



The Montessori Bell

Term 2, 2024



Help me to do it myself.



Principal's Message

As we find ourselves immersed in a change of season at School, it's a perfect moment to reflect on what truly makes this place special and something I will truly miss: our Community. The notion of Community is reflected in our school Values when we continually strive to, "be an engaged school community that is connected by shared values and advocacy of pure Montessori methods." This applies to our immediate as well as the wider community, nationally and internationally.

Our community reflects diversity, empathy, and cannot survive unless we have shared values. It encompasses not just the students, teachers, and staff who grace our environment each day, but also the families who entrust us with their children's growth and development. Together, we work together form a supportive network that nurtures everyone within it with respect. In Montessori education, we often speak of the interconnectedness of all things. This philosophy extends beyond the classrooms and bushland to embrace the connections we foster within our community. From collaborative projects in the classrooms to engaging parent-teacher dialogues, every positive interaction strengthens the bonds that tie us together.

The Montessori School Kingsley thrives on the richness of its diversity reflected in events like Harmony Day and various cultural events like the African drumming and more recent Bollywood Blast. We also celebrate the uniqueness of each child and family. Through cultural celebrations, language immersion programs, and Montessori practices, we honour the mosaic of backgrounds that enrich our learning environment.

As we look ahead to a season of change, I urge you to continue to do your part to cherish and nurture our community. Seek out opportunities for connection, collaboration, and growth. Continue to create a nurturing environment where each child can flourish academically, socially, and emotionally. To paraphrase, it is not what the community can do for you, it is what you can do for the community.

Finally, as I depart this wonderful School, a heartfelt thank you to each member of our community—students, families, teachers, and staff past and present—for your support and dedication. It is your enthusiasm, commitment, and belief in the Montessori principles that make our community exceptional. Farewell and warmest regards!

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.





The Montessori Philosophy

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

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

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

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

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

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





Montessori Versus Traditional

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

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

Shifting Education Paradigms

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

Demand for Individualised Learning

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

Preparation for Future Skills

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

Recognition of Whole Child Development

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

Research and Positive Outcomes

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

Parental Involvement and Partnership

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

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

Child-Centered Approach

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

Self-Directed Learning

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

Multi-Age Classrooms

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

Concrete Learning Materials

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

Emphasis on Practical Life Skills

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



The Montessori School Kingsley

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

Founding and Legacy

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

Pioneering Education

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

Montessori Principles

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

Mixed-Age Classrooms

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

Comprehensive Programs

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

- Pre-Primary Classes (ages 3 to 6 years) - three classes
- Lower Primary Classes (ages 6 to 9 years) - three classes
- Upper Primary Advisories (ages 9 to 12 years) - two advisories
- Lower Secondary Classes
 - * Lower Secondary 1 (ages 12 to 13 years)
 - * Lower Secondary 2 (ages 14 to 15 years)
- 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	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.
Prepared Environment	Create and maintain pure Montessori environments, that are safe and engaging spaces for students to reach their full potential
Staff	Attract, retain and support passionate, dedicated, and skilled professionals with a Montessori heart.
Governance	Set, guide and monitor the strategic priorities of the school to ensure it operates within its legal obligations and regulatory requirements.
Finance	Manage the school's assets and funds, to assure long-term financial sustainability and growth.
Engagement	Foster positive connections and collaboration, within the school and the wider community.
Natural Environment	Conserve and manage the School's bushland and surrounds for the benefit of the community.



Leadership Team

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

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

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

Administrative Staff

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

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

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



Teaching Staff

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

Primary Level	
Pre-Primary 1 Ciara Foley Georgia Williams (EA)	Pre-Primary 2 Ria McBennett Kendra Deane (EA) Jo McFarlane (EA)
Pre-Primary 3 Jessica Jackson & Bernice Oellermann Audré Maré (EA) Eavan Coughlan(EA)	
Lower Primary 1 Kate Tottle & Salwa Guirgis Julie Fitzpatrick (EA) Janice Aloysius(EA)	Lower Primary 2 Ian Chapman Zoe Judge (EA)
Lower Primary 3 Ashlea Fuller Debra Beach (EA) Janice Aloysius(EA)	
Upper Primary Advisory 1 Jacob Horsey Girija Stewart (EA) Winnie Peng (EA)	Upper Primary Advisory 2 Michelle Hayes & Leigh Franz-Evans Winnie Peng (EA) Vicky Brown (EA)
Secondary Level	
Lower Secondary Cohort Michael Caldwell - Lower Seondary 1 Adviser Jaromir Kulir & Liz Bozsa - Lower Seondary 2 Adviser	International Baccalaureate Katharina Stillitano - IBDP Coordinator Ashley Dufty - IBCP Coordinator
Specific Area of Teaching	
Primary Liz Bozsa _____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 Liz Bozsa _____Creative Arts Megan Beasley _____English Katharina Stillitano _____German Jaromir Kulir _____Humanities Emma Jennings _____Mathematics Kieran Ridgeway _____Music Katie James _____Physical Expression Michael Caldwell _____Science
International Baccalaureate	
Diana Schuler _____Biology / Chemistry Liz Bozsa _____Creative Arts Ashley Dufty _____Creativity-Activity-Service Coordinator Katharina Stillitano _____English / German / Extended Essay Jaromir Kulir _____Geography / Theory of Knowledge Natalie Morrison _____Mathematics Michael Caldwell _____Physics	

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 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 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 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.

Chloe Bond - Secretary

Chloe serves as the Secretary on our board, overseeing board communications and documentation. Her organisational abilities and keen attention to detail greatly enhance the efficiency of our board meetings.

