



# The Montessori Bell

Term 4, 2024



Help me to do it myself.



# Principal's Message

What an eventful year we have had! Our sad farewell to Des, followed by the appointment of new leadership has been a significant change, but is certainly not the only development to occur this year.

Our new building is almost complete, and we await the Certificate of Occupancy to enable us to use it in 2025. We have deep gratitude to Queenie and the Capital Planning Subcommittee: Aleks Henderson, Mahesh Advani, Olivier Royet, and Warren Miller who have worked tirelessly this year to ensure every detail is managed. It is a great success story to report that the building came in on time and under budget.

We also thank the Department of Education, WA for providing us with a Low Interest Loan, and thank you to AISWA – Capital Grants Association for their generous grant contribution, which have made the building project possible. If you take a sneak peek you will see the beautiful lawn installed, which will happily settle in ready for use early next year. It is a relief to see some green back in the space. We hope our community can join us in early 2025 for an official opening ceremony and a tour.

You will notice a few new bike racks around the school, we now have parking for about 70 bicycles or scooters. There are a few racks towards the back of the property for the secondary students, as well as those in the staff carpark. Please do consider next year whether your child might be able to try an active mode of transport. We are blessed with beautiful cycle ways and relatively quiet streets. It's a great opportunity to promote good health and develop more independence and life skills in our older students, and a wonderful activity for families who have the time.

As at the end of every year, we are saying goodbye to our graduating International Baccalaureate (IB) students: Alec Thompson, Leuca Broderick, Ruby Chew, Ryan Sheehan, Sam Bayes, and Zach Lemieux. We thank them all for their contributions to our school and wish them all well in whatever the future holds. We do hope that all our alumni would keep in touch and come back for visits often! After a few smaller groups in the next two years, we are seeing much larger numbers beginning to move through our secondary program and look forward to the enhanced opportunities this will bring our upper school students socially and academically. The addition of the IB Careers-related Program in our IB suite is offering more options and pathways to honour the interests and strengths of all students.

We will see a few changes across our staff in 2025, though mostly existing staff moving into new roles. We have carefully planned some additions including a generalist, Megan Beasley, in the Lower Secondary to provide additional pastoral oversight as that group expands. We have created a new role for Bernice Oellermann who will help us enhance our already strong early childhood program with activities to go deeper with cultural appreciation, First Nations knowledge, and sustainability work. We are maintaining high levels of Education Assistants to provide support for all our learners through the primary years, and we are excited to see what our specialists bring through Creative Expression, Language, and Physical Expression programs. Our core team of Montessori and IB educators will enhance their practice with professional development in many areas including understanding Autism and supporting gifted learners. We look forward to meeting our new community members including students and their families as they join us throughout next year.

Finally, our School is currently submitting our application for re-registration. This process requires a review of all our key practices and policies, ensuring that everything we do meets the Registration Standards for Independent Schools. Once the evidence and paperwork are submitted, the authorities will review our documentation and plan a visit to meet staff, students and parents, as well as to inspect and tour the School buildings and grounds. Every time the School completes this process we learn a lot, and the timing complements the imminent completion of our next Strategic Plan. We look forward to sharing more about the work we will do over the next five years to continue developing and improving every area of our beautiful school. As it has always been, our aim is to support every child to develop themselves holistically and to the fullest extent possible.

Thank you to all of you for the many ways you have partnered with us this year. To our volunteers who have helped wash laundry, care for the bushland, attended excursions, and the many other ways you have contributed – our community is not the same without you. It is a pleasure to work together to care for our children. We wish you all a very peaceful holidays and look forward with hope and joy to the New Year.

**Kate Tottle & Michael Caldwell**  
**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

<b>Education</b>	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.
<b>Prepared Environment</b>	Create and maintain pure Montessori environments, that are safe and engaging spaces for students to reach their full potential
<b>Staff</b>	Attract, retain and support passionate, dedicated, and skilled professionals with a Montessori heart.
<b>Governance</b>	Set, guide and monitor the strategic priorities of the school to ensure it operates within its legal obligations and regulatory requirements.
<b>Finance</b>	Manage the school's assets and funds, to assure long-term financial sustainability and growth.
<b>Engagement</b>	Foster positive connections and collaboration, within the school and the wider community.
<b>Natural Environment</b>	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	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	Co-Principal	Rachelle Edwards	Bookkeeper
Michael Caldwell	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	
<b>Pre-Primary 1</b> Ciara Foley Georgia Williams (EA)	<b>Pre-Primary 2</b> Ria McBennett Kendra Deane (EA) Jo McFarlane (EA)
<b>Pre-Primary 3</b> Jessica Jackson & Bernice Oellermann Audré Maré (EA) Eavan Coughlan(EA)	
<b>Lower Primary 1</b> Vicky Brown & Salwa Guirgis Julie Fitzpatrick (EA) Janice Aloysius(EA)	<b>Lower Primary 2</b> Ian Chapman Zoe Judge (EA)
<b>Lower Primary 3</b> Ashlea Fuller Debra Beach (EA) Janice Aloysius(EA)	
<b>Upper Primary Advisory 1</b> Jacob Horsey Girija Stewart (EA)	<b>Upper Primary Advisory 2</b> Michelle Hayes & Leigh Franz-Evans Winnie Peng (EA) Francesca Mannino (EA)
Secondary Level	
<b>Lower Secondary Cohort</b> Michael Caldwell - Lower Secondary 1 Adviser Jaromir Kulir & Liz Bozsa - Lower Secondary 2 Adviser	<b>International Baccalaureate</b> Katharina Stillitano - IBDP Coordinator Ashley Dufty - IBCP Coordinator
Specific Area of Teaching	
<b>Primary</b> 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)	<b>Secondary</b> 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
<b>International Baccalaureate</b> 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

