



The Montessori Bell

Term 4, 2023



Help me to do it myself.



Principal's Message

As the sun sets on another school year, we look forward to some time to rest, recuperate and to spend time with loved ones. Before the dawn of the new school year arises, we can reflect fondly on what has been another successful year at our school. We had some new faces join us and some familiar faces finish their time with the school; However, forever in the Montessori family!

After four years of absence, the senior Thailand trip was resurrected. Attendees had a unique opportunity to partake in the 29th International Montessori Congress. A gathering of Montessorians from all over the globe, which was pioneered by Dr Maria Montessori herself.

The secondary school grew in number and anticipation increased for the commencement of the new building and temporary demountable to house the senior secondary students. In a milestone, our school also became one of a limited number of schools in Australia to add the International Baccalaureate Careers-related Programme to our offerings.

We moved closer to finalising our next Strategic Plan, which has involved many members of our community. This important document will be important in the setting of the direction of our school for the coming years and will be presented at our 2024 Annual General Meeting.

The rollout of the phonics program, Sounds Write for PP, LP and UP has received much energy. Staff have been busy developing and sharing related materials. Teachers have reported that there has been a much greater take up and interest in literacy jobs as a result. Further rollout of Managebac in the secondary school and Transparent Classroom in the primary school will continue aid the students and teachers in management and delivery of our program from ages 3-18 moving into 2024.

We have close to 200 families on our waitlist currently, which is a testament to the ongoing work by our staff and a seemingly limitless appetite for Montessori education.

Finally, I would like to thank all students, families and staff for their contributions, big or small, to our school this year. Have a safe and joyful festive season!

Des Reuben
Principal



Dr Maria Montessori

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

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

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

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

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



Montessori



The Montessori Philosophy

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

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

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

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

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

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



Montessori Versus Traditional

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

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

Shifting Education Paradigms

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

Demand for Individualised Learning

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

Preparation for Future Skills

As society undergoes rapid technological advancements and shifts in the job market, parents are placing greater importance on nurturing skills such as critical thinking, problem-solving, adaptability, creativity, and collaboration. Montessori education, with its focus on 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	International Baccalaureate Career-related Programme 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) Lesley Winter	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 Salwa Guirgis Kate Tottle 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 Vicky Brown (EA) Winnie Peng (EA)
Secondary Level		
Lower Secondary Cohort Michael Caldwell - Adviser	International Baccalaureate Katharina Stillitano - IBDP Coordinator Michael Caldwell - IBCP Coordinator	
Specific Area of Teaching		
Primary Anja Cirkovic: Creative Expression (Pre-Primary and Lower Primary) Anja Reid: Creative Expression (Upper Primary) Anja Reid: German (Lower Primary and Upper Primary) Arianna Taffurelli: Physical Expression (Pre-Primary, Lower Primary and Upper Primary)	Secondary Fiona Corner: Mathematics Jaromir Kulir: Humanities Katharina Stillitano: German Kieran Ridgeway: Music Megan Beasley: English Michael: Science Peter Zylstra: Creative Arts	
International Baccalaureate Diana Schuler: Biology and Chemistry Jaromir Kulir: Geography and Theory of Knowledge Katharina Stillitano: English, German, Extended Essay Michael Caldwell: Physics and Creativity-Activity-Service Natalie Morrison: Mathematics Peter Zylstra: Creative Arts		

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 in accounting, engineering, law, and information technology 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

As we make our way towards the end of the year, I am reflecting on the achievements of our School in 2023 and grateful for all the hard work and commitment from staff, parents and students to bring us to where we are today. As a small School we rely heavily on volunteer work to keep everything moving forward, and to provide the beautiful Montessori learning environment that our children enjoy every day of the School year.

There have been a number of changes on the School Board this year. Anmol Singh was elected to the Board at the 2023 AGM and has settled in well, already bringing skills in strategic planning to our workshops and meetings. Amanda Weall is stepping down from the Board at the end of this year. Amanda joined us last year and took on the role of Secretary. She brought her own perspective to the Board and was able to articulate insights that prompted conversation and reflection on significant matters. We thank Amanda for stepping up when we needed support and for whole-heartedly joining our Board and sharing her expertise. In 2024, Chloe Bond will be joining us as a Director and taking on the role of Secretary. We are looking forward to having another experienced Montessori parent on the Board who has a background in health, psychology and social work to contribute.

I am a strong believer in the value of volunteering and contributing to your community for the greater good, but I am also pragmatic in understanding that everyone has limited time and resources to give and that these must be shared among family, friends, work, and self-care. My sincere thanks to all those who volunteer for our School, especially my fellow Board and sub-committee members who are always conscientious and thoughtful in fulfilling their obligations to the school.

Soon there will be paper chains hanging from the classroom ceilings to symbolise the end of another school year. If you are new to our School community, keep an eye out for the metres of paper chains that the children will make and display. The pre-primary students get a head start, while the upper primary students have limited time for paper chain making. This is for fear that the teachers will end up trapped in their classrooms by the sheer volume of paper chains that the older kids can produce in such a short time!

I hope everyone has a wonderful end of the year, and some time for relaxation and restoration. As always, if you have any queries regarding Board-related matters, please contact me and I will put you in touch with one of our Board Directors.

Angela Chew
Chair

chair_board@themontessorischool.wa.edu.au



Welcome to the Pre-Primary 1 Class

This term, we were delighted to welcome two new children, Heidi and Annika, to the class. The other children have made them feel so welcome and they have settled into their new school with ease. We continued to explore our non-living science topics. We started with learning all about weather and air, that weather can be different all around the world and that it affects how people live. The children enjoyed taking turns going outside to record the weather each day, checking the temperature, rain, wind direction and what types of clouds we can see in the sky. As we looked at the water cycle, we set up an experiment to show that when clouds get too heavy, it rains. The children carefully added drops of water to the foam cloud, eagerly waiting for the moment it became too heavy and the blue rain started to pour.