Alex Zavros and Jarrod Burns - Heritage Directors

Alex and Jarrod 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

Over the past term, the Board has worked steadily to secure interim leadership of our school in light of Des' resignation from his position as Principal. We have every confidence in Kate Tottle and Michael Caldwell who will be stepping into co-principalship while we actively recruit our next Principal. Des is heading back to Melbourne to spend more time with his family and pursue new endeavours closer to home.

We had a fabulous celebration of our school community and farewell to Des recently with the Bollywood Blast. It was wonderful to see so many families there, and to see so many confident kids sharing their skills on stage. Another thank you to the organisers, Nova, Queenie, Gia, Jayshree and Kim, for an absolutely fantastic evening that we will remember for a long time to come. Des surprised everyone by turning up on the night, dressed in full Bollywood style and ready to celebrate!

Last week, we held the School Annual General Meeting. Many thanks to those who came along to hear about the work the Board has done throughout 2023, and our plans for the years to come. Hot topics on the night were the progress of the demountable building at the front of the School to house our current Lower Secondary 2 students, and progress on work of the new building to accommodate all those students moving into Lower Secondary (years 7, 8, 9 and 10) and International Baccalaureate (years 11 and 12) in the next few years. Our goal is to maintain our student numbers at around 200 students (currently we have 199 students), which is a sustainable number for a small school. The new buildings provide for the excellent student retention we have had over the past few years and are an investment in our adolescent program across Lower Secondary and the IB Diploma and IB Careers Programs.

This past term has certainly been a busy one at the School and I am looking forward to the end-of-term break and some warmer weather while holidaying up north. 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

If you would like to find out more about our Board, please visit our [website](#).



Welcome to the Pre-Primary 1 Class

It has been a busy and productive term in the Pre-Primary 1 Classroom. Our Science focus This term, was on Zoology; we learned about the family groups in the animal kingdom, explored life cycles, and the animals of the seven continents. We had a strong focus on Geometry in Mathematics with lots of work with the geometric solids, geometric cabinet and constructive triangles.

This term, I have observed that the children had a keen interest in the Practical Life materials in our classroom. Practical Life is an integral part of the Montessori age three to six classroom. While engaged with these jobs, the children develop a high level of concentration, develop a sense of order, take pride in completing a job, increase their independence, build respect for their environment, refine both fine and gross motor skills and coordination. The four categories of the Practical Life curriculum are grace and courtesy, control of movement, care of self and care of the environment. At all times, we have jobs available such as polishing, window washing, sweeping, ironing, sewing, pouring, watering the plants, walking the line plus many more. Lots of real things to do and real reasons for doing them.

These exercises are important as they provide an opportunity for satisfying purposeful activity where there is a logical need. In order to learn Mathematics, Sciences and languages, children need to concentrate, follow logical and sequential steps, make intelligent choices, see a task through from start to finish and persist when mistakes are made. We know that these skills are developed in the process of engaging with these Practical Life activities.

For example, scrubbing a table is a long process with many sequenced steps. The child is first shown how to do the exercise by the teacher, then they are allowed to carry out the job on their own. The child will find through their own experience that they must follow a specific sequence, otherwise they will encounter problems. For example, if the child tries to put soap on the scrub brush without water, the soap will not spread onto the table. This also shows the child a natural consequence, without having the adult interfere, which tells the child they have done something wrong.

I hope that our families enjoy the winter break and I look forward to seeing you all next term.

Ciara Foley
Pre-Primary 1 Teacher





Welcome to the Pre-Primary 2 Class

Term 2 commenced with the usual bustle of work and activity and the children were keen to share stories about their holidays. This term, we have continued our investigation into the living world, focusing our attention on the animal kingdoms. We have looked at the different types such as mammals, birds, reptiles, insects, and fish. Once the children were introduced to the various kingdoms, we classified the animals by defining and sorting the vertebrates and invertebrates. The children learned about the evolutionary advantages to having a backbone and which modern animals have one and which animals don't.

After defining the difference between vertebrates and invertebrates, we began the individual study of the different classes of vertebrates: mammals, fish, reptiles, birds, and amphibians along with the invertebrates: Insects, arachnids, etc. While studying Zoology, the children used the three-part cards to define the different classes of animals. The three-part cards include cards of each animal with pictures, cards with labels and a control card that displays the picture with the label so that the child can check their own work. The children are often drawn to them as they have built in control that fosters independence and they also introduce correct terminology and new vocabulary to the children.

As with everything in the Montessori environment, in Mathematics, we use real formal measurement tools, and the children measure objects and distances in centimetres and metres, and weight in grams and kilograms. Our initial lessons have involved comparing items into more than a meter and less than a meter. Once the children understood the concept, they began measuring various lengths around our classroom with the metre ruler such as the length of their table, a book, arresting board, a map, the smallest red rod, and other objects of choice.

Following this work, the children had lessons in comparing the weight of various items using the balancing scales. Once they had an opportunity to complete this, we introduced weights from one gram to one kilogram. Each child then had a chance to weigh an object such as their sock or the small red rod and find the weight of each object using the weights and the balancing scales. The children have really enjoyed engaging in these tasks and it also has provided them with plenty of opportunities for discussion, purposeful work, investigation, and evaluation. We hope all our children and families have a lovely, peaceful, and restful holiday and looking forward to seeing you all in Term 3.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

It has been another wonderfully busy term in the Pre-Primary 3 Classroom. The children have applied themselves greatly whilst completing purposeful and engaging work cycles daily. It has been a joy to watch the magic that unfolds each day in our prepared environment.