On the last Friday of November, I attended the International Baccalaureate Graduation (IB) and End-of-Year Picnic for our school. The picnic is traditionally held at Rotary Park and is always a lovely and relaxed way to ring in the end of the school year and celebrate the graduates of our school's IB program. I can remember going to this picnic with my children when they were very small and being unable to imagine them old enough to graduate.

This year, my eldest daughter Ruby graduated from the IB. Ruby has been at the School since she was three years old and started with Kate and Ria in Pre-Primary. As a family, we have journeyed through Pre-Primary, Lower Primary, Upper Primary, Lower Secondary and, now, the IB together - with both parents and child learning about Montessori along the way. I am eternally grateful to all the teachers who have supported us throughout Ruby's Montessori schooling.

The 2024 graduates are the most beautiful group. Over the past two years I've seen first-hand how they have grown together as a community and individually as young people. This is the first year that we have graduates of both the IB Diploma Program and the IB Careers Program. The Careers Program is a fantastic addition for our year 11 and 12 students that allows us to offer a wider range of learning options than we've been able to previously.



A number of our students received early offers to university, while others have plans to pursue further study at Tafe or move into the workplace. I have no doubt they are all well prepared for their next adventure in life.

Our new Secondary Building is getting the finishing touches, with landscaping progressing well. Our new, larger oval has beautiful grass already taking root. From the Upper Primary balcony you can look across the front gardens which include a massive paved chess board, grassed area, and spaces to sit and chat. I cannot wait to see our lower secondary and IB students enjoying these new spaces next year.

Wishing you all a very enjoyable holiday season and a well-deserved break. 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](mailto: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

This term has been busy as we come to the end of another school year with lots of craft, singing, picnic lunches and of course, making paper chains. The older children were busy making their teddies, a long-standing tradition in our school as they prepare to leave our class. The children seemed to understand how special these are, often taking theirs out of the basket for a quick cuddle during the day. They will all be deeply missed in our room, and I would like to wish them all the best of luck for the future. It has been wonderful observing these older children helping and guiding the younger members of the class, offering to help them with materials or show them how to complete a job showing us the advantages of the mixed aged classrooms.

We began the term learning about weather and air. We explored cloud types, the water cycle, wind, seasons and different types of weather. The children enjoyed taking turns to record the temperature, rainfall, wind direction and the type of clouds each day. A highlight for the children was when they each had the opportunity to design and make their own pinwheel so they could experience how air moving makes wind. At playtime, they quickly learned that the quicker they ran, the faster the wheels spun. As we were looking at wind direction, we learned how a compass works and how to follow directions. We drew a large compass in the playground and had some fun following directions such as "run east" or "hop northeast."

The older children made a compass rose and had the opportunity to use the compass and a school map to answer positional questions. We also explored electricity, where the children learned how to build a simple circuit and testing objects to see if they are conductive or non-conductive. We finished with magnetism, discovering that objects which contain iron are magnetic. The children enjoyed discovering which materials in our environment are magnetic or non-magnetic.

As the weather gets warmer, the children have enjoyed working outside on tasks such as washing the windows, sweeping the leaves, drawing on the chalkboard and playing the musical instruments. Woodwork has been especially popular. Some children drew a design of something they wanted to build, found all the materials and tools and successfully completed their design. They had lessons on how to safely use the drill, saw and hammer. They enjoyed painting the completed woodwork to match their design.

I hope all our families a lovely, relaxing break and I look forward to seeing you all in the new year.