As we learned about sound, we experimented with how our bodies can make different sounds by clapping, humming, singing, and clicking our fingers. We discussed pleasant and unpleasant sounds using a classification job. We explored different types of musical instruments such as wind, string, and percussion. The children enjoy taking our basket of percussion instruments outside to play, of late "Jingle Bells" has been on repeat. We looked at electricity and the children had the opportunity to build a simple circuit to make a light bulb glow. We experimented with different materials to see which ones are conductive and non-conductive.

One of our focus topics in Mathematics has been to look at directions. We first went outside and drew a big compass rose in the playground. We played a game where the children had to do various movements in different directions. Armed with a compass and a map of our school, the older children had the opportunity to answer some questions about the orientation of the various buildings and landmarks in our school grounds.

The end of the year has been very enjoyable as we practiced for the Christmas concert, made Christmas crafts, and attempted to fill our classroom with paper chains. We have enjoyed the beautiful weather with picnic lunches and walks through our bushland.

In keeping with a long-standing school tradition, the older children in the class made beautiful teddy bears to mark the end of their time in their Pre-Primary Classroom. They spend quite some time choosing the perfect buttons for the eyes and they carefully sewed a blanket stitch around the felt. Some children decided to add a cape to theirs. They have been sitting in a basket over the past few weeks and the children have been full of anticipation for the time when they can bring them home to show their families.

I would like to wish all the children who are moving to Lower Primary the best with their transition. They will be truly missed in our classroom, and I look forward to them returning for lunch dates next year.

I hope all our wonderful families have a relaxing break and enjoy some quality family time together. I look forward to seeing you all at this beautiful school, of which we are all fortunate to be a part, in the new year.

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

Term 4 commenced with the usual hum of work, engagement, and social interactions after the break. The children set straight back to work and the maps of the continents, continue to be a favourite job by many of our children. While some children are content to build the puzzle map and then place each country/state back in their original place, many have drawn, painted, and shaded them with great care and effort. Some children have even gone on to do some research on their chosen continent, draw the animals found there or the flags from the countries they have drawn. It has been wonderful to see how the children have extended their work in this area.

This term, we have focused our study on human biology. We have looked at the various systems of the body such as the axial and appendicular skeleton, the circulatory system, nervous system, the heart and respiratory system. Through these units of work, we have read information about each of the systems, had group discussions and completed the parts of each system, introducing each part using the correct terminology.

These lessons introduce new concepts, new vocabulary, and spark opportunity for discussion and to develop new understandings about themselves and their world. Following this, we drew around the children on large pieces of paper and they then had the opportunity to decorated and label the parts of the body. This job has been very popular with many of the children.

As we approach the end of the term, our eldest children have been working on completing tasks in the pre-primary room, having transition visits to lower primary, and sewing their teddies. The sewing of the teddies has been a school tradition for many, many years. This is the final piece of sewing the children complete in our room and the children look forward until it is their turn to sew their own teddy. I have recently talked to some past students who still have their teddies from pre-primary. This is a very special school tradition and one we hope to continue for many years to come. I would like to take the opportunity to thank all the children, their parents and families, and all the staff for a wonderful year. I wish you all a wonderful break and a very happy Christmas.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

This term has been marvelously busy, we began in week one with our annual lake walk that is always exciting. It was lovely to have such a great turn out of family members and to see the interactions amongst everyone. This term we welcomed Tawny, a second-year Edith Cowan University student, into our room for three weeks of practicum. The children engaged greatly with Tawny and were delighted to show her their Montessori jobs in our classroom. Tawny presented several beautiful lessons to the children during her time in our classroom. We would like to wish Tawny the very best in her studies.

This term, science topics included, astronomy, geology, and human biology. The children really enjoyed these lessons and engaged well. A firm favourite has been our studies of astronomy. We began with the solar system, focusing on learning about each planet and the children were excited to learn the order. Some children chose to make their own individual posters of our solar system and others worked with our sequence cards. We have furthered our astronomy studies by looking at the phases of the moon. During our Geology studies we were very lucky for Alfie to bring his home-made Volcano into the classroom, the children were very excited to see it erupt! Another firm favourite during our geology studies is creating inside the earth using plasticine.

This term, we explored ourselves and our families. Each child had the opportunity to make their own family tree and an "all about me" poster, sharing a lot of information about themselves such as their age, favourite job, height, etc. We hope these will be keepsakes that the children will enjoy reflecting on in years to come.

As the end of term approaches and the older children in our group prepare for their move to lower primary, they have been busy sewing their teddy bears. This is a tradition in our school, and we love to see how proud the children are of their hard work. To prepare the children for their transition, the children have been completing work cycles and having play time in lower primary over the past few weeks. We wish them well on their move to the next classroom and they will all be truly missed.

As we wind down the term with lots of arts, crafts and singing, we would like to take this opportunity to wish everyone a Merry Christmas. Thank you for a wonderful year, all your participation and interactions are much appreciated. Have a wonderful break and we look forward to seeing you all in 2024 for another year in our beautiful school.

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

In science this term, the children have explored the living world – beginning with a telling of The Coming of Life story and exploration of the timeline materials. Moving onto plants, we conducted experiments to demonstrate how plants grow, and studied the parts and types of plants as well as their classification. Then the children studied animals, looking at their classification, life cycles and how their lives are part of food webs and other natural systems. A very exciting event, coincidentally on topic, was when Octavia brought in her new kittens and taught us about how they need to be cared for. The children have really enjoyed using the microscope and dissection tools (on plants only!).