In Term 2, Botany has been the focus of our science studies. We became botanists. Firstly, we began with focusing on the seed. Each of the students created a seed house by placing a seed in some damp paper towel and then placing it inside a zip lock bag. We then stuck the seed houses onto our classroom windows. The children observed and recorded their findings each day. It has been most enjoyable observing the children's reactions to the growth of their broad beans, from firstly seeing the seedcoats opening to show the radicle to the shoots beginning to sprout up. Once they had grown, the children decorated and prepped their terracotta pots and then very excitedly transferred them. We continued our Botany studies looking at parts of a leaf, roots, and a flower. The children found dissecting a flower particularly interesting. As always, in conjunction with our science topic, the children completed parts of jobs and booklets. Towards the end of this term, we began to study Human Biology, the children enjoyed learning about each system the body has and were fascinated when we took apart a model of the body, identifying each organ.

During the last few weeks of the term, our emphasis, in Mathematics, has been focused on weight, length, and volume. The children enjoyed working with our balancing scales to compare and weigh objects. For volume, they measured different quantities of water into containers. And lastly, for measurement, the children have been introduced to centimetres and metres. There have been many measurement jobs completed some of these include measuring various objects around our classroom that might be "more than one metre" or "less than one metre", comparing the length of objects, and a big favourite is an outside job that involves measuring out different animals using the meter stick. Many of you may have noticed the chalk lines outside our classroom!

A friendly reminder that, with the arrival of winter and the colder months, the children are encouraged to wear slippers inside the classroom throughout the day. Gum boots are also encouraged on wet days as the children love to play in the creek at playtime. Have a safe and joyous break everyone!

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

Another wonderful term in Lower Primary 1 has passed. The children have all been working so beautifully. To observe their settled independence, exploration, collaboration, and engagement is always a gift. We find ourselves constantly able to step back and simply observe and listen as they direct themselves and work together. In particular, we are seeing the oldest children embracing their role this year as leaders and guides to the other students.

A great source of excitement This term, has been our whole-group animation project. The children selected a short piece of a well-known story – Jack and the Beanstalk – and have worked in different teams to develop a story board, script, detailed set structure, and characters. This project has involved knowledge of how stories are told, character development, and design skills. As part of our digital technology exploration, they have been practicing with a stop motion App on the class iPad and have created a series of very amusing films. We hope to be able to share a digital copy of the final project with all of you when it is complete.

In Science, the students have focused on the living world. We studied the Timeline of Life, and considered how animals are grouped and where they have connections to the evolution of the Earth. Older children explored the classification of invertebrates, and younger students examined life cycles and the characteristics of animals in more detail.

We are focusing on Geography this term. In addition to puzzle maps and pin maps, there is a product job. Group 1 is doing studies on the seasons, calendar, and Noongar seasonal calendar, as well as weather and recycling. Group 2's focus is on connection to people in many countries and place and how technology influences the way we live, both in the past and the present. Group 3 are researching the difference between weather and climate and the three types of climates namely: hot, temperate and polar zones. Additionally, they are looking at our neighbours, civics, and citizenship and discussing the meaning of democracy.

Part of our Mathematics studies This term, has been on measurements and the metric system. The children learned to measure length and mass using the metre ruler and scales.

Salwa Guirgis & Kate Tottle
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

This term, the children have been very busy exploring our solar system, especially the constellations and our moon. They have found that the stars are named after gods, goddesses, and different animals. They have also used the constellations pin map, which they borrowed from the Upper Primary Classroom. Using this job, they have discovered the southern hemisphere has more constellations than the northern hemisphere. The students used Timelines of Space and how it has evolved. They found the materials very beautiful and engaging as they said 'wow' a few times when being presented with the lesson.

Research of the moon has led to more discoveries, one being that there really is a 'dark side' of the moon and that the moon also has 'lakes', which was a very surprising discovery for most of the group.

We have also listened to some more of the Great Stories, more precisely the stories pertaining to the origins of writing and numbers, which led to different conversations around writing and Mathematics. These stories are so good for opening different avenues of research and curiosity.

Each child has again been given the opportunity to read to the class and we have heard some interesting stories. The children take a lot of pride in reading to the group and love making me read a silly book for them.

We all enjoyed a fantastic excursion to Kalamunda History Village and discovered how life happened without technology. They all hand scrubbed washing, saw old telephones, blacksmiths workshop, and many other exciting things. It was a great day out for the children.

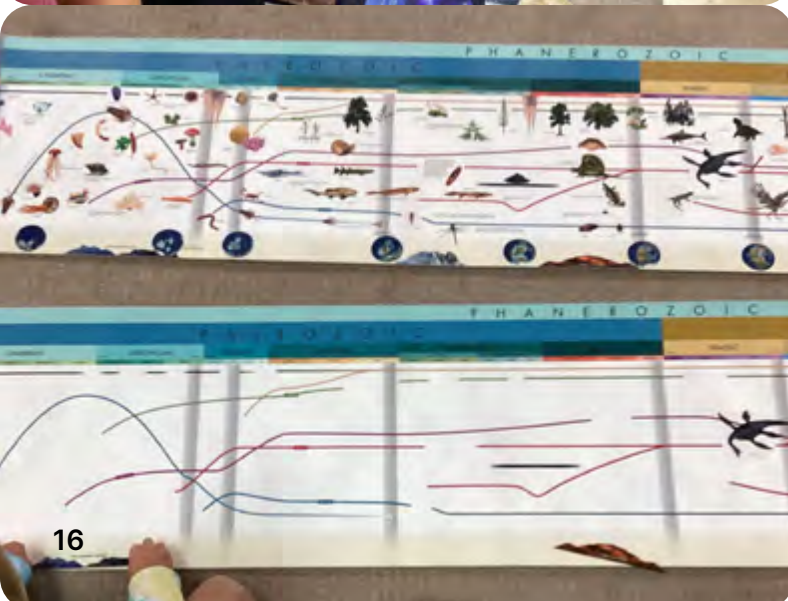
We have continued to enjoy singing with the other lower primary students and the pre-primary classes; as always, it is great to observe the children integrating and being so harmonious together.