**Ciara Foley**  
**Pre-Primary 1 Teacher**

*"The main thing is that the groups should contain different ages, because it has great influence on the cultural development of the child. This is obtained by the relations of the children among themselves. You cannot imagine how well a young child learns from an older child; how patient the older child is with the difficulties of the younger."*

*- Dr Maria Montessori*





# Welcome to the Pre-Primary 2 Class

This term, our activities were focused on hands-on learning in three engaging areas: Sound, human biology, and woodwork. Sound has been an engaging and sensory topic this term and we commenced our study on sound by discussing how sound is made, and closing our eyes and listening to the sounds surrounding us. We then discussed pleasant and unpleasant sounds which interestingly can be different for different people.

We looked at and experimented with high and low pitches and classified various instruments such as wind instruments, percussion instruments, string instruments etc. Following our lessons on sound, we moved on the topic of human biology.

We looked at the skeleton first using books, puzzles, models and the parts of job. We then individually identified and named the other various systems of the body and discussed their functions. We further discussed foods for fuelling the body through our "foods we always eat/foods we eat sometimes" job. This has been an interesting topic for the children and there has been much engagement and participation during these lessons and discussions.

Woodwork has been a favourite activity in our classroom this term and a wonderful exercise in fostering creativity, development of fine motor skills, problem solving, and working safely with selected tools. Through our woodwork lessons, the children had the opportunity to design something to create, plan the steps and select the tools necessary. This allowed them to practice practical skills such as hammering and sawing and learning the names and purposes of basic tools. Once each child had completed their woodwork piece, they had the opportunity to paint and decorate their piece. Initially this was driven by the older members of the group, but many of our younger members took on to create something out of wood. It has been lovely to observe their engagement and care when undertaking this everyday practical skill.

Finally, we would like to take a moment to express our gratitude to each of our families. It has been wonderful to be part of your children's journey, watching them grow, learn, master new skills, build friendships and discover the world with curiosity and wonder.

We wish you all a joyful and restful Christmas and summer.

**Ria McBennett**  
**Pre-Primary 2 Teacher**







# Welcome to the Pre-Primary 3 Class

This past term in the Pre-Primary 3 Classroom has been a wonderful journey. The children worked diligently, engaging in meaningful work cycles and contributing to a harmonious classroom atmosphere. We had the pleasure of welcoming Svetlana, a second-year Edith Cowan University student, for a four-week practicum. The children eagerly shared their Montessori jobs with her, and Svetlana reciprocated by presenting several beautiful lessons that the children thoroughly enjoyed. Her calm and respectful demeanour created a lovely connection with the students, and we wish her the very best as she continues her journey toward becoming a teacher.

Our Science studies this term focused on Geology and Astronomy, sparking curiosity and excitement among the children. During our Astronomy study, many children used wooden templates to arrange and order the planets, creating detailed drawings and paintings. We also explored the moon, introducing its different phases, which captivated their imaginations.

In Geology, we delved into the fascinating formation of the Earth and learned about volcanoes. One of the highlights was the hands-on volcano eruption activity, which brought the lesson to life in a memorable way! As budding palaeontologists, the children also explored fossils and participated in a Dino Dig in our outdoor sensory tray—a thrilling experience that combined science with play.

As the end of the term approaches, we prepare to say goodbye to the older children in our group as they transition to Lower Primary. In keeping with a cherished school tradition, they have been busy sewing their teddy bears. It is heartwarming to see the pride they take in their hard work and creativity. To help ease the transition, the children have been completing work cycles and enjoying playtime in the Lower Primary classroom over the past few weeks. These experiences have been a wonderful way to prepare them for the next stage of their Montessori journey. We wish them all the best as they move to their new classroom. They will be truly missed, but we know they are ready for this exciting next chapter.

With the close of the year upon us, we would like to extend our heartfelt gratitude to all our families for their active participation in school events, lunch dates, and classroom observations. Your commitment to your children's Montessori education is invaluable and plays a vital role in fostering their growth and learning. We would like to wish all our families a safe and joyful summer holiday. Thank you for your continued support throughout the year, and we look forward to welcoming you back in 2025!

**Jessica Jackson & Bernice Oellermann**  
**Pre-Primary 3 Teachers**

*“It is interesting to notice that where life is simple and natural and where the children participate in the adult's life, they are calm and happy.”*

*- Dr Maria Montessori*







# Welcome to the Lower Primary 1 Class

What a term we had in Lower Primary 1! We started by reflecting on our favourite activities from Term 3 and what we were looking forward to in Term 4. Guess? The play! After reading the Story of Communication and Writing, the whole class was looking forward to continuing to learn about the elements of drama and designing and making props. They used their own written stories to practice the elements, and it was a joy to see the collaboration among themselves.

The children had lots of fun preparing the props and the cloths with the help of our Art Teacher Liz. The children presented the play in front of their parents, and it was a lovely day, everyone did their parts with joy and happiness.

We finished the term with the Story of Literature. Introducing the children to the evolution of literature through the ages. Mythology and Legends is a particular favourite with some students as well as the more modern Harry Potter and Diary of a Wimpy Kid.

