just working on a name for this space.

Thank you to all the families who have met with us and it is a time for us all to reflect on where we are and where we go next, your children enjoy talking about their mums and dads coming in for a meeting. Do not forget you can come and observe the room and it would be great to see you.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

Wow! We are at the end of Term 2. What has the Lower Primary 3 done to make it here?

We have listened to the Story of the Hand, which is about when a people starts to use tools and manipulate their environment. We planned and wrote our own class Grug stories with buddies.

The students have also created Australian maps with capital cities, state flags, state flora, and fauna emblems, and learned about what is on the state and national flags.

The students enjoyed finding information out about an Australian invention and presenting this information to the class.

The lower secondary students visited us twice to speak to us about Sorry Day and helped us make desert rose fabric flowers as well as to tell us the story of Sadako Sasaki and the 1,000 paper cranes for peace project, which we all made one paper crane for, some of us made more.

We have worked hard with our classwork, furthering our knowledge through self-chosen research, lessons on fractions, and parts of a river, as well as using an atlas to locate rivers of the world and where they start.

Children in pairs joined a small group of other lower primary friends on Wednesdays to have morning tea with Principal Des; I hear the brownie is rather good.

We wish Isabelle and her family all the best for fantastic adventures in Europe and abroad and we wish everyone a safe three-week break and see you refreshed and ready to learn again in Term 3.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

Upper Primary has experienced a sense of autonomy and widespread independent learning this term, due to the children knowing expectations and finding their rhythm in the classroom. The children have welcomed different teaching staff and adults in the room and what each can offer to enhance their learning.

While the energy of the room ebbs and flows, observers may notice quite a difference in movement, noise, and concentration, depending on the time of day and which activities are happening at any given time.

With a focus on Cosmic Education this term, each of the Great Stories has been displayed, pored over, and discussed. Some children may have seen this presentation many times, but each time there is more information to explore, more lines of interest to follow, and more research to be done. Children are encouraged to write about their area of interest and these stories have expanded into science, history, Mathematics (especially the passing of time) and the many manifestations of language such as poetry and historical novels.

The children have learned some wonderful art skills, such as making art with pieces of string, positive and negative images and lino cutting and printing. Collaborative work emerged from these lessons and groups have produced some large and colourful art pieces. Music practice on the guitars has often provided a lovely background atmosphere. Technology was also embraced in the form of coding, whereby the children use step-by-step lessons to code using multi-step coding to design animated and interactive programmes and games. To deepen the children's knowledge of civics and government, the youngest children enjoyed a visit from a Western Australian Police officer, who explained the difference between rules and laws, how our levels of government are structured and what our local councils provide for us in our communities.

Upper Primary has been lucky to receive the offer of a grant from our Community Event Volunteer Group. It was the responsibility of all the oldest children in the class to decide and put forward an application for this grant. After much discussion and meetings, they decided on organising an excursion to the Fremantle Prison. They put together a proposal, with reasons and a budget which has been submitted for review and approval. Once this excursion is completed, the group will be presenting the information they have learned to the whole class. A great learning experience, especially around the costs involved in such an outing!

Some of the upper primary staff engaged in a professional learning activity early in the term whereby we learned strategies and more information about neurodiverse children in our classrooms. This is an important subject and enables us to more fully understand the children that we teach and how to enable them to operate successfully in our Montessori environments. The Discussion Night expanded on this by exploring the brain development of the children and how that relates to the sensitive periods of each developmental period. Thank you to all the parents who came along!

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





Creative Expression

This term, all students have continued developing their musical skills through various songs and movements. The lower-primary children have been focusing on storytelling, reading and other music activities in a whole class circle and in small groups. This is designed to help the children with their listening and responding to others and these lessons provide them with lifelong communication skills. The pre-primary children are learning new songs and enjoying their favourite action songs. They have been making the most of the good weather we have had and the opportunity to be outdoors in our beautiful school garden for their creative expression lessons.

Anja Cirkovic
Creative Expression Teacher

Physical Expression

The sun has shown us his brighter side during most part of Term 2 and we all have enjoyed outdoor Physical Expression while welcoming the winter and Makuru Season.

The pre-primary children have been working and improving their control of body skills with individual and small group games. They also enjoyed some relaxation at the end of the Physical Expression exploration.