The children have continued to practice their reading, spelling and writing, using materials available in the room; each one working according to their interest and ability. New comprehension cards have been a hit with many, and grammar boxes are a classic favourite. It is always delightful to hear the children discussing whether a word is an adjective or pronoun depending on its function in the sentence. The older children went further with grammar and began to examine how sentences are constructed with subject, predicate and direct object parts.

The children also prepared and delivered oral presentations to the class and it was a beautiful celebration of the variety of interests we have, as well as an excellent demonstration of respect as they listened and learned from one another.

We celebrated the time we have had with our “Group 3” children (those in their last year of LP) with a special BBQ and games party at school in Week 7. We are always ‘happy-sad’ at this time of year as we say goodbye, but know that they are headed for greater things! We also enjoyed welcoming our new students for next year with several visits, lunch dates and the Transition Meeting. For those of you returning to LP1 next year, please remember that our classroom will shift around the corner to the side where LP2 (Ian) has been this year. This shift is designed to ensure children are evenly exposed to the different learning areas within our space and all of the learning materials on the shelves.

Wishing all of our students and their families a very happy, safe and relaxing holidays. And a very Merry Christmas from Salwa, Kate, Julie and Ash.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

Wow, what a term this has been. Now we enter the festive season at full steam.

We began this term rather sedately and had the whole school Lake Walk in Week 1-Day 2. What a way to kick off the last term of the year.

Week 2 followed quickly, and we had the enormous pleasure of meeting Dylan Collard, and he took us through some of the Noongar language for our feelings and some of the more local wildlife names. The children gained so much from his visit we hope he can come back soon.

We then took the classes into Kings Park for the Montessori schools' picnic, which has always been eventful, and this year was no different with our activities cut short due to a bushfire nearby. We did get to meet other schools and join them for two out of three activities.

The term has also brought peace to the School around the International Baccalaureate examinations, and the children show so much respect and patience; it was awe inspiring.

We have continued our botany theme and continued growing all types of vegetables and some flowers to brighten us up. The greenhouse has been regularly visited and used very well by the children to not only grow but to cultivate some cuttings from different native plants with great success. We have tried some of the vegetables already and now await our next crops.

Our highlight was most certainly Crazy Hair Day, organised by three of our students and we await the final total to find it if I must shave my hair or not, the target was to raise over \$1,000.

This term has been one of changes and we have had some pre-primary children visiting and of course our older group visiting Upper Primary in readiness for next year when for some they change classes and others we welcome new faces into our group. We had farewell dinner for our older children which was great fun for all, even with all the bushfires going around us. We wish them all well as they continue their educational journey through our wonderful school.

As a final item I'd like to thank all the relief staff who during periods of this year have kept us going and our regular visitor this term volunteering on Thursday's Xavier. Most of all thanks to you the families whom we couldn't do without or do this without your support.

Both Zoe and I wish you all the safest and most joyous holiday period and look forward to 2024 with great excitement.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

Here we are at the end of the year, what a journey we have been on together. We started the term with the Lake Walk with family and friends, and a few weeks later enjoyed the company of fellow Montessori schools for games and a picnic lunch at the annual Montessori Picnic in Kings Park.

On the International Day for the Eradication of Poverty, we gained insight into the daily reality of some children worldwide who receive only a bowl of rice as their daily meal. To reflect, we also limited ourselves to consuming rice for the day.

Dylan, an enthusiastic Noongar man, imparted to us the names of animals in Noongar. We've had the chance to practice these names while reading the book "Willy Wagtail (Djiti Djiti).

Every morning, over the course of a week dedicated to participating in a national community event, we strolled along the bush track, observing and logging the birds we encountered for the Aussie Bird Count.

The students found a poem to recite to class, they attempted to write their own limerick, and they explored art techniques making pictures for our calendar.

The primary focus of the term centred around cartography, during which we examined and utilised various map formats. These included finding landmarks and writing direction using a road map, making our own globe, creating a profile from a topographic map and interpreting, and understanding symbols on a weather map.

This final term is also the term of transition, some of the students have had trial days in Upper Primary to see what their space is like before they join the classroom next year and the Year 3 students enjoyed a Farewell BBQ. Some of our younger students have been assisting the new friends who will join us from pre-primary next year, making sure they enjoyed their time while exploring our environment, in preparation for their transition.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

Upper Primary had a quiet, steady term, with most of our excursions behind us in the previous terms. The children are always settled with a routine though, and this helps them to plan their day with more confidence. Learning has been going full steam with more work on writing structures, investigating states of matter in Chemistry, and looking at our democracy, Australian identity, and how people and places change over time.

Art centered around textiles, so the children have been sewing, knitting, and weaving all sorts of designs and patterns. Linking into this theme, and using timelines, the children learned about the process of producing materials and clothing.

This term's Discussion Night, which focused on literacy and learning to read, was so interesting and showcased some of the many materials we use in Upper Primary. We are lucky to be so well resourced in this regard and can provide plenty of help to children coming into the class who may need extra literacy support or who are not yet confident readers. We also have a strong emphasis on children reading real books for enjoyment and for research purposes and aim to keep up to date and relevant literature available to them. We do this while ensuring they have safe and targeted access to online sources when needed to complement their learning.





One standout moment of the term was the Year 6 sleepover, a choice the children made to celebrate their graduation this year. The preparation for the night took them many weeks of discussions, meetings, and votes. They managed to come to a consensus, and all agreed on sleeping arrangements (in tents on the oval), games, activities, and a movie choice. Putting up tents went quite smoothly, (compared to the last time we had a sleepover) and there were no complaints of mosquitoes or excessive heat. Des joined in with Monti, which of course was a highlight for the children, and she seemed to enjoy it too. After everyone enjoyed pizza, watched the first half of the movie (Shrek 2), and had some outdoor fun with torches, it was time to settle down for the night.

