



The Montessori Bell

Term 3, 2023



Help me to do it myself.



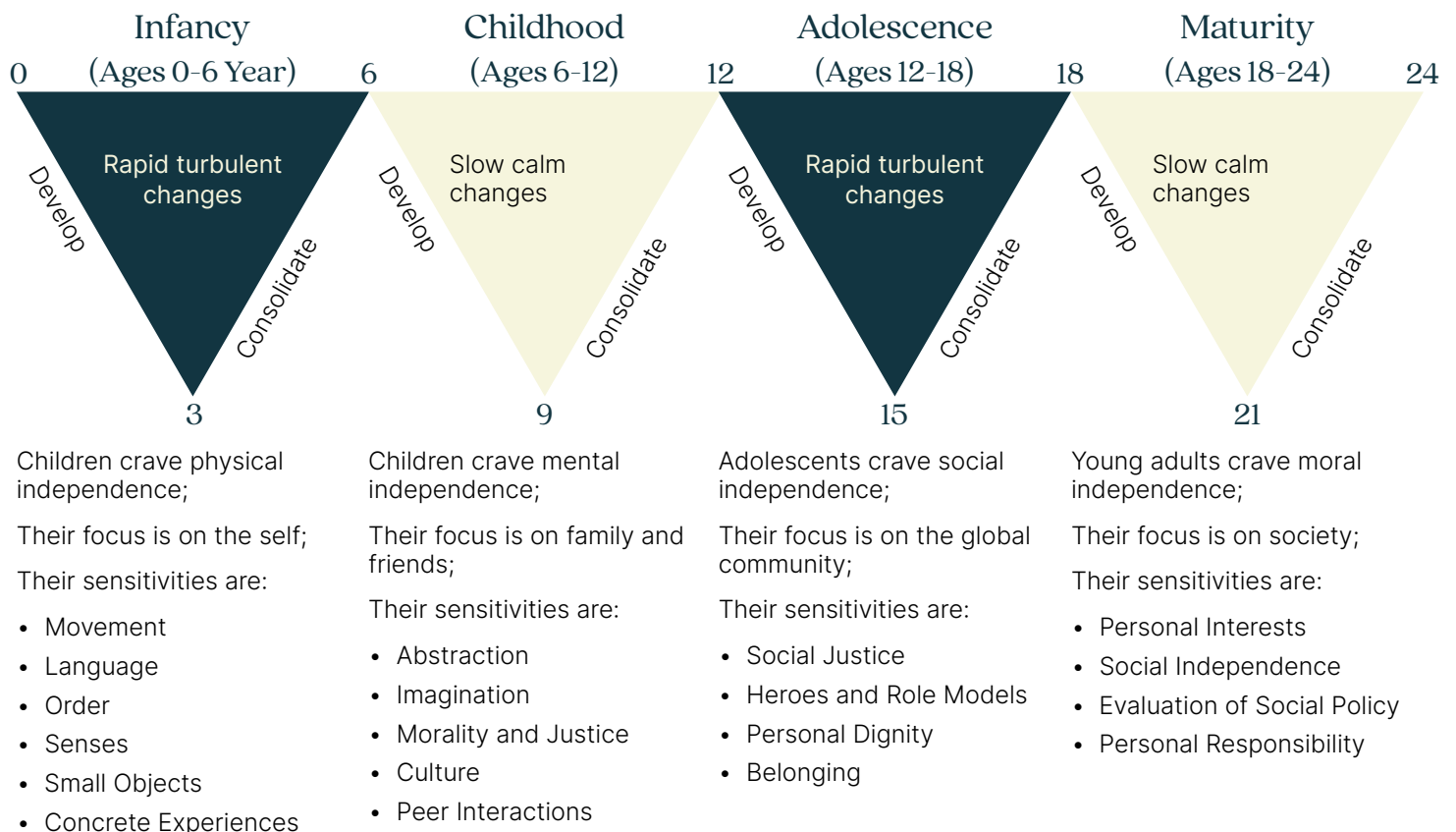
Principal's Message

Plato wrote, "If a man neglects education, he walks lame to the end of his life." So, what is the purpose of attaining an education in order to avoid becoming 'lame'? Put simply, education provides the tools to aid in development of life, in order for an individual to advance his/her potential, ultimately becoming an active and useful contributor within society. Therefore, in order to develop potential, one must go through a process of careful preparation. Preparation for an adult life which should include a holistic approach. More than just the transference of knowledge, a quality education should also include the development of the social, emotional, spiritual and moral aspects of one's life. One should naturally ask; in what manner should this educative preparation occur? Through her study and observations of school children, Dr Maria Montessori noted that the process is one which occurs in four stages, from birth to maturity. As a result, Montessori developed a framework called the Four Planes of Development/Education which accompanied a variety of other concepts which expand upon this model.