The lower primary students have been involved in a variety of activities that aims to control of an object and body. They have enjoyed working collaboratively with their peers. Activities inspired by gymnastics and lacrosse have been very popular in Term 2.

The upper primary students have kept working on activities linked to games and as a part of their health program. While exploring the importance of physical activities, we have used the physical expression hour to explore the importance of physical activity in nature by walking around the beautiful Lake Goollelal.

Arianna Taffurelli
Physical Expression Teacher



Welcome to the Lower Secondary Class

As the Njoongar season of Makuru settles in and we brace for the colder and wetter days, I am reminded that this is a season of fertility, the sowing of seeds and the growing of new life. Our program this term mirrors this mood, as we reflect on the progress of the year so far with parent-teacher meetings, report writing, and finishing off projects; we also begin to grow new ideas for the coming terms, lay the foundations for the second half of the year in our extended break and take advantage of the settling in period of the first semester.

Our adolescent community has been working diligently behind the scenes to prepare a performance evening, organise school camp, prepare the café for the grand reopening and discuss the rehoming of our prized chickens, whilst also completing all important academic exercises.

We will use the weather as an opportunity to slow down somewhat and let friendships incubate, grow our knowledge indoors and let mother nature feed our environment in preparation for the second half of the year.

I sincerely hope you have enjoyed the year as much as I have and have earned it as much as our students have and encourage you to reflect on the year so far, allow time for growth in your own lives and come back invigorated and excited for what the promise of the new semester brings.

Michael Caldwell
Lower Secondary Advisor





English

LS1

By Ruby

We've been looking at the different types of narrators, first person, second person and third person, second person being the least used narrator.

We have also been given books to read, *War Horse*, *Animal Farm* and *Book Thief*, at the end of the term we will answer questions of things about the book we read.

This term, we have been doing laminated sheets of English subjects, literature, punctuation, language, literacy and creative writing.

Something we will do this year is collect data of all the books in our classroom, book names, authors, and the like.

LS 2

Memphis, Emma, Zoe J & Nicole

This term in English, LS2 has focused on working through the English textbook, reading a novel of our choice, and answering comprehension questions weekly, based on the book we chose. We have aimed to finish at least half of the textbook by this term (around 13 units). When having breaks from completing the textbook or writing paragraphs for our chosen book, we participate in lessons with Megan.

Mathematics

By Caleb

This term, we have been working through the Year 7 and Year 8 *Haese & Harris Mathematics* books. Everyone has been working through the books with their own personalised goals. We aim to finish the book by the end of the year by doing four exercises a week, with extension work being set for anyone who finishes before this goal.

The Year 10 students have been researching their families.

Humanities and Social Sciences

Lower Secondary 1

By Sam and Tom

We have been studying Ancient Egypt and learning about Egypt's modern neighbours. Every second week we have been watching short documentaries about Ancient Egypt. We have also been learning about different aspects of Ancient Egyptian life, culture, and history, such as Ancient Egyptian Gods, Pharos and the Pyramids.

Lower Secondary 2

By Zoe

We have been learning about civil disobedience. We learnt about the civil rights movements of Australia and America, and now are learning about influential movements and people from around the world. We recently had an eye-opening incursion from the Holocaust Institute of Western Australia about the Holocaust. This helped us to understand the importance of remembering the Holocaust and how this might impact us in our lifetimes.

German

For German this term, the Year 7 students have done sports and famous German singers and composers, and the Year 8 students have done past and present tenses and furniture. The Year 9 and 10 students have looked at how to say where you live and how to describe it. They are also working from their textbook and various other resources.



Science

Lower Secondary 1 *By Arlo and Zen*

This term, we started Biology as we investigated cell theory. We then later moved on to some human biology where we looked at organ systems, one of our tasks consisted of making a life-sized diagram of a chosen system, perhaps the nervous system for example.

A few weeks in and we had a short replacement teacher named Sinead. We made a simple but fun lung contraption, which focused on different pressures as an experiment with our teacher, this was our focus on respiratory. We then moved on to the circulatory system. We've recently watched a documentary on blood, and we are currently awaiting further instructions.

