



The Montessori Bell

Term 3, 2024



Help me to do it myself.



Principal's Message

The new building is progressing very well and is on schedule to be complete in November. Staff are busy ordering furniture and materials to finalise the preparations for students next year. The landscaping designs have been finalised and work has begun between the Upper Primary building and the new building. This space will provide opportunity for students to relax outside, work in the fresh air and some physical activities like table tennis and giant chess. The work on restoring the oval will begin shortly. The playing area will be extended by about 100 square metres by reclaiming some space at the south-eastern corner. The new grass will be reticulated and allowed to settle in well before use to ensure its quality and resilience. It has been particularly challenging for the older students in Upper Primary and Secondary to be without the oval this year, and we appreciate their resilience and creativity to try to make the best of a difficult situation. We will receive a number of new bicycle racks over the holidays, which will be installed in the staff carpark and through near the back of the School as well. We hope that many students will be able to make use of them and our excellent bike paths around the School.

A priority area for training staff in recent years has been around how to support students with additional or specific needs. In 2023, all primary staff completed specialised literacy training, and our next focus is on how best to support students with Autism Spectrum Disorder and other neurodiverse conditions. We have been fortunate to be granted access to an extensive training program called Positive Partnerships, which is evidence-informed training recommended by the Association of Independent Schools Western Australia. It will provide our whole school the opportunity to reflect on our current beliefs, understandings and practices around Autism, help us plan and shape the training days to meet our current needs, and support us to create a plan for the future. Montessori education values the needs and unique learning pathways of every child, and our environments provide freedom and flexibility for every student. There are many benefits in our environment for neurodiverse children. We notice that the openness and lack of timetable structure can be challenging for children who need more direction or predictability, and this training will help us find the right ways to address those needs within our Montessori approach. We are all looking forward to this opportunity to enhance our own understandings and be able to work with families to provide the best outcomes and experience for every child.

At the beginning of this year, neither of us imagined we would be writing a Principal's update for the newsletter. The changes we have seen in the last three months are highly unusual for our school but, despite the unusual circumstances we are in, everything continues to run smoothly, and we have experienced a beautiful sense of calm and fortitude from the entire community. We can't express well enough how much the patience and support of our families, students, and especially staff has meant as we step up to support the School in this season of change. We would also like to acknowledge and thank the Board directors who have gone far over and above their usual duties to support us. We sincerely hope that all of you are feeling a similar sense of endurance and peace. We look forward to seeing many of you at the Kamarang Lake Walk in early Term 4, and we have planned to schedule our school bushwalks at the end of this year to give families an opportunity to see the new building and landscaping when it is complete. We wish you a relaxing term ahead, enjoying the new season changes, as we all take a deep breath ready for the end of the year!

Kate Tottle & Michael Caldwell
Acting Co-Principals

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

Kate Tottle & Michael Caldwell	Acting Co-Principals
Katharina Stillitano	International Baccalaureate Diploma Programme Coordinator
Queenie Massie	Business Manager

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

Kate Tottle	Acting Co-Principal	Rachelle Edwards	Bookkeeper
Michael Caldwell	Acting Co-Principal	Felicity Cooper	Administrator
Alison Grondein	Office Manager	Kevin McDonald	Grounds Person
Julie Gravel	Assistant to the Principal	Maria Vaioleti Ponga	Wellbeing Coordinator

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 Vicky Brown & 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) Francesca Mannino (EA)
Secondary Level	
Lower Secondary Cohort Michael Caldwell - Lower Secondary 1 Adviser Jaromir Kulir & Liz Bozsa - Lower Secondary 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 Fiona Corner _____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.

Kate Tottle & Michael Caldwell - Acting Co-Principals

As the Acting Co-Principals, Kate and Michael bring a wealth of knowledge and experience in education and Montessori principles. They work 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, and Tash Tourabaly

Laila, Anmol, and Tash 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.

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.

Risk and 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.





Message from the Board



A warm welcome back to school for Term 4. This will be the final term at The Montessori School for my eldest daughter Ruby. She is heading into her IB exams in a few weeks time, and then out into the world for her next adventure. It has been a great experience for me to learn more about the IB from a parent's and student's perspective over the past 2 years. I can honestly say that it is an incredible program for our children to complete and follows on well from their Montessori education. Both the Diploma and the Careers Program are excellent pathways for learning and growth, and prepare the students well for pursuing opportunities after finishing school.