According to the research undertaken by Montessori, while watching students at work, she observed and described what she called the Four Planes of Development where each plane is a foundation for the next plane. These 'planes' naturally occur during the following periods of life: Infancy (ages 0-6), Childhood (ages 6-12), Adolescent (ages 12-18) and Maturity (ages 18-24) when the individual finally enters and contributes to society as a whole as an adult. Montessori frequently used metaphors found in nature to describe the changes and development of each stage, for example the transformations which occur for a butterfly to come into existence. That is the egg hatching into caterpillar, which in turn creates a cocoon and eventually a butterfly. Within each of these planes there a differing characteristics as children typically learn in different ways during this different stages. Underpinning this is the idea of the development of love of learning in order to aid human development.

Des Reuben
Principal

The Four Planes of Development



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. We now also deliver the International Baccalaureate Career-related Programme (IBCP), making us the only school in Western Australia to offer this pathway to students.

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	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 Georgia Williams (EA)	Pre-Primary 2 Ria McBennett Kendra Deane (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 Jacob Horsey Girija Stewart (EA) Ash Whittle (EA)	Upper Primary Advisory 2 Michelle Hayes Chantal Mare (EA) Winnie Peng (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, Anmol Singh, Tash Tourabaly, and Mahesh Advani:

Laila, Anmol, 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

The School Board held its Annual Strategic Planning Day on 2 September 2023. This day involves the Board Directors, Principal, and School Leadership Team coming together to focus on sustaining and continuously improving all aspects of our School. This year's focus was the progression of our 2024-2029 Strategic Plan. In particular, we took time to look back at the work we've done in the past few years refining the Vision, Values, Mission and Priorities of our School. A large proportion of the day was spent workshopping around each of the priorities we've set for our school:

- Education
- Staff
- Governance
- Finance
- Prepared Environment
- Natural Environment
- Engagement.

Click [here](#) to find out more about our vision, Values, Mission and Priorities.

Individually, and as a group, we reflected on what each of these priorities meant to us, and how the School had focused on these priorities in the past and in the present. Then, we looked at how we could continue to sustain and invest in these priorities in the future. The next stage will be for staff to have the opportunity to contribute their thoughts in a similar way around each of these priorities. This endeavour, together with the outcomes of our student, parent/caregiver and staff surveys from last year, will feed into the next stage of developing our Strategic Plan.

I would like to take this opportunity to thank the Board Directors and Principal who took time out on a Saturday to attend this planning day. In addition, I would like to thank all the members of the School Leadership Team who contributed. Queenie Massie and Katharina Stillitano were able to join us in person, and Kate Tottle and Michael Caldwell took time to contribute their thoughts prior to the day. We are fortunate to have such great people and such great minds all working for the benefit of our beautiful Montessori School.

Angela Chew
Chair

chair_board@themontessorischool.wa.edu.au



Welcome to the Pre-Primary 1 Class

We were delighted to welcome two new children to our group this term. It has been wonderful to see how quickly they felt comfortable and independent in their new environment. As the weather begins to warm up with the changing seasons, we have enjoyed picnics, bush walks to admire the spring flowers and the children's favourite activity of junk play in the oval. We have also continued our singing sessions with the other Pre-Primary classes and Lower Primary every fortnight. We feel that it is important to continue learning and singing these songs that are traditional to our school.

This term, one of our focus areas of learning has been the world's oceans. We used the ocean map to learn the names of the oceans and read lots of books about ocean life. Each child had the opportunity to make a book, showing the zones of the oceans and the different animals that live in each one. We used various shades of blue paint to represent the zones, using black paint for the deepest part of the trench. The children enjoyed learning about and drawing the unusual animals that live in the deep and dark depths.

Another focus was Geology, first, we looked at the different layers of the Earth using our three-part cards. The children were all eager to make their own model of the Earth using modelling clay showing each layer. They had a lesson on how to make a small sphere to show the inner core and how to build each colour on top. When they had finished, they carefully cut the sphere in half to expose each layer. We looked at the different parts of a volcano and learned how volcanic eruptions occur, following this up with a very exciting experiment to show a volcano in action. We read books about how

fossils were formed and looked at different types of rocks. Some of the older children carried out little research projects to learn more about their favourite gemstones.