Lower Secondary 1 *By Eric*

The LS2 group has been learning about Biology, looking at subtopics like DNA, mitosis, meiosis, inheritance, and genes. Evolution has also been covered, looking at the sciences used to prove it like palaeontology, biogeography, comparative embryology, comparative anatomy, and DNA hybridisation. The students have also taken a session to research their own topics, like gene decoding, how plants communicate, how cells arrange themselves in organisms, how hormones and nerves work, how organisms adapt to their environments, and more. At the end of the term, students have begun planning for Science Week, which is an event that occurs annually, in which the LS2 students present to the younger classes about a certain topic. This year, the topic is innovation.

Art

By Maud

This term, we finished our project that we started last term (making sculptures, etc.) and made a presentation on the process. After that we started on a new photography project involving drawing somehow. So far, we have been going around the School taking photos for inspiration.

Creative Expression

By Maud

This term, students have been working on a creative project that they will perform at our performance night. Each of us is finishing and practicing our performances from last term for performance night, which was on 29 June. Everyone is doing something different. There was music, plays, animations and more.



Microeconomy

Food

This term, the Food Group has been cooking long table lunch for the whole class every second week. On the weeks we aren't cooking, we plan what we will cook the next week, price everything, and make a shopping list. Usually, a long table lunch is a certain cuisine, and is comprised of a main, and an entrée or dessert. This term we have explored cuisines such as Mexican and Mongolian. We also cooked toasties for students on our latest school toastie day.

Farm

This term, the Farm Group has been working on beautifying the grounds and also planting more vegetable patches to support the food group. We are currently experimenting with growing potatoes, and with a bit of luck, we will be eating them in a future Long Table. We plan to help with the rehoming of the chickens in the coming weeks and are planning the next cycle of crops to be planted.

Fabrications

For the Fabrications Group this term, we have been working on finishing touches to the café, which we are excited to see finished. Our next project will be to design and build a chicken coop as the school prepares for the new building project to commence. So far, we have found 3 designs that we are happy with and have asked the LS community to choose which they think is the best. We hope to have a chicken coop built before August.

Factory

The Factory Group have taken a new approach to the Microeconomy this term, and have been working on supporting separate businesses starting up. Each group has been exploring ideas to create products to market and sell. One example of this is the creation of a new and improved chilli sauce. So far this project has sourced chillies, discussed ideas with a chilli sauce manufacturer and is now at the design and testing stage of the chilli sauce creation. We hope to be selling these products in the shop in the office, and at future fetes.

Facilitators

The Facilitators Group have been working tirelessly to ensure that there is more cohesiveness between the other groups and have been influential in various decisions, such as planting potatoes, sourcing chillies for the Factory group, organising the whole school lunch cheese toasty project and completing a SWOT analysis of the Microeconomy program.

Café

We are excited to announce that the Honkey Nuts Café will be open in Term 3! We have almost completed the construction of the new café, and our machine will be up and running in the coming weeks.



Welcome to the International Baccalaureate Diploma Programme

While the Year 11 students finding their feet in their International Baccalaureate (IB) cohort and starting to get a grip on the depth and volume of study that needs to be completed in each subject, for the Year 12 students Term 2 started with a clear focus on assessments. As our mock and final German Ab Initio examinations drew closer and Internal Assessments became reality, so grew the urgency and importance of study habits and efficiency.

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

- 'The discrimination of women speaking out against men in power' by referring to Sophocles' *Antigone* and Berard Shaw's *Pygmalion*
- 'Power imbalance between social classes' with reference to *Persepolis* by Marjane Satrapi and *Ninety Eighty-Four* by George Orwell
- 'Subverting a Repressive Government through small actions' with reference to *Marjane Satrapi's Persepolis* and *George Orwell's Ninety Eighty-four*.

IBCP Authorisation visit

Another very exciting event was the virtual visit by the International Baccalaureate Organization Authorities to hopefully finalise authorization for the Career-related Programme that we are hoping to officially launch very soon. Michael as the CP Coordinator and all IBDP/CP staff, students and parents were involved in contributing to the virtual visit and met online with two IB officials.

Alec: "We had our Careers authorisation visit day the other day. I was tasked with giving a quick tour of the School and we had an interview with two people from the International Baccalaureate Career-related Program Authorisation Committee."