Over the past term, the Board has continued to work on the strategic plan, with a weekend workshop to keep things on track. We have woven this in with preparations for re-registration next year, and support of our leadership team.

All the best for a wonderful term ahead. As always, if you have any questions 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

We began this term by exploring the topic of astronomy in our classroom. The children have learned about the planets, phases of the moon, and the stars. They enjoyed making small models showing the orbiting Earth and moon. Some children chose to make posters of our solar system, which they carefully traced, painted and labelled.

For the second half of the term, we learned about the human body, learning the names of the organs and various systems of our bodies. The digestive system was especially interesting to many. The children had the opportunity to trace around their own bodies and identify the various parts.

Through lessons on landforms, the children were keen to watch as water is added to the landform models to show a smaller representation of the way water and land can form lakes, islands, peninsulas, bays and a variety of others. We looked at maps of various countries to identify these landforms.

As we learned all about patterns, the children were excited to realise that the world is full of them, in music, nature, clothing, numbers, buildings and even our Montessori materials. We learned that a pattern is "the same thing, repeated over and over again". We went on a bush walk to admire the patterns on leaves, flowers, bark and spider webs. The children made their own patterns with a variety of materials, and everyone enjoyed making and eating patterned fruit kebabs at lunch.

For Book Week, we celebrated our love of reading. We discussed the main elements of a story such as characters, setting, conflict and ending. The older children were motivated to write and illustrate their own books which they proudly read to the class. The children had the opportunity to complete a small project about their favourite book which highlighted their favourite character, their favourite part, the setting, cover, etc. It is wonderful to see a love of literature blossom in the youngest children in our school.

I would like to remind parents of the importance of allowing your child to enter and leave the classroom independently and to carry their own bag to the School. We ask that parents do not enter the class with their child or to come into the class at pick up time. Parents should say goodbye in the veranda area, just outside the classroom door and allow the child to walk in. This allows your child to build confidence, independence and to separate their home from their school environment. In addition, when parents/carers come inside the classroom, it disrupts the flow of the children in the room, their way in or out is blocked or they cannot access their personal locker as there is adults in the way. I appreciate your cooperation with this.

I would like to wish all our families a wonderful break and I look forward to seeing you all after the school holidays.

Ciara Foley
Pre-Primary 1 Teacher

*"Since it has been seen to be necessary to give so much to the child, let us give him a vision of the whole universe."
- Dr Maria Montessori*





Welcome to the Pre-Primary 2 Class

This term, we welcomed three new students, Emma, Aryx and Danah into our classroom. The existing class members made them feel very at home and they have settled into their new environment with ease. We would also like to extend this welcome to their families some new to The Montessori School Kinhsley. During my long service leave this term, I was grateful to Sunny, Bernice and Debra for taking care of the classroom, along with existing staff members Kendra and Jo. On my arrival back, I could see all the wonderful work that had taken place during my absence.

This term, our focus has been weather and electricity. Our young learners dived into the fascinating topic of weather. We explored various weather patterns, learned new vocabulary, and observed changes in our environment. The children learned about sunny, rainy, cloudy, and windy days. We used real-life examples and classroom activities to help the children understand these concepts. The children took turns being our "weather reporter," observing the sky and noting the day's weather. This job helps develop observation skills and introduces them to recording data. They spent some time outdoors observing different types of clouds. The children loved spotting fluffy cumulus clouds and wispy cirrus clouds.

Our introduction to electricity brought out a sense of wonder in the classroom. We focused on understanding electricity in a safe, age-appropriate way, emphasising that electricity helps us in many aspects of daily life. We explored static electricity by rubbing balloons and watching how they stuck to different surfaces, showing how objects can attract or repel one another. The children were amazed when their hair stood up!

Through simple demonstrations, we discussed how electricity powers lights, and other objects in our classroom, making connections between what they see at home and school.

We reinforced the idea that electricity can be helpful, but it's important to be cautious around electrical outlets and cords. The children also had the opportunity to connect a circuit to make a small bulb light up. They then used a variety of materials to identify if electricity could pass through or not depending on the type of material, e.g., metal, paper, material, and so on. This job has been a firm favourite in our classroom and an ideal hand on activity, which the children could undertake independently.