We had a lovely learning opportunity when Angelina brought in a very tall broccoli plant in full bloom from her garden. It had grown very tall to reach the sunlight as it was growing in the shade of a fence. We recapped our learning from term 1 when our focus was Botany, discussing the needs of plants and the different parts of the plant. We gave the children a lesson on how to cut and clean the broccoli so we could all enjoy some snacks and lunch. The bright yellow flowers were deemed the tastiest part and some children decided to bring some home to share with their families. We put some of the flowers in a vase on a windowsill to admire over the next week.

The children enjoy bringing in books from home for us to read at storytime, often telling their classmates why they enjoyed a certain book, and it is great to have new stories to read to the children. I would like to remind everyone that books should be brought to school in a separate book bag, as we teach the children that books are important, and we need to take care of them. Children are also welcome to borrow books from our class bookshelf to share with their families.

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

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

We have had a busy term with lots of interesting discussion about the various countries/continents visited by the children during the longer break at the end of Term 2. Many of the children who have visited family abroad have brought back items, postcards, photos, and scrapbooks to share with their peers. This has been a lovely way to discuss similarities and differences between where we live in Australia and other parts of the world. This term, the children also continue to enjoy drawing maps from around the world which has now extended into research on that continent. It is always enjoyable to observe natural curiosity and classroom discussions stimulate work choices and interest in work.

This term, we have continued our work on the non-living world, focusing our attention on Astronomy. We commenced this study by reading about the sun followed by reading about the different planets in our solar system. Many of the children used wooden templates to arrange the planets and order and draw, paint, and label them. We then continued with discussing the moon and the children were introduced to the different phases of the moon,

including how these phases occur. The children also had the opportunity to draw and label the phases of the moon, and to stamp the phases of the moon with cut out potato stamps. This was a strong favourite and, conveniently, our study on the moon took place the same week as the rare blue moon was visible in Perth.

We continue to encourage and incorporate our grace and courtesy lessons, which are continuous throughout the year. We are focusing on good hygiene practices, especially during this time when many colds and bugs are lurking. We also talk about maintaining our own space, from tidying our lockers, sweeping our space after snack and lunch, and maintaining a clean and orderly work environment. Through these lessons, the children can develop and refine their social skills while building independence and self-esteem. The lessons also assist the children in orienteering themselves within their environment and guiding them on how they participate and belong in their environment and world at large.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

It has been a delightfully active term in our classroom. This term, we were delighted to welcome Noah and Nellie to our classroom; it has been wonderful getting to know the students and their families. The children were very excited and re-energised to return to school after their three-week break. They were all very eager to jump straight back into work and to take their new classmates under their wings.

This term, we focused our science studies on sound, electricity, and air. The children really enjoyed participating in our lessons and experiments. The study of science can be magical, not only are the children extending their learning, but they are also extending their interest and imagination, through the enjoyment of simple experiments. The study of electricity and sound were firm favourites amongst the students, they enjoyed creating circuits and learning what electricity can and cannot pass through. The excitement of making a complete circuit for the bulb to light up was never-ending! They also had endless moments of enjoyment listening to the sound produced by an array of jobs that were created by Bernice.

We also have focused our studies on the weather this term. Each day, the children take turns recording the weather, checking the wind direction, wind speed, rain, cloud types and temperature. The children also participated in a rain cloud experiment, counting how many droplets it would take to make it

rain. Before participating in a rain cloud experiment the children had to record their hypothesis, they were very excited to see if they were correct.

The interest in the Women's World Cup during this term ignited an interest in flags and countries. This led us to create the Australia and Aboriginal Flags to support the Matilda's in their World Cup campaign and sparked an interest in the Montessori maps. The children have been very busy creating beautiful maps.

Also, this term we celebrated Book Week. During this week we had the opportunity to read and discuss some of our favourite books. A favourite in our class has always been 'Room on the Broom' by Julia Donaldson. The children created beautiful wands by either sewing them or cutting them and attaching them to a stick which they found in the garden.

We look forward to another busy and exciting term in our classroom. We welcome the warmer weather and more picnic lunches. With the warmer weather fast approaching we would like to take this opportunity to remind parents to pack spare clothes, as the children love to participate in outdoor play with the water pump. Sunscreen is available in the classrooms; however, should you wish to send in your child's own, please label it and inform the teachers.

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

Term 3 has been full and exciting with several incursions and excursions. The children visited the Joondalup Library for Book Week to work with author Diane Woofer. Diane explained to the children how she gets her ideas for stories. One of her stories was inspired by buttons, so each child was given a button and a piece of paper – from which they created their own characters and stories.