The children have enjoyed doing art with Art Teacher, Liz. They have learned a lot about black cockatoos and have painted them - it was fun for the children.

They have continued participation in sport with Arianna, doing indigenous games and learning new games to play.

Partly written by Safiya and Pascale

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

We have made it to the end of term, finding out and doing a lot on the way.

We looked at the age of the Earth and how long life has been living on it by, laying out the Black timeline. Did you know you can hold how long life has been on Earth in your hands? The Clock of Eras showed us that if the age of the Earth was divided to look like a clock, we have only been on Earth for about 20 seconds.

When discussing the phases of the moon, we found out it can be waxing or waning, a crescent or a gibbous and how the moon influences other events such as tides and celebrations.

This term, we also studied the Fundamental Needs of Humans through the ages, Primitive, Egyptian, Greek and Roman, Medieval, Renaissance, and Modern. After the lesson on shelters, we designed and built an indigenous dwelling. The activity associated with food was to build a model dam, and when we got to clothing, Debra brought in her hoop skirt, and we got wear it and see if we could sit down without putting the hoops up. This topic linked with our excursion to the Kalamunda Historic Village.

Mother's Day also happened This term, and we were very excited to make our mum a brooch. We finished the term, writing draft articles for our class newspaper which we then typed a final copy on the class laptop.

Debra, Janice, and I wish you a fun and relaxing mid-year break and look forward to hearing what you get up to on your return in Term 3.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

It is hard to believe that we are almost halfway through 2024! This term, students in Upper Primary have been steeped in their work on biomes of the world. From the polar biomes of Asia or the desert biomes of Africa, to the tropical forests of North and South America, and the wetlands of Europe, students have been learning about the immense biodiversity of our planet, some of the unique flora and fauna of these regions, the cultures that have lived and thrived there, and the delicate balance between advancing civilisation and technological progress, and environmental protection.

Students in Upper Primary 2 have been busy writing travelogues, as if they really were travelling through these regions. As intrepid explorers (in the safety of the classroom), they have created adventurous journals of their travels through the remarkable biomes on the different continents - blending an imaginative balance of fact and fiction, research, and creativity.

Meanwhile, the students in Upper Primary 1 explored these biomes in a slightly different way. Cataloguing the various species of plants and animals that live in the biomes of their continent and countries on that continent, they have explored some of the threats to the stability of the ecosystems. Taking their notes, they have created persuasive texts that argue for the significance of their chosen biomes and its protection, convincing readers to consider both the biological and cultural relevance of their biomes, while demonstrating the responsibility that we, as humans, have to care for them into the future.

Thus, students have been able to integrate several disciplines at once (English, Science, Humanity, Arts and Social Sciences) into a purposeful learning experience. During the second plane of development (6-12 years of age), Dr Maria Montessori emphasised that students needed to blend both the imaginative and intellectual faculties, as opposed to separating them into dry and sometimes opposing categories. Learning should strike upon both the imaginative and inspirational for the child of this age, while anchoring it in the real world. Hopefully, this has been the case for some of our students.

Blending real world truths with imagination, while directing students towards something meaningful and purposeful, touches on the spirit of this adventurous and inspired stage of development. As one of our younger students has written in a slightly more fantastic manner... "Picture the King Eider bird getting a ride on a snow mobile. Well, in the polar biomes of Europe, where the European Frog hops, this crazy thing might happen. In this text, I will convince you why we need to protect the polar biomes of Europe..."

Next term, students will be exploring civics and citizenship - a sometimes dry and tedious learning area by any stretch of the imagination. Or is it...

Michelle Hayes
Leigh Franz-Evans
Jacob Horsey
Upper Primary Teachers

German

This term, the Upper Primary students have created a digital book in German. In this book, they introduced their school, contributing to a beautifully crafted and illustrated book. They covered topics such as Sports, Music, Montessori jobs, our bushland, Biology, Physics, Arts, Mathematics, and, of course, Books. You can see it for yourself [here](#).

Anja Reid
German Teacher







Welcome to Creative Expression

Pre-Primary and Lower Primary

The pre-primary students have been drawing some of Australia's endangered animals including the Quokka, Koala, Southern Right Whale, Eastern Quoll and Numbat. They have been exploring line, colour and shape with permanent markers, watercolour pencils and posca paint pens. The students have also been looking at making 'doodle art' with black and white paper and posca paint pens.

The lower primary students have been exploring Perth's endangered Black Cockatoos. They have been making a small mixed media artworks using watercolour, posca pens, gouache and pen. We have also been decorating pots with paint pens and planting native plants in the Greenhouse that are known sources of Black Cockatoo food. The students used fine liner to draw each type of seed we are planting and will document the growth of the plants throughout the year.

Liz Bozsa
Creative Expression Teacher

Upper Primary

In Creative Expressions, the Upper Primary 1 children have continued to work in the visual art learning area. They have used their drawing and modelling skills to make sculptures out of paper mâché over wire armature and clay. Towards the end of the term some children collaborated to set up "The mysterious woods", an exhibition to share and display all their art work.

The Upper Primary 2 children have continued to learn to play the instrument they chose at the beginning of the year, mostly playing alongside their friends in small ensembles. They also composed a short piece of music to teach or perform to their friends. We also visited the West Australian Symphony Orchestra to watch a performance of "A Guide to Film Music", which we thoroughly enjoyed.

Anja Reid
Creative Expression Teacher





Welcome to Physical Expression

In Term 2, the weather has been surprisingly warm and, as we welcomed the Makuru season, we have been able to enjoy outdoor activities in the Hardcourt!

The pre-primary students have been practicing they free body movement and balance. They have particularly enjoyed different obstacles courses provided during the lessons.

The lower primary students have enjoyed target games and they have explored a variety of games that have encouraged them to build strong relationships and develop collaborations skills.