Through hands-on exploration of weather and electricity, our young learners are building foundational knowledge and nurturing their curiosity about the world around them.

Ria McBennett
Pre-Primary 2 Teacher





Welcome to the Pre-Primary 3 Class

This term has been incredibly busy, with many opportunities and activities for all to participate in and this has kept our classroom a vibrant and engaging learning space.

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

During Book Week, the children share their favourite books and stories. This year we focused on the book *Zog* written by Julia Donaldson. In the story each dragon receives a star, during the week the children had the opportunity to create their own stars, by sewing and stuffing them. During that week, we also welcomed in several parents who kindly volunteered to read their favourite stories to the class. We also welcomed Melinda, who kindly told a story to the children by using her cello. It was magical to see the children engage with our visitors, we thank all who came and joined us for story time.

While engaging with the Keeping Safe Curriculum, we have been exploring identity. First looking at what characteristics contribute to our individual identity, with the children producing wonderful self-portraits of themselves. We then explored identity further, looking at the family trees of the families represented in classroom. This brought much delight to the children as we discovered the wonderfully diverse cultures represented within our classroom, leading to an amazing visual representation of cultural diversity on a world map. For our geography we have focused our studies on the weather and the world's oceans this term. During our weather studies each day, the children took turns to record the weather, checking the wind direction, wind speed, rain, cloud types and temperature. The children particularly enjoyed our oceans studies. We concentrated a great deal on the ocean zones. The children were fascinated at some of the marine life that can be found in each zone.

At the end of this term, we created a new mindfulness area within our classroom. This area has proven to be a huge hit. Placed upon the shelves are activities such as yoga cards, playdough, mindfulness staking rocks and geometric building shapes. Mindfulness is a valuable practice for children, offering numerous benefits for their mental, emotional, and physical well-being. Mindfulness is particularly important for children as it improves focus and attention, reduces stress and anxiety, enhances emotional regulation, promotes resilience and encourages self-awareness.

Jessica Jackson & Bernice Oellermann
Pre-Primary 3 Teachers





Welcome to the Lower Primary 1 Class

At the end of Term 2, Lower Primary went to the Kalamunda Historic Village to cover the history curriculum. The children were fascinated with the real items they used in the past. This linked beautifully to the history lessons the children are doing between past and present.

We started the term with the Third Great Story: The Story of Coming of Humans – How we, humans, have a brain to think, a heart to care and hands to work. With the introduction of this story, the class has been exploring the changes in our environments, not only how humans came to be but the objects and materials (matter) around us and their purposes.

The Story of Writing was read to the children, who later watched a video about the story. The children have been exploring writing the different ancient alphabets and their names using the alphabet of their choice.

The children have been busy reading different texts this term, exploring their structure, and guessing who the audience can be. They also have been exploring how to write a persuasive text.

Story writing, research, and presentations are part of every week, together with planning experiments and cooking.

We also had an excursion to Duncraig Library during Book Week and they enjoyed the *Time Machine* story.

This term, we have been reading books and discussing our bodies (private parts) and our personal space.

In addition, this term, we focused on Grace and Courtesy lessons that emphasis respect, for one another and for the environment. The children are encouraged to be respectful with how they interact one another, to show respect for how they present their work and how they work with the equipment.

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





Welcome to the Lower Primary 2 Class

This term, the Year 3 students went to the side of the Lower Primary Building to plant plants with two parents from the Bushland Sub-Committee. It was good to help return something to nature.

Arwen, Owen and Dylan have also been doing Titanic-related things. They are currently making the Titanic out of balsa wood, which you can cut with just a pen knife, or scissors. It looks awesome!

Sometime around Week 6, we went to Duncraig Library to meet author Tracey Dembo. We read a few books, one being *I Say Ooh, You Say Aah* by John Kane. This book gets the reader to do some things, if the reader does or says something, whether the reader likes it or not. There are two other books like this, by the same author. One is called *I Say Boo, You Say Hoo*, which involves you scaring a ghost called Boo, and making it pass gas. Then there's *I Say Oh, You Say No*, which involves you meeting a bear with a bare bear butt, and then you and the bear have a bare bear butt dance competition.

We did the Great Story of the Hand. There was a metronome ticking away. The class really kept quiet whilst the metronome ticked.

One week, when Ian wasn't here, Sunny brought in a Newton's Cradle. The Lower Primary 2 students played with it a lot. It was in the classroom for one and a half days.