Science has been a big focus this term as well. In July, we visited the Canning River Eco Education Centre. It was a beautiful location with very kind guides who taught the children how to observe the bush for signs of animal life – how to spot tracks, partially eaten plants and other signs. The children learned in depth about frogs and what is needed for healthy frog habitats. We hope this knowledge will be applicable in our own local environment with our bushland and lake close by. Following on from the excursion we have borrowed a set of taxidermised native animals for the children to study. This has raised some interesting questions and discussions, particularly about their discomfort with having real, but deceased, specimens in the classroom.

In Science Week, the International Baccalaureate students presented to the class about innovation in aerodynamics. The word innovation was explained

then students made a paper plane and went outside and flew it. They came back in and the concepts of lift, thrust, drag and weight were explained and discussed. The students were asked to make a second plane with adjustments to increase speed based on the different mechanical forces discussed earlier.

We have also had a visit from a potter Natalie Salisbury, who demonstrated basic pottery techniques to the students and invited them to include natural materials in their artworks. Some of their artwork was displayed for the School Art Exhibition. Clay will continue to be available in the classroom as an ongoing art medium.

Finally, we have a visit from Constable Care who will help the children understand more about social interactions, how to take care of each other, and what bullying looks like and how we can deal with it.

In addition to all these exciting events, the work continues in all areas. In Term 3, we observe deeper concentration, children extending themselves, and our eldest children beginning to show signs they are ready for their next steps into Upper Primary.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

This term, a lady called Natalie Salisbury came to teach us how to make clay figures for the School Art Exhibition so the parents can come and see what we have been doing this term. Some people have made seconds for the art exhibition. And most people are painting theirs to give it a bit of colour for the exhibition.

We went to Joondalup Library to meet a lady called Dianne Wolfer. We listened to Dianne speak about where she gets her ideas from for her stories. She also read the story of Nanna's Button Tin and Granny Grommet and Me and as well as that we have been reading Scout and the Rescue Dogs, also written by Dianne Wolfer.

This term, we have created two worm farms and the good bit about them is we give them our scraps to eat, and they give us their wee to give to the plants and help them grow.

We have been doing gardening and weeding we have planted radishes, various flowers, carrots, celery, sugar snap peas, dwarf beans, spinach, cabbage, avocado, olives and oranges. And we helped the Bush Sub-Committee plant some plants. Ian also read the Great Story of the Plant for us, which was interesting.

This term, we have been trying out new comprehension cards and everybody loves them. We have been doing lots of reading and writing as well. And there are different challenges to do if you want to.

A few weeks ago, Ian borrowed a few animals from Canning River Environmental Ecological Center, where we went on excursion, he went and picked up five animals specimens that are displayed in our Lower Primary Space, these are a quenda, chuditch, bobtail lizard, dugite, and an echidna. We can research and discover more about each of the animals.

We also learnt about the Pobblebonk Swamp and the life cycle of a frog. A Pobblebonk is a frog that talks back to you when you talk to it. We also learned about different animals, and we went on an animal track hunt where we got to put a stick in the ground where we thought an animal signature could be.

We have all been very busy with all the other jobs in our space and made paper planes for Science Week, and the theme was Innovation and we learnt about thrust, lift, drag and weight. Lower secondary came and gave us a lesson on innovation and how planes take off and stay up.

**Written by Izaak and Arwen
On behalf of Lower Primary 2**





Welcome to the Lower Primary 3 Class

We started the new term busy. An excursion to Canning River Eco Education Centre where we were shown good areas for frog habitats, pretended we were frogs and what things humans do that affect frog habitats. We also learnt how items we find in the bush, or our garden can be used to identify animals and insects that live there, and where to look to find them.

In the same week, we had a clay incursion, which was very rewarding, we learnt techniques used to join clay, and how to add natural items to our clay sculptures. Some of us used this opportunity to create our piece for the Art show 'The bond between humans and animals.'

Two of the focus topics of the term have been textiles and rocks.

We can identify and sort igneous, metamorphic, and sedimentary rocks. Understand the rock cycle, metamorphic rocks are made from sedimentary or igneous rocks and sedimentary rocks are made from igneous or metamorphic rocks, igneous rocks are made from magma.

For textiles, we looked at the history of fabric when man started producing natural fibres and how in more recent times been able to make processed fabric material. We have designed, cut, and stitched a fabric coaster made from recycled material.

Book Week took us to the Joondalup Library where author Dianne Wolfer read two of her picture books and shared where you can get ideas for stories, and how to keep a record of these ideas for later.