The upper primary students have explored games using different rules and have been working on negotiations skills with their peers.

Arianna Taffurelli
Physical Expression Teacher





Welcome to the Lower Secondary Class

The Lower Secondary Classroom has seen a multitude of memorable moments as we created, explored, performed, and wrote our way through a whirlwind second term. We've enjoyed so many successes in and out of the classroom it is hard to believe we only had 10 weeks to complete it all.

As we wrap up the end of another productive and positive semester, I am, once again, reflecting on how grateful I am to the community at large in this wonderful school. The support from our families is second to none and it is shown in the effort the students have put in this term. From the Coffee House to the Bollywood Blast, our students have really shown a lot of development in their organisation of events and showcased their efforts in the classroom in the best ways possible.

With highs, however, there are inevitable lows, as we say goodbye to Des from our space. Des has really transformed the Lower Secondary Space from being a classroom to a thriving community and a state-of-the-art building. He has inspired a raft of teachers and encompassed the Montessori philosophy in everything he does. On a personal note, it has been an honour to work under his guidance since my beginning in 2022 and continues to be a privilege to lead the Lower Secondary program he has envisioned. We will all miss him helping us on Fridays in the Microeconomy Program, and we all wish him the best of luck in the next chapter of his career.

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 Trinity and Kristen

Our theme for Term 2 was fashion.

Our first assignment was a costume analyse where we broke down a character's outfit. We chose a character from a book, movie, show or play and said how the character's outfit reflects on the character.

Our second assignment was to find a character from a book that we had no visual representation of what they looked like and make an outfit for them. We had to make an art piece about the outfit so that we could show other people what it looked like. This art piece could have been traditional or digital.

Our third assignment was to have an interview with someone about the outfits we made for the characters. We had an interviewer, an interviewee and for most groups, a scribe.

Mathematics

By Lola and Arlo

This term, we made a geometrically tessellating t-shirt design and looked at the statistics and probability of making a profit by selling them. We calculated the estimated profit of the t-shirt then did a target market survey to see what it would be. We then presented the T-shirt to the upper primary class; we then recorded the interest in the different t-shirts.

Physical Expression

by Sam, Tom & Jacob

This term, we voted soccer as our sport. We have learned a few aspects, such as dribbling, ball control and shooting, and, recently, we have put these skills into some matches. In Health, we have learned about online safety and decision making.

Art

By Mia and Maud

In Art, we have been working on a project of our choice and Liz has been facilitating our needs and teaching us new skills. A lot of our group have also been attending Art Club on a Wednesday where we have activities like painting the sign at the front of the School, decorating the Art Room and designing murals. Our projects have all been self lead and allowed us to express ourselves freely.

Humanities and Social Sciences

By Orlando

For Humanities and Social Sciences this semester, LS1 focused on Ancient Rome, so we learned about the lives of slaves, soldiers, the normal people, and the other classes of people. We also learned about Romulus and Remus, the founders of Rome, and either wrote about it or made a comic about them. After we learned them, we watched some videos on Roman people like Julius Caesar and Hannibal. For our the project for the term, we had to chose a Roman person/group, for example, some people did gladiators while other people did Julius Caesar, or the vestal virgins, then, at the end of the term, we did a big presentation about all those things we researched to the parents and the students.

Science

By Savanna, Ruby, India

This term, for Science, LS1 has been learning about plastic and how to make it. We have experimented with the differences between bioplastic and non-bioplastic.

Towards the end of the term, we learned about dyes and explored their chemistry, history and how they affect the environment.





Lower Secondary 2

English by Zoe

In preparation for our upcoming class play, the term theme for the Lower Secondary 2 Class has been *setting*. Over the term, we have completed three assignments, an essay analysing a setting from a movie or play, a design sketch of a setting from a book or play script and a transcription and write-up of an interview with another student about their design.

Creative Expression by Luca

For Creative Expressions, the Lower Secondary 2 decided on a play to have for the Microeconomy, they decided on to remake Hamlet. The LS2 rewrote Hamlet in their own way and have started to rehearse the play with LS1. Now the LS2 are constantly editing and rehearsing the play.

Humanities and Social Sciences by Zoe

This term, in our Humanities and Social Science lessons, the Lower-Secondary 2 class has been investigating the themes of war, peace, and empire.

At the start of the term, we asked, 'why do people take part in wars?' and to find the answer we researched the Sepoy Mutiny, The Spanish Civil War, The First Crusade, and the way 'heroes of war' are depicted in the media. We spent a week investigating the history of the European Union, and the positive and negative effects it has had on Europe, and we have just finished our essays on the role of the Japanese Imperial Family in Japanese history and society. At the end of the term, we presented our individual projects to the class. Presentations ranged from the grim; Matoaka, the True Story of Pocahontas, to the gruesome; What was it Like Living Through the Black Death?, and from ancient history The History of Britain: from the Stone Age to the Norman Invasion to modern events The Warsaw Uprising of 1944.





Microeconomy

Microeconomy

By Mia, Aneira and Emily

In the Farm Group, we have moved garden beds around to allow sprinklers to work properly, also planting vegetables and herbs, for future long tables.

The students in the Factory Group organised the Coffee House in Week 9, showcasing our Creative Expression and selling strawberry jam, soap, and a few things we made using the laser cutter.

The Food Group has been, as always, cooking long table every fortnight. We have done many different themes and learned new skills in cooking. We are also organised catering at the Bollywood Blast.

The Facilitators have organised events such as Toasty Day and the Lower Secondary Play, we have also helped different Microeconomy groups with various tasks , such as the long table and making jam.

The play will be on 16 August.

Café

By Katie and Maud

This term, in our Café, we have been thinking about ways to improve for the future and hopefully the café days next term will be on Wednesdays, Thursdays, and Fridays. We also have added keep cups for one dollar and returning one for a dollar.