Additionally, the children practiced regularly for the annual Christmas Concert alongside Pre-Primary, and they prepared for the Christmas Concert in Week 9.

In Week 10, we closed the term with a highly anticipated science incursion, which the children simply found delightful!

We would like to wish you all a safe and Merry Christmas and a very Happy New Year.

**Vicky Brown & Salwa Guirgis**  
**Lower Primary 1 Teachers**







# Welcome to the Lower Primary 2 Class

We thank everyone who has helped make our class what it is over this year.

It is a sad time of year where we say our goodbyes to a few people, including our Year 3 students. To those who are moving up or leaving our school: good luck!

May we wish you all a safe and happy holiday.

**Ian Chapman**  
*Lower Primary 2 Teacher*

## Reflection Written by Ethan and Owen (Lower Primary 2 Students)

### The Play

The dress rehearsal props were hard to make but it was a lot of fun.

The play idea came to mind last term, and we have been rehearsing and making props ever since.

The play went fine, well, it was a whole lot better than just 'fine' it was fantastic thanks to the efforts of all involved.

The narrators were practicing quite a lot. All the children did exceedingly well, and the performance was enjoyed by all.

### The Year3 Farewell Dinner

The Year 3 Farewell Graduation is an annual dinner to celebrate the students who are moving up to Upper Primary. It started at around 3:15pm and ended at around 6pm.

We played games, ate hot dogs, and had icy poles for dessert - yum!

### Elephant Toothpaste People (Supersonic Science)

Sometimes, people come to our school to show us things. The people from Supersonic Science came this term and showed the Lower Primary and Pre-Primary students how to make slime and fake snow. For the Grand Finale, we made a volcano of Elephant Toothpaste, which was super cool - do not give this to an elephant because it is BURNING HOT!

### International Baccalaureate Examinations

This term we all had to be quieter than normal and respectful to the IB students because they were taking their final exams. We wish them all well in their future endeavours.

### Poverty Day

We began this term with Eradication of Poverty Day (we call this day: Rice Day), when everyone just eats rice for lunch. This is to teach us that some people only have limited food to eat.







# Welcome to the Lower Primary 3 Class

We have completed another year, extending our knowledge of the world, both near and far.

Children continued to enjoy working with friends to discover information about global products, finding countries that export and import, how the product is used, and how long people have been using it. We experienced what poverty may look like for some children in the world who only get a bowl of rice as their daily meal.

Craft for the term was decorating a calico bag using the flower pound method to transfer natural dyes from flowers; some children got very creative, even adding buttons to the final product.

The class enjoyed preparing props and practising for the whole Lower Primary play, *The Story of Writing*. The play was a first-time experience for a lot of the class, discovering the work required to put on a play and the feeling of nerves and excitement you get performing to an audience. After a dress rehearsal for Pre-Primary, the final performance was for our family and friends, where we showcased our new-found skills. We utilised this new confidence to perform in front of a crowd when we joined Pre-Primary to sing songs at the Christmas Concert.

This final term is also the term of transition; some of us have had trial days in Upper Primary to see what their space is like before we join them and enjoy a 'Farewell BBQ' with our fellow Year 3 students. For others, it has been helping the new friends that will join us from Pre-Primary enjoy their time experiencing our space in preparation for joining Lower Primary next year. For a few we wish you all the best as you move to new places to continue your education.

The last weeks of the term were full of excitement: Supersonic Science presented a science incursion on the last Monday of the term; we spent some time making paper chains; and the Pizza Day on the last day of the year!

From all of us in the Lower Primary 3 Classroom, have a wonderful break and we look forward to seeing you in the new year.

**Ashlea Fuller**  
**Lower Primary 3 Teacher**







# Welcome to the Upper Primary Class

Term 4 has been a busy in Upper Primary. The children have shown great interest in learning about The First Fleet, federation and the impacts of colonisation. As part of this learning journey, the children engaged in a Cultural Collisions Workshop with Bula Bardip. They learned about early interactions with Australia's Indigenous People, both positive and negative. This included information on 'trepanging' and some of the shipwrecks off the coast that were caused by our strong westerly winds 'The Roaring Forties'. The second-year students participated in a walk through the city, from the river at Elizabeth Quay to the Western Australian State Library, looking at points of interest for the Swan River Colony and learning about the history of the City of Perth. On the topic of cultural collisions our older students ran the Upper Primary Movie Night with a screening of *Rabbit Proof Fence*. This movie enacts the sobering true story of some young aboriginal girls who were removed from their families and sent to the Moore River Native Settlement. This harrowing tale provided some excellent discussion around the 'stolen generation'.

As part of financial literacy, the students had a Talk Money incursion. They learnt about saving and managing money, as well as the difference between needs and wants, and the use of digital money. Veolia also made a visit to the school so the children could learn about waste management. They got to watch a rubbish collection via live feed and learnt about the sorting process and machinery at Veolia. This incursion provided some useful tips, including the need to avoid stacking boxes and containers inside each other when adding them to your recycling bin.