Vocational Training in Schools

Part of the IBCP is also the vocational training that students undertake. This year we have two students who attend a courses at North Metropolitan TAFE once a week. One student is completing a Certificate III in Screen and Media (Film & TV) and one a Certificate III in Design Fundamentals. Alec Thompson: "At TAFE I am doing film and media, we have learnt camera, editing, and some digital design aspects for prop creation. The course is extremely enjoyable."

The Extended Essay

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

Katharina Stillitano
International Baccalaureate Coordinator





Vet Anatomy Museum ***By Memphis and Zoe***

The IB Biology and LS2 students visited the Vet Anatomy Museum at Murdoch University. When we arrived, we were given a rundown on what Murdoch offers as a university and what it's like to be a Murdoch student. Then, we were taken on a tour through the Murdoch Campus, through the Arts Building and around the Chemistry, Biology and Humanities buildings. After a quick break, our guide, Steph, took us to the Chelodina wetland next to the campus, where we learnt about black cockatoos and snake necked tortoises, and the various water-insects of the area.

Later, we had lunch at the Student-Hub. Finally, we were taken to the Vet Anatomy Museum where we answered a worksheet while observing the different animal bones and body parts. There were three rooms: the main Vet museum with the various animal specimens, the primate room, and the X-ray room. We completed a second worksheet on animal skulls before the end of the day and heading back to school.

Back on The Bibbulmun

It was a sunny autumn day when we made it back on the Bibbulmun track. This over 1,000 km long hike trail, sometimes referred to simply as The Bibb, zigzags its way across the southwest of the state. Our school has had the privilege of a long term affiliation with the track since 2009, so we made a two-hour drive south onto our adopted section near Albany Highway.

The track would be almost impassable without a number of dedicated volunteers, who prune back the vegetation, and look after the pathways, signage, and campsites. Such was the task of our International Baccalaureate students, and the oldest students from the Lower Secondary class, as seen in the photos. Their other task ..., to have some fun!

Many thanks go out to accompanying parents Anna and Olga, and ex-student Hannah. Your support was greatly appreciated.

Jaromir Kulir
Theory of Knowledge Coordinator

Cake Pop Day

By Leuca

Cake Pop Day was a day that a student in the class came up with to give students something to look forward to randomly in the year. It was a fun event that was brought together by the Year 11 students and shared with the IB teachers. We made cake pops and then ate them, we accidentally tricked our teachers into believing it was an actual thing on that day! Over all it was a very successful day.





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.





The International Baccalaureate Career-related Programme (IBCP)

We are thrilled to announce that we have successfully obtained approval to deliver the prestigious International Baccalaureate Career-related Programme (IBCP) from the esteemed International Baccalaureate Organization (IBO). This monumental achievement follows a two-year application process that demanded dedication and tireless efforts from our exceptional staff.

What sets the IBCP apart is its ability to prepare students for a future filled with endless possibilities. This comprehensive two-year, pre-career course of study aligns with the Montessori emphasis on holistic development and intellectual growth. It provides students with the knowledge and skills necessary to excel in further education, secure employment opportunities, or embark on enriching pathways. The IBCP's blend of rigorous academic pursuits and practical career-oriented learning resonates with the Montessori approach, which also emphasises hands-on experiences and real-world applications.

The IBCP encompasses a dynamic core curriculum composed of four pivotal components that align with Montessori principles and promote similar educational goals. The Personal and Professional Skills component cultivates essential life skills and nurtures a sense of professional competence, reflecting Montessori's focus on the development of practical life skills and independence. Service Learning, another core component, encourages active community engagement and instils a profound sense of social responsibility, fostering a sense of empathy and concern for others, which is integral to Montessori education.

We will be one of only two institutions in Western Australia that have been granted authorisation to deliver the IBCP. This distinction further solidifies our commitment to offering exceptional educational opportunities to our senior school students.

The IBCP encompasses a dynamic core curriculum composed of four pivotal components that foster holistic development and intellectual growth:

- Personal and Professional Skills: Cultivating essential life skills and nurturing a sense of professional competence.
- Service Learning: Encouraging active community engagement and instilling a profound sense of social responsibility.
- Reflective Project: Stimulating critical thinking and promoting in-depth research on a self-selected topic of personal interest.
- Language Development: Enhancing linguistic proficiency to foster effective communication across diverse contexts.