Welcome to the International Baccalaureate Diploma Programme

While the first year International Baccalaureate Diploma Programme students (Year 11) were adjusting and starting to understand the depth and volume of study that needs to be completed in each subject, the second year IBDP (Year 12) students started Term 2 with a clear focus on assessments.

The Year 11 students were settling back into their classes and are also starting to think about their Extended Essay subject areas and topics, the Year 12 students had been working hard to prepare for their trial examinations as well as Internal Assessments.

Internal Assessments

Internal Assessments contribute to the overall grade of each subject. Some of the internal assessments are written reports, fieldwork and explorations, others are oral commentaries, presentations or discussions. In English, the internal assessment is called 'Individual Oral Commentary' (IOC) and comprises of two passages from texts chosen by the students and studied in class. The students explore how a global issue like 'Politics power and justice' or 'Culture, identity and community' is addressed through the means of two literary texts; here are some examples of IOC topics:

- 'The discrimination of women speaking out against men in power'
Based on Sophocles' *Antigone* and Berard Shaw's *Pygmalion*
- 'Power imbalance between social classes'
Based on *Persepolis* by Marjane Satrapi and *Ninety Eighty-Four* by George Orwell
- 'To what extent is the portrayal of traumatic experiences influenced by gender identity.'
Based on *Medea* by Euripides and the poem 'Medusa' in the Poetry collection *The World's Wife* by Carol Ann Duffy
- 'The suppression of freedom of thought by an authoritarian government'
Based on *Persepolis* by Marjane Satrapi and *Ninety Eighty-Four* by George Orwell

The Extended Essay

As part of their IB experience, the IB students need to complete an Extended Essay (EE). This is intended to be a first encounter with academic writing in which the students, under the guidance of a supervisor, develop the following skills:

- Decide on a research focus,
- Undertake research,
- Describe and analyse their findings in written form,
- Evaluate their findings and
- Reflect on the experience.

This term, the Year 11 students will be introduced to the requirements and guidelines, decide on possible research topics and find a supervisor. The Y2 students, on the other hand, are in their final stages of completing the EE; they are expected to hand in their final drafts by the end of this term.

Katharina Stillitano
International Baccalaureate Coordinator





Welcome to the International Baccalaureate Careers-related Programme

This term, the International Baccalaureate Careers-related Programme (IBCP) has been busy. In Year 12, we have been working on the Reflective Project. The Reflective Project is one of the four core components of the IBCP and requires students to address an ethical dilemma related to their career-related study through an in-depth piece of work. The project affords students a degree of flexibility and independence not only in their choice of subject but also their mode of presentation. It allows students to develop strong research, thinking and communication skills. Alec (Year 12), is currently completing a Certificate III in fitness, is exploring the ethics of the use of weight classes in youth wrestling and the impact this has on the physical and mental wellbeing of young people for his reflective project.

Another part of the Careers Programme is the Personal and Professional Skills course, which aims to develop responsibility, practical problem solving, good intellectual habits, perseverance, resilience, and a sense of identity. Students learn and develop practical skills through the five themes of the course (personal development, intercultural understanding, effective communication, thinking process and applied ethics). In Term 2, we have been exploring intercultural understanding by looking at Australian cultural and social norms and how these apply in work settings. We have used Hofstede's cultural dimensions as a way of understanding ours and other culture's norms and expectations. Our capstone project for the unit was a 'country brief'. Students researched the common business practices in a country of their choosing and presented a brief to the rest of the class to prepare us for a potential business trip to that country. At least two students chose countries which speak a language they have studied as one of their Diploma subjects or for their CP language portfolio.

Creativity, Action and Service & Career Programme Service Learning Update

The Creativity, Action and Service (CAS) and Service Learning components are key parts of the core for the Diploma and Career-Related programmes. These elements are designed to educate the whole person and to help students foster international mindedness, develop self-awareness and a sense of identity. Both the CAS and SL components allow students opportunities for self-determination, collaboration and enjoyment. CAS and SL students maintain and complete a portfolio—a collection of evidence that showcases their experiences and reflections on those experiences. This emphasis on reflection is a central tenant of the IB philosophy. Learning without thinking about how, why and what you are experiencing is to experience without purpose. Therefore, the IB has built reflection into all of its core subjects.

In addition, to the clean-up of the Bibbulmun track in May, Alec (Year 12), Jack (Year 11) and Eric (Year 11) are getting involved with WasteWise, a school-based initiative to organise and plan ways to minimize the school's negative impact on the environment. One of the goals of the WasteWise committee is to find new, sustainable methods for the school to manage organic waste.

The committee is exploring several options, including composting, which would allow us to convert food scraps into valuable fertiliser for the school gardens or setting up a worm farm, using worms to break down food scraps to produce compost. Another focus of the committee is to increase the school's awareness about recycling.

Ashley Dufty
IBCP Coordinator + CAS Coordinator





Building Update POV: Students

These photos were taken less than a month apart!!! The builders have been doing a lot of building recently, which has been pretty loud. They were also putting the topcoat on the exposed aggregate on the second floor the other day, which smelt very strong. Also, the tables vibrate sometimes due to the building work. Although the construction noise has been somewhat disruptive, watching the building site has been quite entertaining. We are all excited to see how the building turns out!





Excursions in the International Baccalaureate

Bibbulmun Track Excursion *By Leuca*

Each year, we, as a school, spend at least one day on the Bibbulmun Track. We have taken part of the track as ours to take care of through a community sign up. The clean-up involves removing rubbish from the track and ensuring that it is still in a good condition, this may include pruning branches that are hanging over the path or installing sand barriers to ensure sand does not run and the path remains stable.