This plan was derailed as nobody had checked if the sprinklers had been turned off and they came on at 12:30am, waking everyone up and soaking the inside of some tents! After the commotion, cleaning up and moving tents, everyone tried to get back to sleep. Unfortunately, the sprinklers came back on again at 2:30am, waking everyone again! Despite the lack of sleep, everyone woke up in a positive mood and hungry for breakfast which was a selection of cereal, and proceeded to watch the end of the movie, which was highly amusing. This was a great learning experience to demonstrate how many factors and details are involved in a successful event and the children will undoubtedly improve on organising their next venture!

Michelle Hayes
Vicky Brown
Jacob Horsey
Upper Primary Teachers



Welcome to Creative Expression

Pre-Primary and Lower Primary

This term has been full of creativity and musical exploration for our talented young students. The pre-primary children have been enthralled by the vibrant world of movement, using colourful scarves to enhance their understanding of rhythm and expression. They have also been learning new songs and actions that were showcased in our Montessori Concert.

Meanwhile, the lower primary students have been honing their musical skills through dedicated practice sessions. Alongside mastering all the concert songs, they have been delving deeper into their musical journey by learning more chord progressions on the ukuleles.

Thank you to those who attended our Montessori Concert; we were delighted to have your company.

Anja Cirkovic
Creative Expression Teacher

Upper Primary

In the Upper Primary space, we have explored textile materials this term working with threads, fabrics, and wool to develop stitching, sewing, knitting, crocheting and weaving skills. This has linked in well with children's exploration of the timeline of textile production and their studies of textile processes from raw material to product as part of their cosmic education. Some children also continued to develop their modelling skills which we had focused on in term three by volunteering their time and energy for a community chore to produce a product job for all UP to enjoy for years to come.

Anja Reid
Creative Expression Teacher





Welcome to Physical Expression

The pre-primary students have been further developed movements that involved the control of an object and have been introduced to new small group game, which they have joyfully embraced.

The lower primary students have explored all the fundamental skills required to practice the volleyball game. We also organised a few lessons at the Lehmann Court Park when the Kambarang season gifted us with warm sunny afternoons.

At the beginning of the term, the upper primary students had a planning lesson where they had the opportunity to organise a sport lesson to lead. They also work on fundamental skills of the volleyball game and continue to explore and learn about the game that enjoy playing with their peers.

Arianna Taffurelli
Physical Expression Teacher





Welcome to the Lower Secondary Class

As we approach the end of another successful school year, I would like to take this opportunity to express my sincere gratitude to all of our dedicated staff and parents for their unwavering support and commitment to our students' success.

This year has been filled with many remarkable achievements and milestones. We witnessed the culmination of the Group 4 Project with the LS2 and IB classes, where they showcased their exceptional research skills and collaborative spirit. And, of course, we were delighted to host our Performance Night, where our students shared their talents in music, animation, claymation, and visual arts. And, let's not forget the hugely successful return of the cheese toastie lunches!

These events are just a testament to the vibrant and engaging learning environment that we have fostered at our school. Our students are encouraged

to explore their passions, challenge themselves academically, and contribute positively to our school community.

I would also like to extend my heartfelt appreciation to our parents and guardians for their ongoing support and involvement throughout the year. Your willingness to volunteer your time and expertise has made a significant impact on our school community.

As we look forward to the summer break, I encourage all of our students to take time to relax, recharge, and pursue their individual interests. I wish you all a safe and enjoyable summer vacation.

Thank you again for your continued support of our school. We look forward to welcoming you back in the new year!

Michael Caldwell
Lower Secondary Advisor



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



Lower Secondary 1

English

By Lola and Katie

This term in Lower Secondary 1 English, we've been collecting data for the youth action plan and using Microsoft Excel to create graphs. We've also been working on a Roman skit about Saturnalia, making props, and creating a family tree of the Greek gods. Additionally, we've been studying literacy, language, creative writing, punctuation, and literature from our textbook.

Mathematics

By Mia

Currently, we're dedicating three hours per Week to Mathematics. Everyone is working through the respective Haese mathematics book at their own pace. Students are working on a range of different topics, depending on their needs. Our goal is to complete their individualised plans by year's end.

Art

By Caleb

This semester, our art classes have been exploring the worlds of surrealism and printmaking. In printmaking, we've been using lino to create stamps, which we then use on the printing press to produce our artwork. We've also been experimenting with 3D pens to create cool and unique designs.

Lower Secondary 2

Performance Night

by Zoe

We're excited to announce we had our second Performance Night of the year on 7 December at the Warwick Community Hall, and it was a success! This event showcased our class's talents in music, animation, claymation, and spoken word. We invited the entire school community to join us for an unforgettable evening of performances.

Science

by Eric

In the Lower Secondary 2 class, we've been focusing on physics, primarily Newton's laws. We've also collaborated with the English class to learn about the structure of scientific experiment write-ups.

In the second half of the term, we worked with the Year 11 IBs on the Group 4 Project. This project combined elements from all IB sciences (Chemistry, Physics, and Biology), allowing us to design and conduct our own experiments to answer a research question within a field of science. We then presented our findings to parents and other students at a symposium.

Farewell to Peter Zylstra

By Jack

This year, we say farewell to a beloved and enthusiastic teacher.

Since arriving last year, Peter has helped art transform from an uncertain subject to one of the most enjoyable, versatile and enriching experiences offered at this school. He has revamped the Art Room into a place of creativity and wonder, with many available options and ideas.

Peter has a way of finding art and meaning behind everything, and his tolerance is refreshing to be around. He can explain and formulate ideas better than anyone else we know.