For Science Week, the lower secondary students gave us a presentation about how planes fly. We made paper planes and got to see whose flew the farthest. There were also class experiments to explore buoyance and friction.

The class would like to thank Winnie and Janice for helping us while Debra was in England celebrating her father's 90th birthday.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

Some of the Story...

Shifting gears. Upper Primary is a phase-shift to the abstract on many levels. On the intellectual front, there is a shift from the material to the abstract plane. This means there is less dependence on materials for working with concepts. A new-found freedom and glee are evident when students carry out complex Mathematics jobs with greater autonomy. The concrete foundation of the prepared environment in the earlier years provides support for this next stage of cognition – it anchors the abstract to the manifest world and provides a catalyst for deeper involvement in meaning and sense-making.

On the social front, the child is shifting from the first-person awareness typical of the first plane of development – the beautiful freedom and curiosity... and dare I say “me”-ness of the early years, to the dawning second-person awareness of the second plane – “you”-ness. Friendship, group membership, and belonging to the social order, take on fresh significance. The child becomes oriented towards their inner existence and self, and its relationship with an “other,” or “others”. A thirst for knowledge of human civilization is awakened, a thirst for the meaning of rules, social pacts, law, and universal law. The never-ending “why”ness of things. By the end of the second plane, relationships have become more complex, and experimenting with each other socially involves more depth and periodically more pain. First-person awareness has lifted into the abstract plane that is dawning at this stage of life.

Much has happened this term. Many outings – to see the orchestra, the art gallery, the museum, author visits and excursions, trips on the train, bus, and by foot. Adventures that orient the child to the world of humans, civilization, humanity... the world.

One little moment reflective of this kind of phase-shift to the abstract began with a story... We told the students “Some of the Story of Australia”, a little story about the history of Australia leading up to 1770. It begins with the Dreamtime, “long ago...” But where does it end? Captain Cook (the 18th-century equivalent of a rock star) sailing up Australia’s eastern coastline and charting the country for the British Empire is one such telling. It certainly is a concrete and simplistic one. The fact that it wasn’t called Australia then but had been conveniently named New Holland by Dutch explorers and traders in the 1600s was a fun detour – it put Western Australia on the map historically, and presently for some of the students. The way the Dutch sailed around leaving plates on Australia’s coastline was humorous to some, that the French turned up and took a plate also piqued the children’s sense of mischief. That you can now see one such plate in a museum seemed bizarrely boring and interesting.

And then there are the geneticists in India who believe that South Indians may be genetically linked to Aboriginals and may have travelled to Australia by boat over several episodes, as recently as 2000 years ago. That was rather shocking news! Or the Dingo that arrived in Australia about 4,000 years ago, probably carried in the canoes of the great seafaring Lapita people, the ancestors of today’s Polynesian people. The Lapita were the world’s first great seafaring race and carried the dingoes to Asia after their Australian stopover, as shown by kangaroo lice on Asian dogs.





The theory of early Chinese contact with Australia is largely based on archaeological findings, particularly the presence of Chinese artefacts and shipwrecks along the Australian coastline. One of the most notable examples is the “Geraldton Wreck,” a shipwreck found off the coast of Western Australia that is believed to date back to the early 15th century. This piqued even more intrigue. Who were all these people? How can such a simple story suddenly become so layered and intriguing.

An indisputable part of Australia’s history is the Macassan traders, who came from the island of Sulawesi in present-day Indonesia to the northern coast of Australia to trade with the Aboriginal peoples. This trade relationship lasted for hundreds of years, with the Macassans bringing with them goods like trepang (a type of sea cucumber) and exchanging them for goods like shells and ochre. An example of agreeable relationships between significantly different cultures- when the students heard that some aboriginal people have been using chopsticks since this time due to these intercultural relationships, they could hardly believe their ears. Somebody stood up and said, “Jacob, this changes everything!”

The complexity of interwoven stories and lives mirrored the sense of society dawning in their own lives. The second-person awareness of others touched on the realm of the third plane where the child begins to ask the questions, “Who am I?” and “Who are We?” The concrete awareness of Australian history, of flags, and dates, facts, and names, became the foundation for something deeper and more riveting – something that touches on the abstract.

We hadn’t even begun to explore the monumental landing in Botany Bay by the First Fleet on January 24th (not the 26th) in New Holland, or Eora Country (depending on your fancy), or New Wales (later known as New South Wales), as Captain Cook mused 18 years earlier. And the raising of the flag (not the Australian because that didn’t exist yet), and Arthur Phillip the first governor of New South Wales and spearhead of the First Fleet being nervous that the French might spoil the plans for a new colonial outpost for the British! And the French arrival on the same point of this vast continent, in the middle of nowhere, days later on a botany expedition collecting flowers!