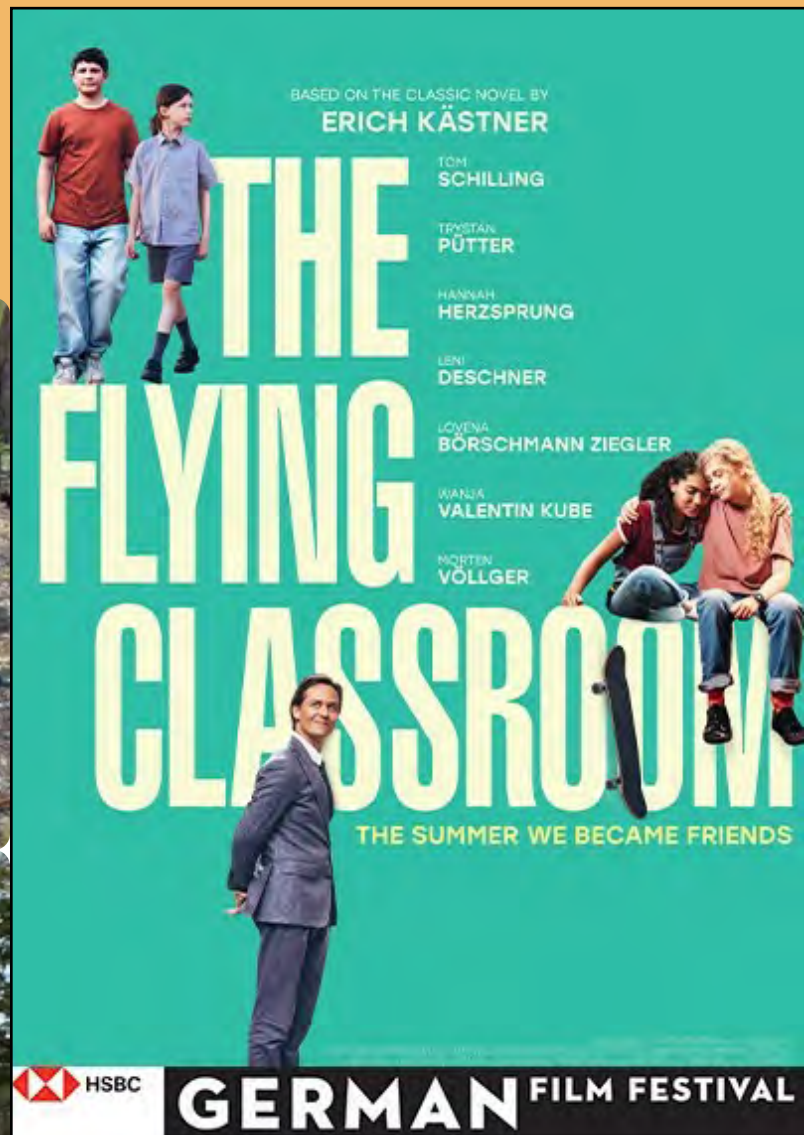
On Tuesday, 21 May, we went to the Bibbulmun Track to clean the pathways. This ended up not needing as much as in prior years which is a good sign, especially in terms of rubbish. Each year, we try to preserve as much of the bush as possible by only pruning those branches or shrubs that are directly in the way of the path. Once we had completed our designated section, we moved onto another section which included a two-hour round trip walk looking through the bush to make sure everything was acceptable and safe. It was a very enjoyable experience, although, next time, I will take the teachers' advice and bring more water.



Excursion to the German Film Festival *By Ruby*

This term, The IB German Ab Initio students went on an excursion to Palace Cinemas Raine Square and watched the German movie 'Das Fliegende Klassenzimmer' (The Flying classroom), which was part of the German Film Festival. The film is based on a children's book by Erich Kästner. It was an opportunity to test our German listening skills and celebrate having completed the German Ab Initio course.

You can read a synopsis of the file here: [GER24 The Flying Classroom](#) | [Book Tickets](#) | [Movies](#) | [Palace Cinemas](#)





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 you and/or your child are interested in being part of this committee, we are always seeking volunteers to transport the collected recyclable items to the recycling centres. If you're keen, please email us at admin@themontessorischool.wa.edu.au

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 the Amphitheatre.

Your contribution will greatly help us in our ongoing efforts to promote environmental awareness.

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.

Items We Currently Recycle

We continue to accept the following items for recycling:

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

Wastewise Team

Ian Chapman, Katharina Stillitano & Ashlea Fuller



Plastic Free July® Calendar

31 Days of Ideas

<p>1</p> <p>Choosing one small step</p>	<p>2</p> <p>Reusing what you have</p>	<p>3</p> <p>Avoiding bottled drinks</p>	<p>4</p> <p>Refusing plastic bags</p>		
<p>5</p> <p>Ditching disposable cups</p>	<p>6</p> <p>Avoiding pre-packed produce</p>	<p>7</p> <p>Skipping the straw</p>	<p>8</p> <p>Choosing reusable utensils</p>	<p>9</p> <p>Avoiding plastic food wrap</p>	
<p>10</p> <p>Swapping bottled soaps for bars</p>	<p>11</p> <p>Choosing plastic free packaging</p>	<p>12</p> <p>Making homemade snacks</p>	<p>13</p> <p>Hosting a morning tea</p>	<p>14</p> <p>Shopping in bulk food stores</p>	<p>15</p> <p>Choosing loose tea</p>
<p>16</p> <p>Switching to reusable safety razors</p>	<p>17</p> <p>Making household cleaners</p>	<p>18</p> <p>Bringing reusable containers</p>	<p>19</p> <p>Reducing plastic in the bathroom</p>	<p>20</p> <p>Dining in</p>	
<p>21</p> <p>Picking up litter</p>	<p>22</p> <p>Switching to plastic free stationery</p>	<p>23</p> <p>Choosing natural fibres</p>	<p>24</p> <p>Choosing reusable period products</p>	<p>25</p> <p>Avoiding plastic bin liners</p>	<p>26</p> <p>Choosing plastic free toys</p>
<p>27</p> <p>Making deodorant</p>	<p>28</p> <p>Learning more</p>	<p>29</p> <p>Travelling with reusables</p>	<p>30</p> <p>Plastic free celebrations</p>	<p>31</p> <p>Small steps, big difference</p>	

Join millions of people worldwide choosing to refuse single-use plastic.