Peter's inclusion in our school will be sorely missed, and the Lower Secondary and IB classes all share their thanks for being a brilliant teacher and an awesome guy.





Microeconomy By Luca, Tomasz and Maud

Food

This term, the Food Group has been busy planning and cooking three long tables. Our first long table featured a Polish theme, with pierogi (Polish potato dumplings) as the main course, along with a salad and Polish strawberry pastries for dessert.

Our second long table took a French turn, with chicken stew as the main course and crêpes (French flat pancakes) for dessert.

And our final long table was a mix of flavours, with chips and dips as an appetizer, meatballs and potato wedges for the main course, and jelly to finish.

Factory

This year, the Factory group is expanding our product offerings for the Honkey Nuts store. We're all creating our own unique products to sell, with the goal of earning over \$50 per product. So far, we're making body scrubs, soap, candles, and shaving cream. We will be showcasing and selling our products in the upcoming Performance Night and end of year Fetes, so come and grab a present to celebrate the holidays, made with love by the LS students.

Fabrications

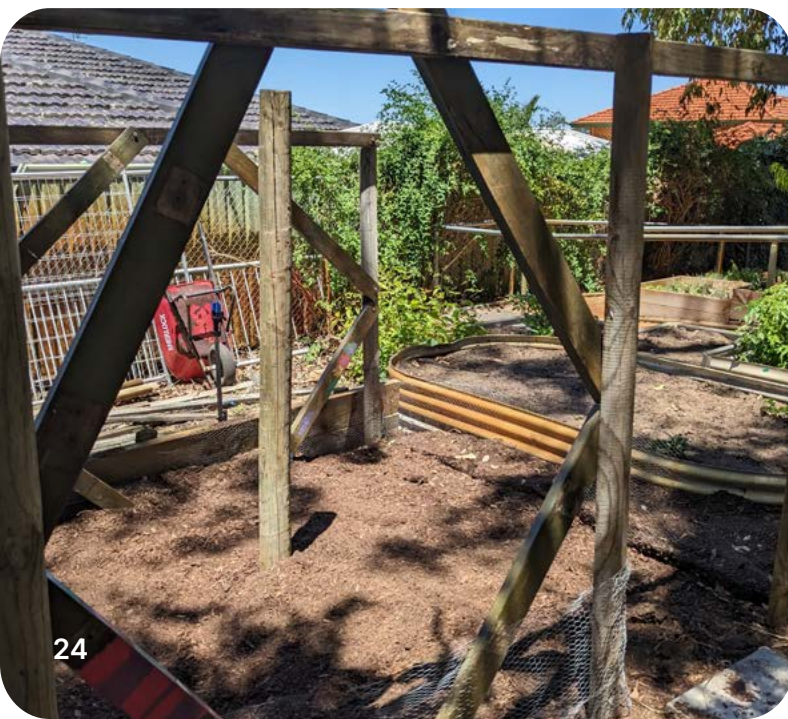
This semester, the fabrications group has been designing and constructing a new enclosure for the quails we'll be welcoming next year. Students have been honing their practical skills throughout all stages of the process. We are hoping to have the quail coupe ready for the middle of semester 1, 2024, when we will re-evaluate the timeline to introduce quails to the community.

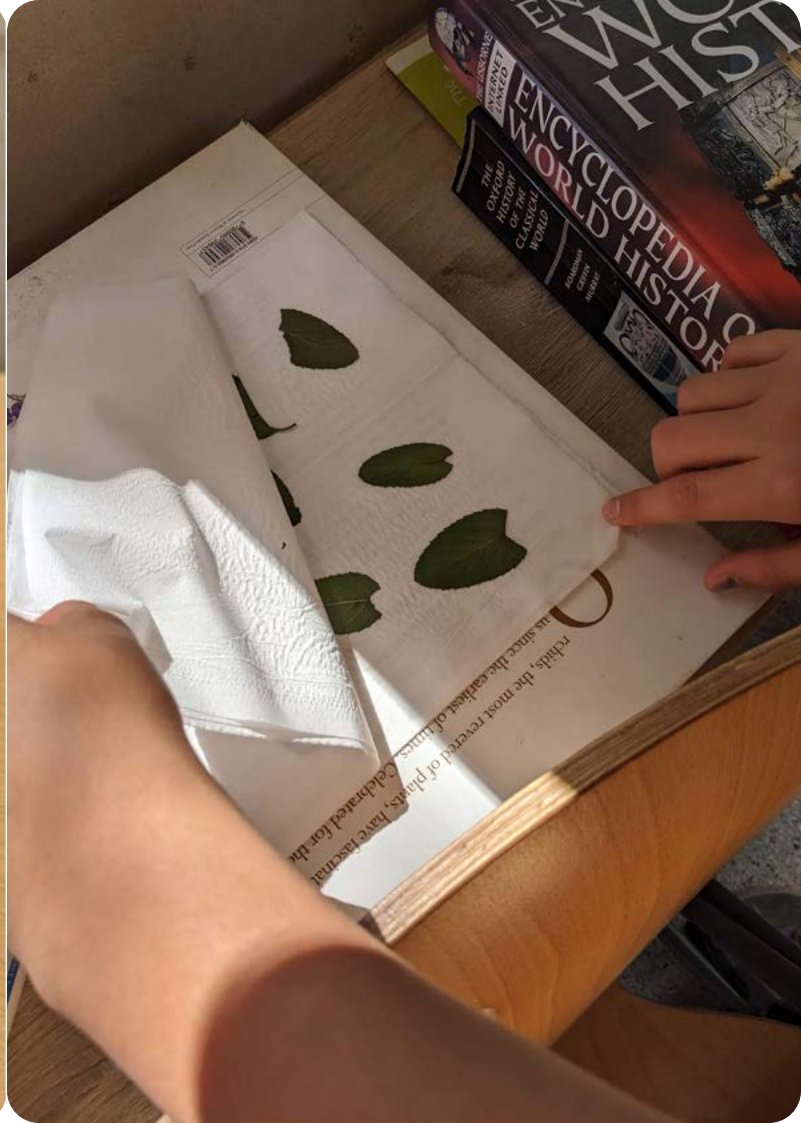
Farm

Farm group have been harvesting potatoes, replanting vegetables for the new season and weeding around the property to beautify the area. In addition, they have been working on a project to create hanging baskets that can be sold as part of the Micro Economy, as well as practicing the skills involved in fibre arts. Keep an eye out for future orders and more products from the farm group.