There is obviously much more to this story, hence the title: Some of the Story of Australia. A story that continues into the third plane of development, where the child begins to connect deeper to their own place in these unfolding and interwoven narratives.

Michelle Hayes and Jacob Horsey
Upper Primary Teachers





Welcome to Creative Expression

This term, the children have been practicing our regular songs and exploring the rhythm in music through dance movement as well as using body percussions. Through various music activities they learn different rhythm patterns.

Dancing is a wonderful creative outlet for children to experiment with how their bodies move, what sounds they can generate and imitate, and the many different ways they can interpret music.

The lower primary has also covered some music theory where we learned the musical notes on the lines and spaces using a hand drawing.

Both groups have been playing percussion instruments. The lower primary and the pre-primary children recently had a chance to create their own musical instruments while the pre-primary students have explored movement to classical music using scarves and ribbons.

Anja Cirkovic
Creative Expression Teacher





Welcome to Physical Expression

In Term 3, the pre-primary students were introduced to new movements that involved the control of an object. They have been busy exploring new skills and stations and they are really engaging with the equipment provided.

The lower primary students have been provided with opportunities to contribute to their own learning and explore the rules of fair play by exploring sports stations in teams. They are learning single skills while engaging in a variety of sports team activities.

The upper primary students have agreed to divide the lesson into two parts: the first half of the lesson has the purpose of motivating the learning with stations that provide opportunities to develop their skills while the second part of the lesson is where the students are taking responsibility and are in charge of organising games, teams and play.

Arianna Taffurelli
Physical Expression Teacher





Welcome to the Lower Secondary Class

Term 3 has been a great adventure; both literally and metaphorically. We have been hard at work in class preparing for events such as our second Performance Night (see below), the Art Exhibition, the opening of our Cafe and of course, Camp. Our Camp this year took a different approach with the students taking the reigns and planning the entire trip, including transport, lodging and activities over the 3 nights. This approach is more in line with the Montessori idea of Odyssey, where students go on a journey of discovery over an extended period of time (usually 7+ days) to see the cycles of nature, explore Pedagogy of Place and get to know their surroundings better. Our destination this year was to Toodyay, where we definitely discovered the cycles of nature (the Noongar season of Djilba is quite unpredictable), bonded over games and toasted marshmallows and got a history lesson in the roots

of Toodyay as a convict settlement. Students planned and cooked their own meals (most of which were delicious) and learned to live together in a community surrounded by nature. I feel an immense sense of pride at the accomplishments of the group as they navigated difficult conditions with absolute ease; so much so that many of them have requested we go for longer next time!

I would really like to thank our parent volunteers, Warren and Beata, who were very supportive and without whom the trip could not happen. We have already created a student led camp committee for next year's camp, which we hope to have planned for term 1, 2024 (date and venue TBC).

Michael Caldwell
Lower Secondary Advisor





Lower Secondary 1

English

By Mia and Aneira

This term for English, our theme has been Human and Animal interaction. We have been looking at adverts and working on our own projects. Each person will be working on their own individual advert about the theme. We need to provide information about an animal interaction that we choose.

German

By Kira and Nicole

This term for German, the Year 7 students have been learning about different animals, farm, and pets. We also made a graph about the different pet's people have in the class.

The Year 8 students have also been learning about pets they are also learning about say clothing in German.

Creative Expressions

By Arlo and Tomasz

This term, for Creative Expression, we have been working towards another performance night on the 7 December (save the date!) We will have varying acts ranging from animations to music and art with the help of our lovely teacher, Kieran, we are working diligently to put on a spectacular performance.

Café

By Jessie and Luca

As you may have heard, our café recently reopened. A few students in Lower Secondary have been taught by their fellow LS students that have taken a barista course. They are happy to make you many types of coffee and other hot drinks. All drinks are served with a small treat. Our café is open on Thursdays and Fridays from around 8:00am to 9:15am. Teachers and parents are more than welcome to come and enjoy a nice hot drink during these times. It is recommended that any students who would like to purchase a drink check with their teacher first.



Lower Secondary 2

Mathematics

by Eric and Beau

For this term, in the lower secondary 2 class, we have been working on the standard Cambridge mathematics books. The year 9s mainly work on the year 9 textbook, and the year 10s mainly work from the year 10 textbook, with some students doing a small amount of mathematics unrelated to the textbook in order to help prepare for IB level mathematics. The main focuses of the textbook for the year 9s this term have been algebra, trigonometry, and surds. For the year 10s it has been quadratic equations and coordinate geometry.