In addition to the core components, the IBCP offers a career-related study that serves as a gateway to higher education, internships or apprenticeships, and positions in specific fields of interest. This unique facet of the program allows students to apply and practice theories and concepts while developing a versatile skill set within authentic, meaningful contexts. Upon completion of the program, students are awarded the highly coveted International Baccalaureate Career-related Programme Certificate, an internationally recognised qualification.





Wasterwise News

At our school, one of our key objectives is to educate our students and their families about important environmental issues. As part of our commitment, we have various initiatives and updates to share with you.

Committee Meeting Update

Our committee is pleased to announce that we will be holding our next meeting soon. We will inform you of the date as soon as it is finalised. If your child is interested in being part of this committee, please inform us.

Recycling Blister Packs

We are delighted to inform you that Blooms the Chemist is now accepting blister packs for recycling. This is a fantastic opportunity to reduce waste within the wider community and contribute to a more sustainable future. We are still recycling blister packs here or you can simply drop off your blister packs at Blooms the Chemist.

Containers for Change ID Scheme

If you would like to support our school, we have a Containers for Change ID scheme number that you can use to donate funds. The scheme ID is C10289251. Your contribution will greatly help us in our ongoing efforts to promote environmental awareness.

Plastic Recycling Update

Previously, we were using the RedCycle program to recycle soft plastics. However, this program has been temporarily paused. We are currently exploring alternative solutions for recycling plastics. We understand the importance of addressing the plastic pollution issue and are committed to finding sustainable solutions. Stay tuned for updates on how we will handle plastic recycling moving forward.

Recycling Alone Is Not Enough

Recycling is essential, but it is not the sole solution to the plastic waste problem. We must also focus on reducing plastic consumption. Simple actions, such as packing waste-free lunches every day and using reusable bags for fruits and vegetables while shopping, can make a significant difference. Remember, every small step counts.

Taking Action Against Plastic Pollution

The issue of plastic pollution continues to escalate, and it is crucial that we take immediate action. As governments worldwide gather to negotiate a global plastics treaty, the need for individual efforts becomes even more urgent. Can you envision a world where our waterways and oceans are no longer clean due to choking on plastic pollution? Picture a world without the diverse wildlife that should inhabit those habitats. These distressing images highlight the heartbreaking impact of plastic waste on our planet. However, by acting now, we can mitigate this crisis.

Items We Currently Recycle

We continue to accept the following items for recycling:

- Pens
- Toothpaste tubes (top cleaned), brushes, and electric brush heads
- Batteries
- Plastic lids (these can also be taken to your Containers for Change Center)
- Spectacles
- Mobile phones
- Blister packs

Upcoming Recycling Addition: Balloons

Soon, we will also be accepting balloons (both latex and foil) for recycling. Stay tuned for more information on how to properly dispose of these items.

We sincerely thank you for your continued efforts in recycling and promoting environmental responsibility. Together, we can make a positive impact.

Wasterwise Team

Ian Chapman, Katharina Stillitano & Debra Beach



Parents Educational Opportunities

Recognising that learning about Montessori education is an ongoing journey rather than a fixed destination, we are committed to providing comprehensive educational opportunities for both prospective and current families. By actively engaging in these opportunities, parents can deepen their understanding of Montessori principles and actively contribute to their child's educational journey.

Prospective Families

We provide various education opportunities to prospective families:

- **Information Sessions:** We organise informative mornings where prospective families can learn about our Montessori approach, curriculum, and educational philosophy. These sessions provide a holistic overview of our school and allow parents to ask questions and interact with our educators.
- **Principal's Tours:** Our principal-led tours offer an in-depth exploration of our school environment, showcasing Montessori classrooms, materials, and the daily activities that support children's learning and development. This personalised tour allows parents to witness our educational approach in action.
- **Open House Events:** We host open house events where prospective families can explore our school, engage with teachers, and gain insights into our curriculum and pedagogy. These events provide a valuable opportunity for parents to envision their child's educational journey within our Montessori community.
- **Classroom Observations:** Prospective parents are invited to observe our Montessori classrooms during regular school hours. This firsthand observation enables them to witness the student-centered approach, independent learning, and collaborative atmosphere that define Montessori education.
- **Online Presence:** Our website and social media channels serve as comprehensive resources, offering detailed information about our Montessori programs, philosophy, testimonials, and frequently asked questions. These online platforms provide convenient access to information for prospective families.