Facilitators

This term, the facilitators group has been focused on event planning. We have headed up the Quiz Night, Toastie Day and the Graduation Sausage Sizzle as well as our Performance Night. Amid these projects, we are committed to making our Microeconomy Program better, by increasing inter-group communication, such as evaluations on past long tables and processes for product development.







Welcome to the International Baccalaureate Diploma Programme

International Baccalaureate Examinations

This term, all our International Baccalaureate (IB) students sat either their final examinations or their first round of trial examinations. Despite having prepared for examination revision and managing the mental stress through the study skills workshop attended in Term 3, sitting for examinations remains an inherently stressful experience. I cannot emphasise enough the importance of prioritising the students' overall well-being—mental, physical, and emotional—during this period. All in all, everyone showed great determination and resilience throughout the exam period and were supporting each other.

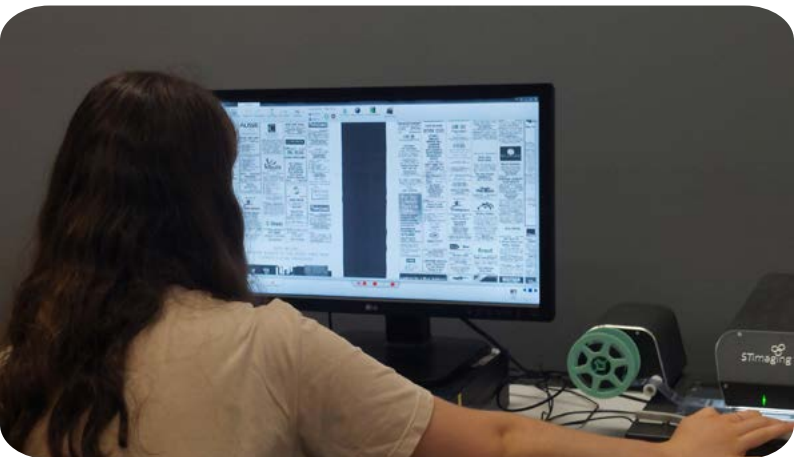
I would like to thank the IB staff and volunteers who helped invigilate the examinations. We are very grateful for your expertise and support during the examination sessions.

Katharina Stillitano
International Baccalaureate Coordinator

Excursion to State Library and Art Gallery WA by Ryan

Most of us met at the school and we took the bus from school to the station; then we took the train to the city around 9:00 AM and got there around 9:30ish AM. It was a very hot day and we headed to the State Library where we looked at a few items they had in the State Library, and we learnt how to use the website for research. After we had learnt to use the website, we then looked at the micro-films using micro-film readers; I looked at a newspaper of my birthday which was quite interesting.

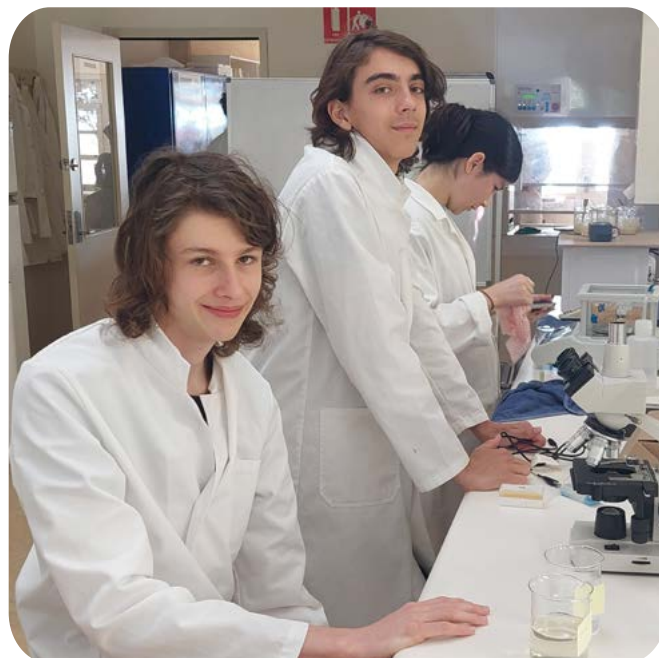
We then had a 30-minute lunch, some of us went to the IGA for food and the rest just got food from the Library café. When lunch finished, we went to the Art Gallery WA, and then ascended to the first floor. We looked at the portrait section first; I had seen a few nice-looking portraits and some very 'photo-real' portraits which were all very cool. Once we had looked in the portrait section, we went to the abstract area which had a lot of interesting patterns and optical illusions. The last thing we did at the Art Gallery was participate in the interactive artwork where we used 10 grey foam shapes to make a sculpture, Jack and I were partners, and we made a sculpture resembling the thinker. We then all headed back to the train station to go home.