In Week 8, fabulous day was enjoyed by all at Kings Park. The younger students got to conduct a survey of the banksia woodlands, collecting scientific data on rainfall, wind speed and the flowering stages of the plant species. They put their knowledge of food webs to the test, discussing the likely threats to the local environment. To round off their education session they enjoyed making seed bombs and heard about the research that went into creating these densely packed balls of goodness. The children learnt about the restoration of bushland and the amazing 70% increase in germination rate that results from the use of these seed bombs. Many of the children are excited about putting this knowledge with our own bushland natives.

The older students enjoyed an education session on *Amazing Adaptations*, exploring native vegetation and investigating different native plant species. The children looked at vegetation in the field and used their knowledge to collect, identify, classify and label plant specimens. It was wonderful to see the children's keen interest in native bushland and the ways they can protect these precious environments. The day was enjoyed by all. The afternoon spent exploring the nature scape and wading with the tadpoles was also a highlight. This Learning experience coincided with work the Upper Primary students have been doing to stabilise some of the banks near the hard court. Children discussed and planned an approach for restoration and mitigation of erosion in this area.

Our graduating Year students planned and enjoyed an evening of pizza, movies and games to celebrate this important milestone in their education. A fun evening was had by all, and we wish each of them the very best as they move on to the next chapter in their learning.

It has been a busy and productive year in Upper Primary and we would like to thank to thank all the parent helpers who have assisted us throughout the year. We wish you all happy holidays and look forward to many more adventures in Upper Primary in 2025.

**Michelle Hayes**  
**Leigh Franz-Evans**  
**Jacob Horsey**  
**Upper Primary Teachers**











# Welcome to Creative Expression

## Pre-Primary and Lower Primary

In Art, the pre-primary students have been enjoying using watercolour, oil pastels and chalk pastels to express themselves while exploring abstract Art. During one lesson, students worked outside to experiment with creating paint droplets on a large page. Students worked outside on the grass area and enjoyed getting messy.

The lower primary students have been enjoying working in the Art Room to create their props and costumes for the Story of Writing Play. When they finished their costumes, some students experimented with Foam Air Dry Clay to create small sculptures of their choosing.

**Liz Bozsa**  
*Creative Expression Teacher*

## Upper Primary

In Creative Expressions, the children of the Upper Primary 2 Classroom have continued to work in the visual art learning area. They used their drawing and modelling skills to make sculptures out of paper mâché and clay. Towards the end of the term, some children collaborated to set up "Under the sea", an exhibition to share and display all their art work.

The children in Upper Primary 1 have continued to learn to play the instrument they chose at the beginning of Semester 2, mostly playing alongside their friends in small ensembles. They also composed a short piece of music to teach or perform to their friends. We also explored famous composers, music styles and orchestral instruments.

**Anja Reid**  
*Creative Expression Teacher*







# Welcome to Physical Expression

In Term 4, the pre-primary students have enjoying stations and games that involved the use of objects such as different type of balls, hula hoops, bats, soft frisbee, and bean bags. They also continued to practice fundamental movement skills, such as skipping, galloping, running, sprinting, and jogging.

The lower primary students have been engaging in sport activity that gain the development of fundamental skills used in team sport games and preparing themselves to play larger group game. The students have enjoyed lesson at the Talbot Park and learn how to be responsible for themselves, others, and sport equipment when outside school grounds.

The upper-primary students have been taking charges of the setting up their stations and coming up with drills and game strategies. The students have been using the Lehmann Park and had lessons on responsibilities and being accountable for each other.

## ***Basketball Club***

This term, we have also started a Basketball Club, which ran on Wednesdays from 3.15pm -4pm.

The Year 3 students as well as the upper primary students who have joined the Club seemed to really enjoy the 45minutes of fun basketball. Every skill level was welcome as this was a safe place to nurture the love for physical activity and sport. We aim to foster the positive impact that sport activities have on physical and mental health, as well as developing social skills and building friendship.

***Arianna Taffurelli***  
***Physical Expression Teacher***







# Welcome to the Lower Secondary Class

Dear Lower Secondary Community,

Another year has come to an end, and I find myself reflecting on the immense gratitude I feel for the Lower Secondary Community. The students have truly amazed me with their ability to navigate this year with such independence and maturity.

From Camp to Quiz Night, Creative Expressions to Microeconomy, both in and out of the classroom, the students have consistently exceeded expectations. They have demonstrated an exceptional aptitude for the immeasurable qualities that truly define a well-rounded individual: kindness, grace, independence, problem-solving, curiosity, patience, teamwork, and community-building. I am honored to witness their growth and proud to be their coordinator and guide.