Current Families

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

- **Orientation Sessions:** After enrolling their child, current families participate in orientation sessions that provide a deeper understanding of our Montessori curriculum, classroom routines, and expectations. These sessions help parents align their practices at home with our educational approach.
- **Classroom Observations:** Parents are encouraged to schedule classroom observations throughout the school year. These observations allow parents to gain insights into their child's daily experiences, understand the progression of Montessori activities, and foster a stronger connection between home and school.
- **Discussion Nights:** We organise regular discussion nights where parents come together to explore various topics related to Montessori education, child development, and parenting. These interactive sessions facilitate meaningful dialogue and the exchange of ideas among parents and educators.
- **Parent-Teacher Meetings:** Scheduled parent-teacher meetings in Term 2 and Term 4 provide an opportunity for individualised conversations about the child's progress, strengths, and areas for growth. These meetings foster a collaborative relationship between parents and teachers, enabling them to work together to support the child's development.
- **Handbook and Newsletters:** Our comprehensive handbook and regular newsletters provide valuable resources, tips, and updates for parents. These materials offer guidance on incorporating Montessori principles at home, recommended readings, and upcoming events.
- **Online Presence:** Our website and social media channels continue to serve as platforms for current families to access relevant information, stay updated on school events, and engage in online communities where they can connect and share experiences with other Montessori parents.
- **School Stream:** Our School Stream platform facilitates effective communication between the school and parents, enabling quick updates, event reminders, and access to essential documents and forms.



Discussion Nights

Our Discussion Nights are thoughtfully designed to offer a valuable platform for parents and staff to engage in short talks and lively discussions exploring different aspects of Montessori education and philosophy. These events aim to empower parents with relevant knowledge and insights that can guide them on their Montessori journey.

At our Discussion Nights, we provide educational opportunities for parents to deepen their understanding of the Montessori philosophy and ensure that our school's values and practices align with those at home. To ensure a structured and comprehensive learning experience, we have planned a two-year cycle of topics for the upcoming years.

- Year 1 of our Discussion Nights will focus on the following subjects:
- Term 1: Discipline - Exploring effective discipline techniques within the Montessori approach.
- Term 2: Brain Development - Understanding the impact of brain development on learning and development in a Montessori environment.
- Term 3: Motivation - Uncovering strategies to foster intrinsic motivation and a love for learning in Montessori education.

Moving on to Year 2, we will cover the following topics:

- Term 1: Freedom - Examining the concept of freedom within the Montessori framework and its significance in nurturing independent learners.
- Term 2: Assessment - Delving into alternative assessment methods that align with Montessori principles and promote holistic development.
- Term 3: Respect - Exploring the role of respect in creating a nurturing and inclusive Montessori community.

Each discussion night will commence with a brief overview of the chosen topic, followed by talks from relevant sections, including pre-primary, lower primary, upper primary, lower secondary, and the International Baccalaureate program. This diverse range of perspectives ensures a comprehensive understanding of the topic at hand.

By following this two-year cycle, we ensure that parents have the opportunity to attend discussions relevant to their child's current stage of education at least once every two years. This approach enables effective communication of the principles' importance and significance to our families.

For more details about our Discussion Nights, we encourage you to visit our website. We eagerly await your participation in these enriching events and are dedicated to supporting you on your Montessori journey.

Parent-Teacher Meetings: Strengthening the Partnership

At our school, we believe in a strong partnership between parents and teachers. Together, we can ensure a fulfilling educational experience for your child.

Regular communication between parents and teachers is vital for your child's academic success. We are pleased to offer dedicated parent-teacher meetings throughout the year, specifically in Term 2 and Term 4.

Thank you to our teachers and parents for making the time to discuss your child's progress in Term 2. Your active involvement creates an environment for fruitful discussions and supports your child's growth.