Parents Educational Opportunities

Recognising that learning about Montessori education is an ongoing journey, we are dedicated to supporting our current families with comprehensive resources to deepen their understanding and involvement in their child's educational experience.

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.





Prospective Families Educational Opportunities

We invite prospective families to explore our diverse educational opportunities and discover how Montessori principles can enrich their child's learning journey.

- **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..
- **Classroom Observations:** Prospective parents are invited to observe our Montessori classrooms during regular school hours. This first-hand observation enables them to witness the student-centred 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.





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: Mathematics - Exploring the Montessori materials related to Mathematics through the various age groups, from Pre-Primary to the International Baccalaureate.
- Term 3: Assessment - Delving into alternative assessment methods that align with Montessori principles and promote holistic development.

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.



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 Rules and Etiquette

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 behaviour 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.

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

Observations Booking

Please call the School Office on 08 9409 9151 to schedule your observation.



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**.



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.

Thank You Laundry Volunteers

We would like to say a BIG thank you to our laundry volunteers for Term 2, 2024:

- Abdul- Kader AK Ebrahim
- Ali Saljoughian
- Amanda Pring
- Amanda Richardson
- Andrea Sommer
- Anisa Ahmed
- Annette Advani
- Aygul Bergengalieva
- Beata Richardson
- Camelia Femia
- Chloe Bond
- Clare Eskander
- Claudia Hangrad
- Clint West
- Courtney Anderson
- Craig Broomhall
- Danielle Butcher
- Doreen Sharma
- Doulene Steyn-Walker
- Elodie Marbleu
- Emina Hasanovic
- Emma Sauer
- Emma Walraven
- Fiona Ferguson
- Gemma Corbitt
- Hannah van Didden
- Irena Chizhik
- Jayshree Parmar
- Jennifer Mateo
- Jess Taylor
- Jessica Henry
- Joanne Diaz
- Jonelle Carstens
- Kate Durey
- Kate Fosdike
- Kate Tottle
- Katherine Edwards
- Katherine Rea
- Kathryn Rose
- Kendra Deane
- Kim Burns
- Laura Reynolds
- Lisa Ellison
- Lise Cullen
- Makiko Sooby
- Maria Barnes
- Megan Beasley
- Melinda Forsythe
- Michaela Brooks
- Natalia D'Alesio
- Natalie Kiddle
- Payal Patel
- Rachel Newbound
- Rashi Dabhowale
- Rebecca Hood
- Rebecca Lee
- Ruth Bradley
- Sabrina Dimanlig
- Sarah Holland
- Selena Sulak
- Shalika Arniotis-Streat
- Shane Inni
- Shirly Tay
- Stephanie Johansson
- Sue Miller
- Susannah Williams
- Tara Gray
- Tashreen Tourabaly
- Theresa Bagas
- Tiana Guthrie-Te Puke
- Tuio Le
- Wanda Anderson
- Yulia Wood
- Zoe Judge



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.

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 webpage dedicated to parking information, so that everyone could easily access the information; you can access it **here**.

Invigilators Needed

We are looking for volunteers to be invigilators during our International Baccalaureate students' examinations. If you are keen and have experience with examinations settings and/or invigilation, please email the School Office to arrange a meeting with Katharina, our International Baccalaureate Coordinator.





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.

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 team building 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.

Facebook Parents Group

Our parents have a dedicated Facebook Parent Page that enables you to connect with families from across the school and stay up to date with all the latest community news. If you are not already a member of this group, you can join by clicking the:

The Montessori School Kingsley - Parents Group.

Related Providers



Guiding children's growth

What is OSHC and why is it right for your family?

OSHC stands for Outside School Hours Care. Camp Australia's OSHC service provides enrichment and care for primary school-age children outside school hours and during the school holidays. Depending on your school, it can cover Before School Care, After School Care and Vacation Care.

At Camp Australia, our vision is *To support families in achieving their dreams* and our promise is that we will *Guide Your Child's Growth*.

To do that we take a unique approach to OSHC based on over 30 years of experience.

Enriching experiences that children love

Our experienced educators involve your child in designing the experiences that make up our OSHC program. Our industry leading approach to program development ensures that your child is at the heart of what we do each day.

A place for friendships to form

OSHC is a great place for your child to meet new friends and bond over shared interests. We design programs that bring children together so they can connect and grow outside school hours.

Easy, hassle-free care

Our service is available to all families, no matter the need. Our extended hours offer peace of mind so you can manage work, health, study and more stress-free. Plus, our industry leading Parent Portal gives you unrivalled access to make and manage your bookings.



FREE to Register

Once registered, you'll be able to easily make and manage your bookings online via our Parent Portal at pp.campastralia.com.au

Are you eligible for the Child Care Subsidy?

The Child Care Subsidy can provide up to 85% off your fees. If you're unsure about your eligibility contact Centrelink on 13 61 50.



The Montessori Playgroup

Laying foundations for independent learners



Come and join us!

New members always welcome



Please contact our Coordinator for more information

admin@themontessoriplygroup.org

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



@themontessoriplygroup

the_montessori_playgroup

0413 299 647

admin@themontessoriplygroup.org




www.themontessoriplygroup.org



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 [themontessorischoolkingsley](https://www.instagram.com/themontessorischoolkingsley)