In reality, the students have been our guides, and I commend and thank them for their incredible contributions this term. I wholeheartedly wish them a safe and restful holiday and eagerly anticipate the next chapter of The Montessori School.

I would also like to express my sincere gratitude to everyone who is part of our community, particularly the volunteers who have generously given their time and support. Your contributions are invaluable, and we truly couldn't do this without you.

Happy holidays, and see you in 2025!

**Michael Caldwell**  
**Lower Secondary Advisor**



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



## Lower Secondary 1

### **Health & Sports**

**By Mia and Maud**

This term, we have had a mixture of Sport and Health lessons between the weeks. During sport lessons, we have been learning different aspects of Athletics. So far, we have learned the correct way to throw a discus, shot put, and a javelin. We have also explored how to keep a consistent pace for long distance foot races, running 800m and then an 100m sprint at Moolanda Park.

On the weeks we didn't do sport, we had Health lessons. They informed us about important things that we should know, including puberty, healthy relationships, and consent.

### **Creative Expression**

**By Emily and Aneira**

This term we did various projects including but not limited to, stop motion animation, music, crafts, art, and photography. Some people continued to finish their projects they were working on last term.

### **English**

**By Trinity**

In term 4, we have been working through the textbook chapters since there was no topic/theme this term, with the aim to get a full chapter, or ten pages, finished by the end of the lesson.

Now of course, this was a hard goal to hit. Most struggled to get so much work done in a two-hour window, but that's why the goal was flexible.

Plenty of students did manage to come through at different times with their work- doing different chapters looking at creative writing, punctuation, literature, and so much more.

### **Humanities and Social Sciences**

**By Trinity**

This term in Humanities and SOcial Sciences, we have been exploring the topic of North America. Working through a video series with a man named Simon Reeve, who explores Canada and North America, and even works his way through Mexico and the Carribbean later on.

Notes have been taken, along with various projects along the way, such as video presentations on a historical event or some part of the US economy, and a normal powerpoint based presentation with the same topic.

### **German**

**By Orlando**

Term 3 in German we worked through the text book. We did a few small projects on fairy tales in which we did research on our fairy tales, and we did another project on Anne frank.

In term 4 we first worked with the textbooks. Then we were set a project to make brochures for our dream schools. Some of us did our schools based off sport others art or something.

### **Mathematics**

**by Katie, Lola, Ruby**

This term in math we have been focusing on statistics and percentage. Each student chose a sport and found a stadium for said sport. Once the students had a stadium, we worked out the seating and different ways to increase the seating in the stadium, to make more profit. We also chose a team and found the team score statistics, we then had to compare the statistics from each player.





## Lower Secondary 2

### **English** **By Simon**

In LS2 English we have been exploring the ideas of inventions and social problems by reading and analysing social novels such as *I, Robot*, *Northanger Abbey*, *Nineteen Eighty-four*, and *North and South*. We have also been supplementing this work through working through the English textbook.

### **Health and Physical Education** **By Tomasz**

This term Health and Physical Education students have covered topics across both subjects. In PE students have been engaging in athletics such as shot put and discus as well as sprinting. In health we have covered sex education with topics such as consent, relationships and the changes in puberty being covered.

### **Humanities and Social Sciences** **by Zoe**

In Humanities and Social Science, this term we have been completing the booklet *Human Planet*, made for us by Jaromir. There are four sections in the booklet, Arctic, Oceans, Grasslands and Cities, each with questions based off the BBC series *Human Planet* which tells remarkable stories of human ingenuity and survival all over the world. In addition to the questions, each section contains other exercises where we can delve into different topics such as 'what are tidal cycles?' 'how did the Hawaiian islands originate?' and 'was the agricultural revolution "history's biggest fraud"?'

### **Mathematics** **by Luca**

This term in maths most of the year 9 and 10 students have been working from text books with the help of Emma. The areas of maths the students of LS2 have been doing are statistics, fractions, algebra and graphs. Some students have been doing surveys and collecting data from the Lower Secondary students and used this data to plot graphs.

### **German** **by Zoe**

Hallo Leute! This term in German we have been learning about German customs around Halloween, Christmas, and Birthdays. We've also been learning how to vary our writing from formal to informal by using different pronouns, greetings and vocabulary. This led to a very interesting lesson during which we learnt 'Jugendsprache' or German youth speak. It was cringe.

### **Kira** **by Kira**

In science this term, we have been learning about physics. We covered the particle model, different types of energy, heat transfer, types of waves, and electricity and circuits. As a Halloween themed lesson, we learned about light, the anatomy of an eyeball, and we got to dissect real bulls' eyeballs. We also had a test on everything we learned this term about energy.





## Microeconomy

In Microeconomy this term we have been doing a variety of tasks.