The Lower Primary is performing a play called *The Story of Writing*. It is managed by Ian. Around 11 people are narrating. The others are making props and playing roles in the play.

This term, the Lower Secondary students made toasties for the pre-primary, lower primary and upper primary students. If a student was allowed a toasty, and they wanted one, they would have to ask their parent/guardian to order a toasty. They could also order fruit or juice or both.

During Science Week, Ian gave us sheets of paper where the students had to find out the names of endangered species around the world, and local species. The students were also asked to find information about where they are from and the animal's natural habitats.

Also, the Art Teacher for Pre-Primary, Lower Primary and Lower Secondary, Liz, held an Art Exhibition. All the students made multiple artworks to put on display. Pre-Primary had theirs on their verandahs, Lower Primary had theirs at the main verandah at the front of the Lower Primary Building, while Lower secondary had their artworks displayed in the Art Room. The Upper Primary students, guided by their Art Teacher, Anja, participated in the exhibition with the artworks in the northern room.

Partly written by Ethan and Safiya.

Ian Chapman
Lower Primary 2 Teacher





Welcome to the Lower Primary 3 Class

We made it to the end of term, having some fun along the way.

We finished discussing the social fundamental needs of humans: medicine, religion, and art; making an example of a stained glass window to conclude the topic. We listened to the Story of the Hand, which tells of how once humankind learned to use their hands for work, they were able to improve their way of life and record their discoveries and stories.

In Science, we recorded the effect of heat has on water, recording the temperature as the kettle boiled, then plotting the results. Some of us started the topic of forces and learned about the mathematics of arrows: did you know you can make $1 + 1 = 2$ or $1 + 1 = 0$?

We discovered some fun facts about products, as we completed our product passports recording countries which export and import a commodity. We explored whether the product had a chemical symbol or part of a plant. We found out that salt has more important uses than seasoning our chips, and that gold is used to line astronaut helmets.

Most of us contributed to completing a 1000-piece jigsaw puzzle of the world. Not only did we have to work together, but it also gave us opportunities to discuss features and countries displayed on the puzzle as well as improving our cognitive skills.

During Book Week, all of Lower Primary went to the Duncraig Library to discuss past, present and future with author Tracey Dembo, concluding with drawing our own machine that could assist us with tasks in the future.

Thank you to Cadman and Isabelle for making sure everyone made a keyring to take home to our dads for Father's Day.

I am grateful to Sunny, Debra, and Janice for supporting the class in the last two weeks of term so I could take leave to support children in remote communities in the Kimberley region by participating in the Variety WA- bash.

I am happy to report that our car raised over \$15,000 and the overall Bash total was over 1.5 million!

Have an enjoyable break and we will see you all back in Term 4.

Ashlea Fuller
Lower Primary 3 Teacher





Welcome to the Upper Primary Class

Well, Term 3 in Upper Primary turned out to be a very busy and interesting time for all. Aside from the children's Great Projects, there were other quite large areas of work which spanned across the term. These included Art projects (for the School Exhibition), making a board game in German, cooking and weeding.

We also focused on the topics of Civics and Citizenship this term, exploring the concept of democracy in several ways. Across the age groups we discussed systems of government, the history of democracy (including Magna Carta) and different aspects of a democratic system. The EEC (Electoral Education Commission) came into the class to explain how our system of preferential voting works, and the children practiced by voting for their best-loved chocolate, and allocating votes until we had a winner!

The favourite activity for our middle and oldest children was the trip to Perth to visit The Old Court House Museum, where they used a script to enact a mock trial, using the appropriate wigs, gowns and other costumes. This gave them a real understanding of the who's who in a courtroom, how court trials take place and the difference between a Magistrate and a Judge. The oldest children visited a real Magistrates Court and watched several trials take place and this was quite an eye-opener for them.

Linking up these experiences and lessons on different writing structures, some groups of children used this knowledge to put together a persuasive writing text related to democracy. One class expanded on the civics theme by enacting a Parliamentary session (Senate and House of Representatives) to debate a Bill put forward. All these experiences help to cement concepts and is the 'hand turning on the brain' for this cycle.

Science revolved around some further exploration into erosion, our solar system and extreme weather events. The children used various activities to

explore these themes including a persuasive text on Uluru, considering how to mitigate erosion behind our hard court, weekly science activities and building a cyclone proof structure that can withstand the wind from a leaf blower.