Group 4 Science Project By Leuca

This year, the IB Year 11 students collaborated with the Lowed Secondary 2 students to produce their Group 4 Presentations. This project aims at building social and cognitive skills that are key to everyday life in school and work environments. The students were split into groups and had three weeks to work together to conduct an experiment and then apply the science behind it to a semi-real-world situation. For example, this year, we had superheroes, bread, water and Mars as the topics of interest with each group looking at the biology, chemistry and, in some cases physics, behind it. At the end of the project the students reflected on what they have done and what areas there are for improvement within the group and individually. The project was a fun way to see how some of the things we have learned in our science lessons can be materially applied.



Creativity - Activity and Service By Ruby

This term for Creativity-Activity-Service (CAS), we've been organising a Christmas collection, gathering food items and other essentials for the Perth Homeless Support Group. We even visited the Perth Homeless Support warehouse to lend a hand, and it was an insightful experience. CAS has been going well this term, and we've begun documenting our projects and reflections on Managebac, a platform similar to Microsoft Teams but made for the International Baccalaureate.





Theory of Knowledge Day and Exhibition

Every year, our Theory of Knowledge teacher Jaromir organises a day which focuses on Theory of Knowledge topics and content across all subject areas. This year, the Year 11 students and Year 10 students were invited to spend the day using their critical thinking skills to consider what ToK is about, how to distinguish science from pseudoscience, how scientific knowledge is formed and how language can be used to influence and sometimes manipulate the communication of knowledge.

What is Theory of Knowledge or ToK? (From: What is the Theory of Knowledge - International Baccalaureate® (ibo.org))

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1,600 word essay. The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us. The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

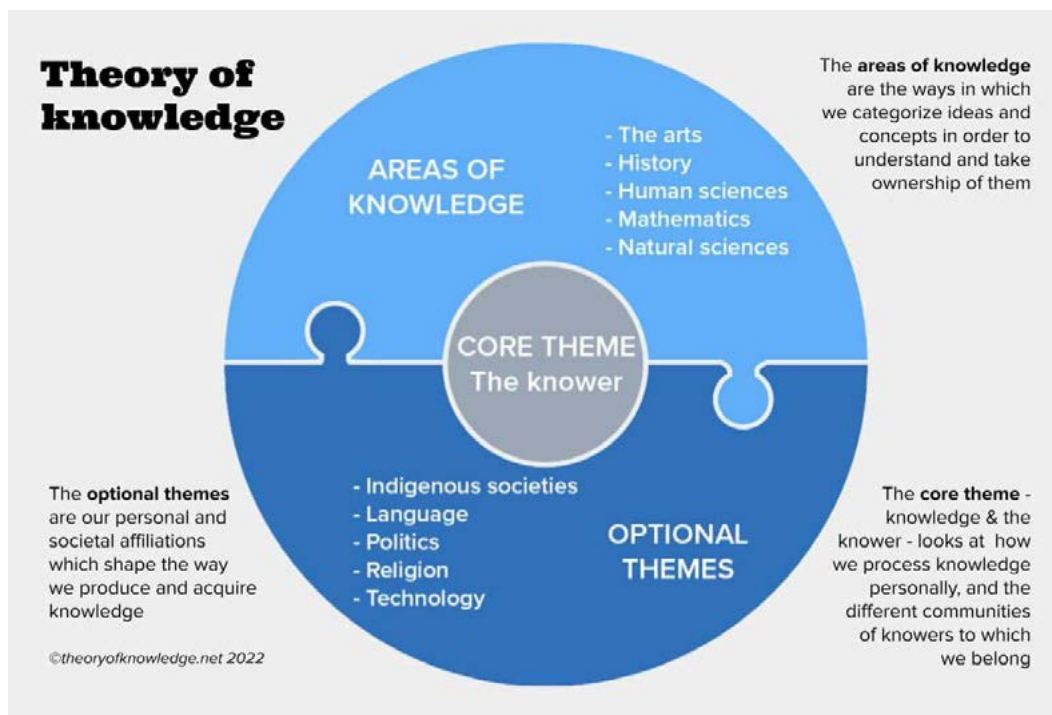
What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.
- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognise the need to act responsibly in an increasingly interconnected but uncertain world.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

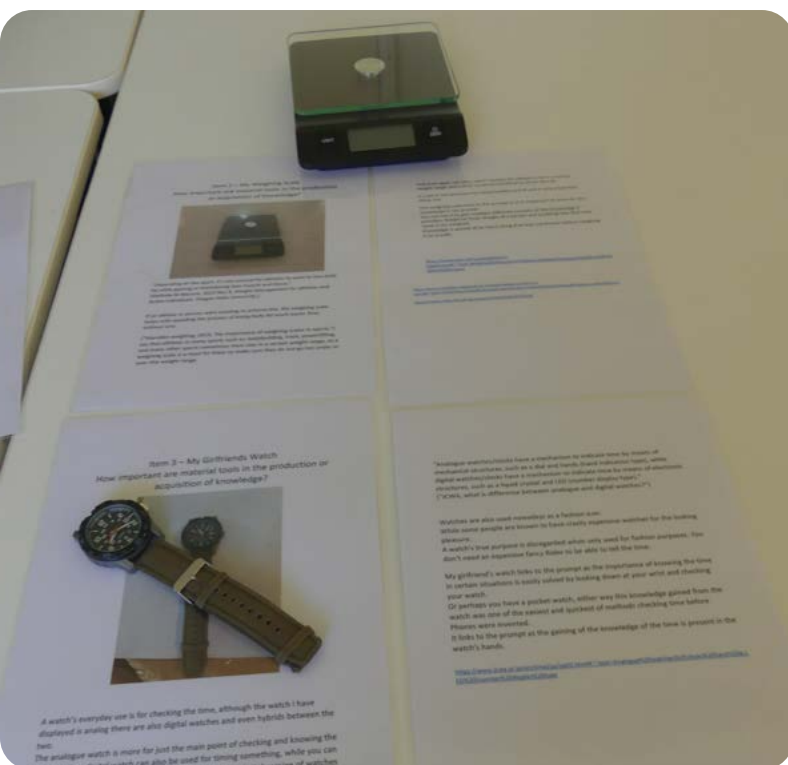




Theory of Knowledge Day

We were delighted to organise an annual Theory of Knowledge (TOK) Day this November. The TOK day combines the current Year 11 International Baccalaureate (IB) students, with next year's IB aspirants. The students had the chance to expand the curriculum of some of their subjects by the quintessentially TOK question "How do we know what we know?" The participants also took the chance to continue our long-running research on the topic "Should Therapeutic Touch be considered a science, or a pseudo-science?"