- Food Group: planning and cooking our meals for long table on Fridays.
- Farm Group: looking after our garden for as well as weeding and cleaning throughout the School.
- Fabrications Group: designing our new Zen Garden.
- Factory Group: has recently started making products for Christmas for our Honkey Nuts stall
- Facilitator Group: has done a lot this term for example one of our facilitators Mia worked really hard on organising our annual Quiz Night.





# Career Taster Days

This term, the Year 9 students have participated in two taster days at North Metro TAFE through the WA Career Taster Program. The program is designed to challenge students' thinking and help them make connections between education and post-school opportunities by allowing students to explore career and study pathways through practical (and fun) experiences at TAFE. The intention is to help them to make informed decisions about their programme and subject selections in Years 11-12. Students at The Montessori School, Kingsley, can choose between completing the IB Diploma (DP) or Careers (CP) programmes in Years 11 and 12. If a student chooses to complete the CP in Years 11-12, they will complete a certificate at TAFE, study two Diploma Programme (DP) subjects, as well as a 'core' consisting of language and cultural studies, a personal and professional skills course, and a reflective project based on their chosen career pathway. If students choose to complete the Diploma, they study six subjects plus a 'core' consisting of the Extended Essay, Community, Activity and Service (CAS), and Theory of Knowledge (TOK).



For our Career Taster days, Liz Bosa (Art teacher), Ashley Dufty (IB CP Coordinator), and the Year 9 students visited the Northbridge campus of North Metro TAFE in the city. There, we heard about career options, met lecturers, and completed fun activities related to courses available at one of North Metro TAFE's many campuses.

The first day was spent in the design department, where we created a physical magazine using different art styles for each page, laying out our lettering and pictures, and then printed our designs, layering colours using a risograph machine. On the second day, we spent the morning with an industry specialist in film and TV makeup. We gave ourselves some pretty gruesome bruises and 'wounds' while learning about career opportunities in the film and TV industry. We then spent the afternoon working again in the graphic design department, but this time with digital media, taking photographs and designing our own (digital) magazine covers. Students (and teachers!) were able to take home their creations, and each student received a certificate of participation, which can be used in any future application to TAFE.

In Semester 1, 2025, we plan to do a few more Taster Days in the engineering and technology fields, following student inquiries in those areas.





# Welcome to the International Baccalaureate Diploma Programme

This term tends to be very busy and then also very quiet, certainly a time of change when the Year 12 students leave and prospective students visit the International Baccalaureate (IB) group on certain days and times for their transition lessons.

## ***Internal Graduation***

The beginning of Term 4 also sets the tone for a term of change as we celebrate our IB (Year 12) students in an internal graduation at the School. We share a communal lunch with the IB staff and all IB students, and then farewell our IB students in a gathering with the whole school in the School Amphitheatre (which is only just large enough for all our students). During this occasion, we introduce the students to some of the younger children and explain that they are about to finish their school education. Afterwards we make time for the graduating students to visit each classroom and exchange farewells with their former teachers and other friends.

## ***Examinations***

Between Monday 21 October and Friday, 8 November 2024, our IB students sat either their final or their first round of trial examinations. The students and the School were ready and prepared for the exam period and the exams passed without any hiccups. We are grateful for the support and proud of our school students and staff who helped maintain a very calm and purposeful environment during the exams.

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

All in all, everyone showed great determination and resilience throughout the exam period and managed their stresses well.

## ***End of Year Celebration & Graduation***

For this year's graduation we gathered back at Rotary Park in Joondalup. The park is a beautiful area next to the lake and with a stunning playground that supplies ample opportunities for children to stretch their legs.

We took the opportunity to remind our students what they had achieved over the last fourteen years and what Montessori and IB values had been part of their lives at The Montessori School: a reminder of what we most value: community spirit and independence.

After the formal ceremony we enjoyed a delicious cake and celebrated this tremendous achievement of our IB students.