Continuing our community-based activities and supporting the Bush Committee, UP enthusiastically volunteered to assist with weeding over several weeks, identifying plants and making sure we keep our precious bushland in the best condition it can be. Seeds collected from the Balga plants at the end of Term 2 have been planted and the growth has been monitored and recorded by some of the children. The class will also be assisting with planting some new trees which have been donated to the school.

One of the most important aspects of Montessori teaching and learning is the promotion of independence in the children under our care. Decision making is hard to do for some, and adults assist with this process daily by explaining why we have certain rules, why we teach certain things and the reason behind prioritising weekly and daily tasks. The children are encouraged to think ahead, plan their day and week to the best of their ability with guidance from the adults. Upper Primary is ideal for this growth and our reward is seeing confident and independent children in our classrooms. Parents can support this by offering limited relevant options to their children to give them the decision-making power in a safe way.

"Independence is not a static condition; it is a continuous conquest, and in order to reach not only freedom, but also strength, and the perfecting on one's powers, it is necessary to follow this path of unremitting toil."

Maria Montessori, *The Absorbent Mind*, p. 90

Michelle Hayes
Leigh Franz-Evans
Jacob Horsey
Upper Primary Teachers

German

In German, we have been working on the topic my surroundings (my house/my town, people working in the town, giving directions...). Throughout the term, the upper primary children have been busy designing and creating games which we played in the final German lesson of the term to practise all we had learned.

Anja Reid
German Teacher







Welcome to Creative Expression

Pre-Primary and Lower Primary

Pre-primary and lower primary students have been creating abstract artwork this term focusing on: line, pattern, shape and form using pen and watercolour pencils, wind up crayons and paint. Students responded to their artwork by writing a didactic panel/ artwork description for the Art Exhibition, some of which included beautiful creative stories. Displaying their artwork was an exciting opportunity for the students and an important part of the art making process.

Liz Bozsa
Creative Expression Teacher



Upper Primary

In Creative Expressions, the Upper Primary 1 children started working in visual arts (creative expressions) exploring paper-based activities, such as origami, collages, paper construction and making paper from recycled material. Instead of turning their attention to organising their own exhibition of paper-based artwork, all upper primary children contributed to the school-wide art exhibition some choosing to accompany the visual artwork with music. A small group of children set the artwork up in the Northern Room for visitors to enjoy in the afternoon.

The Upper Primary 2 children turned their creative focus on the performing arts, starting with lessons on the tone bars to explore music theory, nomenclature and composition. The children also chose to either play piano, ukulele, guitar or recorder to continue exploring this learning area. Some children are working individually continuing their own musical journey, while others play together in small ensembles.

Anja Reid
Creative Expression Teacher





Welcome to Physical Expression

In Term 3, the pre-primary students participated in numerous indoor lessons, which focused on activating and strengthening core muscles and performing midline-crossing exercises. Towards the end of the term, the weather allowed us to use the Hardcourt, and the students were introduced to new lessons and they have been enjoying playing with different type and size of balls.

The lower-primary students enjoyed activities designed to improve hand-eye coordination and foot-hand coordination skills.

The upper-primary students continued practicing various sports and engaged in drills aimed at enhancing their game strategies. Basketball, volleyball, and hockey have been particularly popular this term.

Arianna Taffurelli
Physical Expression Teacher





Welcome to the Lower Secondary Class

This term, students have been exploring the themes of 'Survival' in LS1 and 'Others and Outsiders' in LS2. Their projects have encompassed a wide range of topics, from mathematical analyses of zombies to refugees, and the skills required for survival. Students have honed their abilities in using topographical maps, creating skits, analysing novels, and investigating the human body.

In addition to their academic pursuits, students have also been actively involved in the Art Exhibition, producing a diverse array of captivating and impressive works that showcase their exceptional talents. It has been a demanding term, and I am immensely proud of the cohort's remarkable efforts, especially given the challenges posed by staffing changes.

A particular highlight of the term was the students' outstanding performance of 'Hamlet' at the Leederville Town Hall. This captivating production showcased a wide range of talents and demonstrated deep thought. It was a truly impressive achievement that we all take great pride in.

We look forward to the final term of the year, and the upcoming camp (details to follow early in Term 4!)