Handbook

We have meticulously crafted a handbook with the utmost care, aiming to provide our families with a comprehensive resource encompassing all the necessary information they require. This handbook serves as a valuable tool, offering a detailed overview of the various processes and procedures that form an integral part of our school's operations.

Our primary objective in creating this handbook is to furnish our families with a clear understanding of the fundamental rules and guidelines that govern their involvement in our educational community. By perusing this comprehensive guide, families can familiarise themselves with the essential aspects of attending and receiving an education at our school.

To ensure that our families are equipped with the most up-to-date information, we make it a priority to review and update our handbook on an annual basis. By doing so, we can incorporate any changes or developments that have taken place within our school community.

For those seeking the latest version of our handbook, we invite you to visit our website, where you will have access to the most recent edition. We believe that by providing this valuable resource, we can facilitate effective communication and collaboration between our school and our families, thereby fostering a strong and harmonious educational environment.

We consistently update our handbook on an annual basis. To access the most recent edition, please visit our **website**.



School Stream

At our school, we have chosen to implement School Stream as our primary communication platform with families

To stay up-to-date with all the latest news, events, and announcements from our school, all you need to do is download the School Stream app and start receiving notifications. Here's how you can get started:

- **Download the App:** Visit the App Store or the Google Play Store on your smartphone and search for "School Stream." Tap on the download button to install the app on your device.
- **Set Up Your Account:** Once the app is installed, open it and follow the simple on-screen instructions to set up your account. You may need to provide some basic information such as your name, email address, and your child's name and class.
- **Enable Notifications:** To ensure you receive timely updates, make sure to enable push notifications for the School Stream app. This way, you'll be instantly notified whenever there is new information or important announcements from our school.
- **Stay Informed:** Once you've completed the setup process, you're all set to start receiving notifications from our school. We will regularly update the School Stream app with relevant news, event details, school policies, and any other important information you need to know. Simply open the app and read the notifications to stay informed.

Remember, School Stream is our primary channel for communicating with parents, and downloading the app is crucial for staying connected. It's a convenient, efficient, and eco-friendly way to receive school updates without the need for paper-based communication.

If you have any questions or need assistance with downloading or using the School Stream app, please visit our website for further guidance. We're here to support you every step of the way..

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

Observing in our Classrooms

"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment." - Maria Montessori

Observing the child lies at the very heart of Montessori education, and we are thrilled to extend an invitation to you to experience this firsthand. At our school, we strongly believe in the power of collaboration between parents, educators, and students. As part of our commitment to fostering a supportive and inclusive learning environment, we warmly welcome parents and visitors to observe in our classrooms across different grade levels.

To gain a genuine understanding of the natural activities and ambience within the classroom, we encourage parents and carers to observe in their child's classroom at least once per year. These observation sessions provide you with valuable insights into your child's daily experiences and individual growth as they navigate through our Montessori curriculum.

Research consistently demonstrates that optimal brain development, learning, and ultimately, academic success occur when children have the freedom to select work that aligns with their interests, challenges them, and provides a sense of pleasure.

Our lessons are carefully crafted based on continuous observation of each child's individual interests and ability level. This ensures that the content delivered is meaningful, interesting, and tailored to meet their specific needs.

If you would like to take notes during your observation, please inform us, and we will be happy to provide you with the necessary materials. Your observations play an invaluable role in enhancing our understanding of your child's unique learning journey.

We look forward to welcoming you into our classrooms and sharing the joy of Montessori education together.

Observation Expectations

At our school, Montessori education embraces a natural process of experiential learning within a carefully prepared environment. Here are some key aspects that define our approach and what you can expect to observe during your observation.

Freedom of Choice

We value the freedom for children to select jobs from the prepared environment, igniting their curiosity and capturing their interest. By having the autonomy to choose their tasks, children become actively engaged in their own learning journey.

Guidance from Staff

Our dedicated staff members provide individualised attention, nurturing each child's learning journey. They serve as guides, observing and supporting your child's development, while respecting their unique interests and abilities.

Absence of Rewards and Punishments

We believe in cultivating intrinsic motivation, emphasising the love for learning and personal accomplishment. By removing external rewards and punishments, we encourage children to develop a genuine passion for knowledge and growth.