Welcome to the International Baccalaureate Diploma Programme

Internal Assessments & Study Skills Workshop

Term 3 is always a very stressful and busy term as the Year 12 students are in the middle of completing all internal assessments and preparing for their final examinations. The Year 11 students are also preparing for their first round of mock examinations, which will be in Weeks 3-4 of Term 4. To help them with the mental as well as content preparation, we organised a study skills seminar through an organisation called Elevate.

The students thought it was a worthwhile experience, and here are some of the tips mentioned:

- Start revision at least two weeks before the exam.
- Organise notes/memorise/revise/do practice

exams.

- Go through past assessments and correct errors.
- If not sure why you made a mistake, ask your teacher until you understand where you went wrong.
- Re-do assessments and ask your teacher to re-mark the test to see if you have improved.
- Learn from and with your peers.
- Have a specific goal for every revision session.
- Before the exam: stick to your routine, and get enough sleep.
- Practice breathing exercises or mindfulness to stay calm.

Katharina Stillitano
International Baccalaureate Coordinator

Harry Perkins Medical Institute By Sam

This term, we went to the Harry Perkins Medical Institute. Parking was extraordinarily hard, as the area that the institute is in is very busy. When we did finally get in, we started with a talk on amino acids and proteins. The information that we were given was technically at a Year 12 level, however, I think most of our students understood it. After this talk, we were taken to do an experiment with gel electrophoresis. The experiment was very advanced, as we were working with a lot of delicate and expensive equipment, but we didn't break anything, so we managed fine. After the gel electrophoresis, we went to another talk on proteins, similar to the last one. In this talk, we were shown a program that gives you a 3D model of molecule, so you can move around and see the proteins that make it up.



What do IB students do in their spare time?

One of our students has combined his passions for marine life and underwater photography to create a stunning photo of a Darwin jawfish with eggs in its mouth. The photo was shortlisted for the 2023 National Geographic 'Photographer of the Year' award in the Junior category. We are absolutely delighted for them and amazed that they are managing to balance and combine creativity with studies.

The photo was among the top ten finalists and displayed at the finalists' exhibition in Adelaide. We are looking forward to seeing more stunning photos of marine wildlife in the future.



Fatherhood, By Sam



Year 11 and Year 10 Trip to Thailand (Bangkok and Chaing Mai)

Every two years, our Year 10 and 11 students eagerly embark on a transformative trip to Thailand. This year the biennial trip to Thailand took place from 23 July to 6 August.

This remarkable adventure marks the culmination of a three-year fundraising endeavour, creating an atmosphere of excitement and anticipation among all participants. This journey is an opportunity for our students to step out of their comfort zones and immerse themselves in a vibrant and unfamiliar culture, all within a secure and protected environment. Throughout their adventure, the students immersed themselves in the vibrant tapestry of Thailand.

Our favourite activities in Thailand included white water rafting, attending the elephant sanctuary, cooking classes and participating in Muay Thai lessons (particularly because the food was so yummy). We have great memories of the Thai food, namely, the food at the foodie tour on the second day which was delicious and spicy.

Highlights of the trip certainly included the arrival in Bangkok, playing stick games with our guides Nikky and Sammy (Nikky cheating though), enjoying the nice hotel in Bangkok and finalising the Chang Mai leg of the trip getting back to Bangkok.

We had lots of very funny moments – people being silly, playing cards at night laughing and joking, tipping each other out of rafts in the pool and of course, dealing with nature: Diana woke up stomping and screaming in the middle of the night having been attacked by ants from a nearby nest and Leuby were terrified by a giant fly in their room – which they thought had disappeared during the day just to reappear in the middle of the night which made Leuby scream so loud that the whole hotel woke up. We could even appreciate the comical side of more and more members of the group turning into rodents.

[This is a merged text adapted from the Thailand journal. If you would like to find out more about the trip, please see the complete Thailand Journal 2023.]

Diana and the Thailand Crew



The 29th International Montessori Congress Bangkok (2 – 5 August 2023)

on the 3 August 2023, we joined the 29th Montessori Congress. Des came to pick us up and took us to the 29th Montessori conference. There we listened to speeches from educators and students. To conclude the day, a group from Vietnam played some music.