Michael Caldwell
Lower Secondary Advisor







Lower Secondary 2

English **by Zoe**

This term in English, the Lower Secondary 2 students have been studying the elements of the novel. Each student has completed three projects (one written, one spoken and one visual) over the course of the term which focus on the concept of monsters in literature. To help us with these projects, we have also delved into romanticism and Gothic fiction, and cinematic elements.

Humanities and Social Sciences **by Simon**

In Term 3, the Lower Secondary 2 students have been looking at Japan, demographics, and plate tectonics. We started the term by looking at the demographics of Japan and comparing them to other nations like the Gambia with population pyramids, and discussing the reasons for these drastic differences. We also discussed the effects of factors like age dependency and fertility rate on a nation. We learned about plate tectonics and how they can cause events like earthquakes and tsunamis, as well as volcanoes. We looked at how these events have affected Japan, and the measures taken to mitigate or prevent seismic disasters.





Microeconomy

Microeconomy

By Mia, Aneira and Maud

Farm: The Farm Group has built a new garden bed to grow crops that we can use in future long tables. They have also done various jobs around the garden, including watering plants, potting new plants, and weeding.

Food: The food group have been planning and cooking long table, so far, we have made: spaghetti and meat balls, breadzels, lasagne, garlic bread, cupcakes for the play.

Factory: This term in Factory, we have been making product for Father's Day sale like cards, chocolate and fairy bread. And we are experimenting new products for the microeconomy store.

Fabrications: We have been finishing off the quail service and making a community work list and planning project for next term.

Facilitators: We have organised quite a few things this term:

- The play (A modern adaptation of Hamlet) happened in week 5, it went well and we looked at making it better next time.
- We have organised Toastie day this term again, it went a lot smoother than last term and we saved money when shopping.
- We are looking at getting an everyday rewards card, because we go to Woolworths every time (think of all those collectable cards).
- We have also extended cafe to 3 days a week (Wednesday to Friday), cafe on Thursday is going towards the senior trip.
- We started to organize Quiz Night (15 November), going to businesses, asking for prizes. We are also happy to take prize donations from the school community.
- The time and venue for our annual school camp has been confirmed, we are going to Augusta on 29 October to 1 November.





Welcome to the International Baccalaureate Diploma Programme

International Baccalaureate Diploma and Career Programme Assessments

In the International Baccalaureate (IB) space, the focus of Term 3 is very much dominated by a long list of assessments that need to be completed as part of the students' final grading. The grades in all subject areas comprise of Internal and External assessments, which are usually the final examinations.

The Internal Assessments are often self-directed and cross-curricular in nature and skills, thinking skills, organisational, communication skills and other executive functions skills which can be transferred from one subject to another when planning and composing the required assessments.

Another important aspect particularly in the sciences is collaboration with other students. In the sciences, students are collaborating with other IB students outside our school on a joined project, called the Group 4 Project, which combines different science disciplines.

As part of the IB Diploma core subjects, the IB students are also encouraged to develop a personal passion into a research topic for the Extended Essay. In other subject areas, students develop an area of interest into an Internal assessment topic.

IB Marks and Grades

Assessments are mainly presented in written form and marked against criteria marks that students are familiar with. During practice assessments students either self-assess, assess each other's work or submit their work to their teacher.

In the subject areas all assessments are graded from 1-7, 7 being the highest and 1 the lowest grade, while in the core subjects, assessments like the Theory of Knowledge essay and the Extended Essay are graded from A – E, A being the highest and E the lowest grade.

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

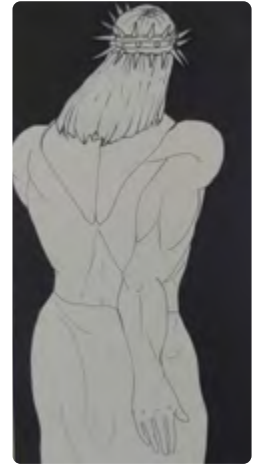




The Art Exhibition

This year, the International Baccalaureate Year 12 and 11 Art students presented their artworks in the Shammai Building on Thursday, 29 August 2024. Two of the students showed their artwork in the Long Room, and the other two presented in the Anthropology Room. Many former students and teachers showed up to experience the exhibition, and many of the students' parents came and gave positive feedback on the art works presented. Our two year 12 students gave speeches to the audience, and marshmallows were given to audience members. It was a great and rewarding experience to see all of the different art works and the effort put into the day; it was a good event for our school to host.