The TOK Day concluded with an exhibition of the Year 11 students. The TOK Exhibition is a mandatory course component. The students must show, through three selected objects (of a physical or a digital nature) that TOK manifests itself around us. All three objects must be linked to one of many TOK prompts. The prompts selected by the individual students this year were: How can we know that current knowledge is an improvement upon past knowledge? How important are material tools in the production or acquisition of knowledge? Why do we seek knowledge? To what extent is objectivity possible in the production or acquisition of knowledge? And, finally. Who owns knowledge?



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.

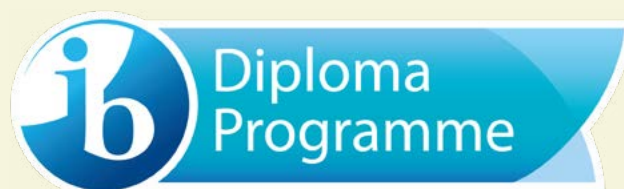
Extended essay; independent, self-directed research, culminating in a 4,000-word paper.

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. The new times available for each of the different areas will be available on the website in Term 1, 2024.

Thank You Laundry Volunteers

We would like to say a BIG thank you to our laundry volunteers for Term 4, 2023:

- | | | | |
|-----------------------------|-----------------------|---------------------|----------------------|
| • Alisha Anderson | • Elodie Marbleu | • Kathryn Rose | • Rashi Dabhowale |
| • Amanda Richardson | • Emina Hasanovic | • Katja Roemisch | • Rebecca Lee |
| • Amanda Weall | • Emma Sauer | • Kim Burns | • Ruth Bradley |
| • Andrea Sommer | • Emma Seeber | • Laetitia Lafaurie | • Sabrina Dimanlig |
| • Ann Glover | • Florence Watson | • Loretta Philp | • Sally Thomas |
| • Annette Advani | • Francesca Cabaletti | • Maria Barnes | • Sara Horvat |
| • Ashleigh Brookes | • Francesca Mannino | • Megan Beasley | • Sara Zahedi |
| • Aygul Bergengalieva | • Irena Chizhik | • Melinda Forsythe | • Selena Sulak |
| • Barbara Watroba | • Jayshree Parmar | • Michaela Brooks | • Shirly Tay |
| • Chloe Bond | • Jessica Clark | • Michele Drage | • Sue Miller |
| • Claire Eskander | • Joanna McFarlane | • Mihaela Popa | • Tashreen Tourabaly |
| • Claudia Hangrad | • Joanne Diaz | • Mitalben Vasoya | • Tim Jackson |
| • Craig Broomhall | • Joanne Vuknic | • Naomi Pond | • Wanda Anderson |
| • Danielle Butcher | • Jonelle Carstens | • Natalia D'Alesio | • Yulia Wood |
| • Deanna Furth | • Josy Burke | • Nikki Chambers | • Zoe Judge |
| • Dilpreet Preet Kaur Bains | • Kate Fosdike | • Nova Arnachellum | |
| • Doulene Steyn-Walker | • Kate Tottle | • Olga Gudimenko | |
| | • Katherine Rea | • Payal Patel | |

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."

Reflecting on the past year, our school has successfully hosted a series of vibrant community events that have left an indelible mark on our students, parents, staff, and volunteers.

In Term 1, we kicked off the year with a resounding beat as we welcomed the Akwaaba African Drumming Group. The excitement was palpable as our school community immersed themselves in a special cultural experience celebrating the rich tapestry of music and dance. Students, parents, and staff enthusiastically participated in a drumming workshop and danced to the rhythmic tunes of Akwaaba. The highlight of the event was a concert by Kofi, a percussionist, teacher, and drum maker from Ghana, who captivated our families with his musical prowess.

Moving into Term 2, our Landsdale Farm Community Picnic was a resounding success, reinforcing the strong sense of community within our school. The overwhelming positive feedback and the impressive turnout showcased the popularity of this student-voted event. Families gathered for a night of fun and camaraderie, fostering connections that go beyond the classroom.

In Term 3, our attention turned to the much-anticipated Scitech Family Night. Last Friday's event was a triumph, with students and parents delving into a world of scientific wonders. The night was a celebration of curiosity and discovery, as hands-on activities and interactive exhibits sparked joy on our students' faces. It was a testament to the incredible potential that emerges when our school community comes together.

A heartfelt thank you goes out to everyone who contributed to the success of these events. From our dedicated event organizers and supportive parents to our enthusiastic students and the Scitech staff, it is the collective effort that makes these gatherings memorable. If you have suggestions for future events or the cultural night, we invite you to share your ideas with us at communityevents@themontessorischool.edu.au.

As we look back on a year filled with community spirit, connections, and shared experiences, we eagerly anticipate the upcoming events that will continue to strengthen the bonds within our school community.



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 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



Please contact our Coordinator for more information

admin@themontessoriplygroup.org

Come and join us!

New members always welcome

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



@themontessoriplygroup

the_montessori_playgroup

0413 299 647

admin@themontessoriplygroup.org




www.themontessoriplygroup.org



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