Non-Competitive Environment

Collaboration, empathy, and respect are fostered in our classrooms, allowing children to grow alongside their peers. Our aim is to create an environment where children feel supported and inspired to learn from one another.

Purposeful Work

Children engage in self-chosen activities that hold meaning and enhance intrinsic motivation and self-discipline. Through purposeful work, children develop a sense of responsibility and ownership of their education, leading to a lifelong love of learning.





Observations

Observations Rules

To ensure a positive experience for all, we have established the following guidelines for conducting observations in our classrooms:

Maintaining Observational Etiquette:

- Be discreet and unobtrusive to gain a clear view of classroom activities and atmosphere.
- Respect the established routines and procedures without disrupting them.

During the Observation:

- Stay seated throughout the observation for a non-intrusive presence and effective observation.
- Refrain from engaging in conversations with the children to maintain their uninterrupted learning experience.
- Remember that a child's behavior may be influenced by your presence, especially when observing your own child.
- Follow your child's example and guidance for lunchtime procedures if invited.

Mobile Phone Usage:

- Ensure mobile phones are turned off during the observation, including calls, messaging, emails, and taking photos.

Communication and Scheduling:

- Foster parent-child communication to determine the best observation time, minimising disruption to your child's routine.

Communication with Staff:

- Record any questions or concerns and direct them to the School Office after your observation as staff members are not available for discussion during observations.

These guidelines ensure a respectful and supportive environment, allowing for meaningful observation and enhancing the learning experience for all students.

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 Only	11:30am to 12:30pm	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

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

Thank You Laundry Volunteers

We would like to say a BIG thank you to our laundry volunteers for Term 2, 2023:

- Alisha Anderson
- Amanda Richardson
- Amanda Weall
- Ann Glover
- Annette Advani
- Annika Merchan Reina
- Ayesha Mahmood
- Aygul Bergengalieva
- Candida Veraza
- Celine Royet
- Chloe Bond
- Claire Eskander
- Claudia Hangrad
- Craig Broomhall
- Cristina Campian
- Dilpreet Preet Kaur Bains
- Doreen Sharma
- Doulene Steyn-Walker
- Elodie Marbleu
- Emina Hasanovic
- Emma Sauer
- Emma Seeber
- Fiona Ferguson
- Florence Watson
- Francesca Cabaletti
- Francesca Mannino
- Gemma Broderick
- Hannah van Didden
- Irena Chizhik
- Janelle Nazzari
- Jayshree Parmar
- Jess Taylor
- Jessica Clark
- Joanne Diaz
- Jonelle Carstens
- Kaori King
- Kate Durey
- Kate Fosdike
- Kate Tait
- Kate Tottle
- Kathryn Rose
- Katja Roemisch
- Kelly Joice
- Kendra Deane
- Laila Miller
- Lisa Ellison
- Maria Barnes
- Michaela Brooks
- Mitalben Vasoya
- Naomi Pond
- Natalia D'Alesio
- Payal Patel
- Rashi Dabhowale
- Rebecca Hood
- Rebecca Lee
- Renae Kathage
- Ruth Bradley
- Sabrina Dimanlig
- Sara Horvat
- Sara Zahedi
- Sarah Holland
- Selena Sulak
- Shireen Caplice
- Shirly Tay
- Stephanie Johansson
- Sue Miller
- Tashreen Tourabaly
- Tim Jackson
- Trang Nguyen
- Vanessa Morskate
- Wanda Anderson
- 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.



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**.

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.

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.



Community Events

Landsdale333 Farm Picnic

Community events started off Term 2 with our Landsdale Farm Community Picnic.

Feedback has been overwhelmingly positive, and the night deemed a success. This event was voted for by the students, and whilst we had some wonderful suggestions put forward, in every age group, Landsdale Farm was voted as most popular, so it was wonderful to see so many families there on the night.

Term 3 brings our very popular Scitech Family Night, which will be held on Friday, 18 August. Details of the exhibitions as well as food options for the night will be released soon.

We are already planning our 2024 events, and while the building works may see us unable to use the oval for a cultural night, we are still planning one for Term 1. If you have any suggestions for events, or the cultural night, please email:

communityevents@themontessorischool.edu.au.

Save the Date

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

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@themontessoriplaygroup.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:

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