By Jack





Excursions in the International Baccalaureate

The Formal *By Eric*

On 6 September, the IB Year 11 and 12 students, as well as the Year 10 students attended the annual formal, organised this year by Rockingham Montessori School, one of Perth's Montessori schools with a secondary program. In addition to our school, three other schools participated: Rockingham Montessori, Treetops, and Perth Montessori. The event was held at Peel House Manor in Rockingham, about an hour and a half drive from the School. Students travelled to and from the event by a bus arranged by the School, arriving at 6 pm and returning by 11 pm. The food was pretty good, and the music was great. The evening was well-organised, with students enjoying dancing and having a fantastic time overall.

Perth Skills West Career & Employment Expo 2024

By Leuca

Earlier this term, the IB and Year 10 students had the exciting opportunity to attend a Careers Expo, giving them a valuable chance to explore their future pathways. The event was full of stalls from universities, TAFE institutions, and a wide range of companies, especially those in the mining sector.

It was an eye-opening experience for many students, providing insights into further education and the industries available to them. With a strong focus on mining, students were able to chat with representatives from some of the biggest companies in the industry, learning about the different career opportunities and what qualifications are needed to succeed.

For those who are still unsure about their future plans, the Expo served as a reminder that there are endless options and support available. Whether you're aiming for university, considering TAFE, or thinking about jumping straight into a career, there's a pathway for everyone.





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 Coordinator, Katharina Stillitano.





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

Recycle





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; includes no phone calls, messaging, emails, nor 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 1:00pm	12:30pm to 1:00pm	12noon to 12:30pm	N/A
Afternoon Observation	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm

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 3, 2024:

- (Issac) Kok Hoe Chai
- Abdul- Kader AK Ebrahim
- Adina Oltean-Borta
- Aleksandra Henderson
- Ali Saljoughian
- Amanda Richardson
- Andrea Sommer
- Anisa Ahmed
- Ann Glover
- Ashleigh Brookes
- Bree Stanton
- Caroline Conlan
- Cherise Trovato
- Chloe Bond
- Claudia Hangrad
- Clint West
- Courtney Anderson
- Cristina Campian
- Elicia Sabau
- Elizabeth Horsey
- Emma Laver
- Emma Sauer
- Emma Walraven
- Estela Perreira Arroyo
- Fabio Maniccia
- Faith Ong
- Flocy Lin
- Francesca Mannino
- Gina von Bodenhausen
- Girija Stewart
- Irena Chizhik
- Jason Ryan
- Jayshree Parmar
- Jennifer Mateo
- Jess Taylor
- Jo Watson
- Joanna McFarlane
- Kaori King
- Kate Tait
- Kate Tottle
- Katherine Rea
- Kathryn Rose
- Katja Roemisch
- Krita Jagatia
- Kylie Chalmers
- Mei Swan Lim
- Melinda Forsythe
- Mitalben Vasoya
- Natalie Kiddle
- Nathan Hood
- Nhu Thi Nicole Huynh
- Nova Arnachellum
- Payal Patel
- Peter Cardy
- Rachel Newbound
- Rashi Dabhowale
- Rebecca Hood
- Rebecca Lee
- Rochelle Burns
- Ruth Yong
- Sally Thomas
- Segolene King
- Selena Sulak
- Shalika Arniotis-Streat
- Shirly Tay
- Theresa Bagas
- Tiana Guthrie-Te Puke
- Tim Jackson
- Trang Nguyen
- Tuio Le
- Vanessa Morskate
- Wanda Anderson
- Wen Ting Chen
- Yuhan Zhang
- Yvonne Daisley
- 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



Contact us:

18 Montessori Place Kingsley, WA 6026
Post Office Box 194, Landsdale, WA 6025
Phone: 08 9409 9151
Email: admin@themontessorischool.wa.edu.au
Website: themontessorischool.wa.edu.au

Find us:

 [TheMontessoriSchoolKingsley](https://www.facebook.com/TheMontessoriSchoolKingsley)
 [the-montessori-school-kingsley](https://www.linkedin.com/company/the-montessori-school-kingsley)
 [themontessorischoolkingsley](https://www.instagram.com/themontessorischoolkingsley)