The next day we got up early for a refreshing breakfast. We prepared to leave at 8:40am and took the underground train to the Convention Centre where the Montessori Congress was held. After arriving, Des introduced us to a few foreign friends of his before heading off to a session. Our group split up to go to some interesting talks, some of us went to an informative and understandable session on the multilingual teaching methods taught by Montessori educators around the world; whilst others went to an inspiring talk on the wonderful cultural acceptance seen around the many Montessori schools around the world. We met afterwards for a quick talk and discussion of our experiences, before going into another session, this one being about how adolescents are educated and treated in the modern school environment, and how the Montessori way aims to help acknowledge and create solutions for these problems. (text adapted from the Thailand Journal 2023)

Alec and Ryan





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 International Baccalaureate Career-related Programme (IBCP) from the International Baccalaureate Organization (IBO). This achievement follows a three-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.





Wastewise 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 are aiming to reduce landfill waste in our school and our community.

Committee Meeting Update

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. We also have a Containers for Change bin at our school where you can dispose of your recyclable bottles, which is located at the LP entrance opposite PP3.

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.

Wastewise 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.

Handbook

We have crafted a handbook 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

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 3, 2023:

- Adina Oltean-Borta
- Aleksandra Henderson
- Amanda Richardson
- Amanda Weall
- Amanda Zavros
- Andrea Sommer
- Angela Chew
- Ashleigh Brookes
- Ayesha Mahmood
- Barbara Watroba
- Beata Groszyk
- Beata Richardson
- Bree Stanton
- Brooke Gardiner
- Camelia Femia
- Caroline Conlan
- Cherise Trovato
- Chloe Bond
- Courtney Anderson
- Cristina Campian
- Danielle Butcher
- Deslinder Grimble
- Elicia Sabau
- Emina Hasanovic
- Emma Laver
- Fabio Maniccia
- Faith Ong
- Flocy Lin
- Francesca Cabaletti
- Francesca Mannino
- Gina von Bodenhausen
- Girija Stewart
- Irena Chizhik
- Jason Ryan
- Jennifer Mateo
- Jess Taylor
- Jo Watson
- Joanna McFarlane
- Josy Burke
- Kaori King
- Kate Durey
- Kate Tait
- Kate Tottle
- Katherine Edwards
- Katja Roemisch
- Kelly Joice
- Kendra Deane
- Kim Burns
- Makiko Sooby
- Megan Beasley
- Michelle Rodgers
- Naomi Pond
- Nhu Thi Nicole Huynh
- Peter Cardy
- Rochelle Burns
- Ruth Tay
- Sally Thomas
- Sara Horvat
- Segolene King
- Selena Sulak
- Shireen Caplice
- Shirly Tay
- Stephanie Johansson
- Susannah Williams
- Theresa Bagas
- Trang Nguyen
- Wanda Anderson
- Wen Ting Chen
- Yan Ting Yan Ma
- Yuhan Zhang
- Yulia Wood
- Zoe Judge

School 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 are 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 & Pick Up

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.

Playground

While we understand the desire for socialisation and playtime, it is vital that all parents arriving earlier than 8:30am ensure that their children do not engage in unsupervised play on the school grounds. Additionally, upon retrieving your child from their classrooms, it is essential that you keep them in close proximity and refrain from allowing them to engage in any activities on the playground. If you or your child wish to socialise with friends, we ask you make alternative arrangements to do so.

In addition to being a safety concern, we ask you to remain mindful of the fact that once all the children have departed, our teachers and education assistants must swiftly return to their classrooms. They need this time to prepare the learning environment for the next day, and sometimes, they must also engage in critical meetings with parents/carers or other essential staff.

Community Events

"Education is a natural process carried out by the child and is not acquired by listening to words "Through practical exercises...the children develop a true "social feeling," for they are working in the environment of the community in which they live, without concerning themselves as to whether it is for their own, or for the common good."

Annual Scitech Family Night

Our Annual Scitech Family Night last Friday was another success! The excitement was palpable as students and parents alike delved into a world of scientific wonders.

From mind-boggling experiments that left us in awe to interactive exhibits that sparked our curiosity, the night was a true celebration of all things science.

It's heartwarming to witness the joy on our students' faces as they immersed themselves in hands-on activities, eagerly embracing the spirit of discovery.

Our Annual Scitech Family Night beautifully showcases the incredible potential that emerges when our school community comes together to forge connections.

A huge shoutout to everyone who made this event possible – our dedicated event organisers, supportive parents, enthusiastic students, and Scitech staff.

If you have any suggestions for events, or the cultural night, please email: communityevents@themontessorischool.edu.au.



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.



@themontessoriplaygroup

the_montessori_playgroup

0413 299 647

admin@themontessoriplaygroup.org




www.themontessoriplaygroup.org



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

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