***Katharina Stillitano***  
***International Baccalaureate Coordinator***







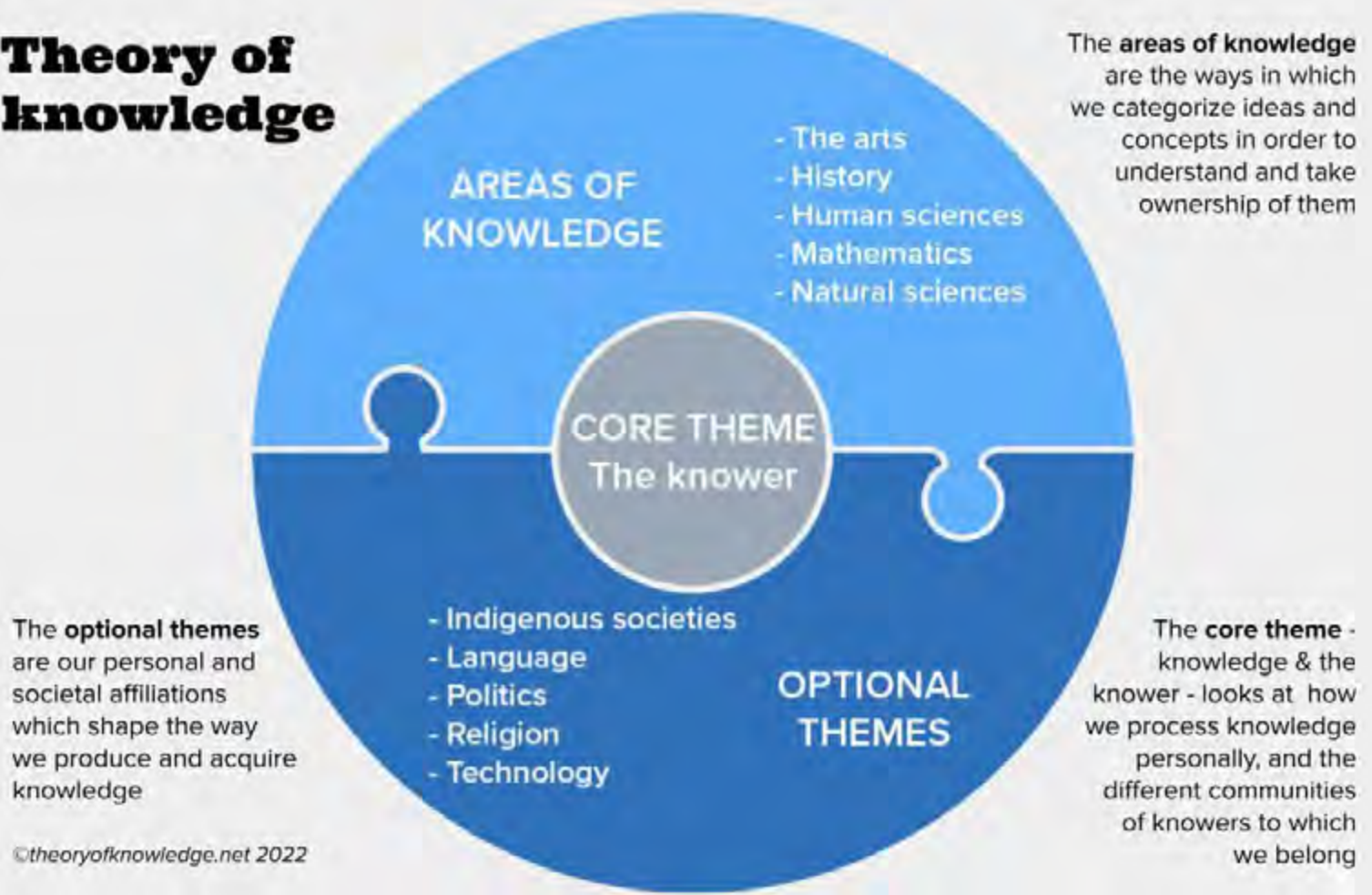
## Creativity, Action and Service

As part of the IB Diploma Programme (DP) students plan, do and reflect on a variety of experiences through the Creativity, Activity and Service (CAS) core component. This part of the Diploma is designed to help learners develop organisational, planning and collaborative skills through a series of non-academic experiences. CAS allows students to explore their passions, stretch their imaginations, learn new skills and develop their connections to both local and global communities. Learners plan and reflect on their experiences using an electronic portfolio where they can upload videos, create journal entries and photographs.

The Year 11 CAS students have been doing some remarkable exploration of their creativity this year and their diverse projects reflect the personal nature of the CAS program. Eva has been exploring her creative side by creating a series of hand drawn and painted cards, most often around nature themes. Jack has been developing his own drawing skills and exploring themes that are not part of his Visual arts portfolio and Eric has expanded his creative expression in both a traditional direction (continuing to advance his piano playing) but also learning to code in python. These creative activities are unique expressions of each learner's personality, passions and interests that highlights how special the IB DP is as a graduating pathway.

**Ashley Dufty**  
*IBCP Coordinator + CAS Coordinator*

# Theory of knowledge



## TOK Exhibition

What is the Theory of Knowledge (TOK) exhibition? It is an opportunity for students to showcase not only what they learnt in their first year of TOK, but also their ability to think critically, consider abstract concepts, their aptitude for imagination and improvisation, and their organisational skills. That, with an eye on the real world; IB introduces this assignment with the words: "The TOK Exhibition explores how TOK manifests in the world around us".

Let's offer more details. Students will select three objects that they have encountered in various avenues of life: their study, hobby, by chance, etc. These objects will be explored through one of the TOK listed prompts.

Examples of the TOK Exhibition prompts include: Can new knowledge change established values or beliefs? How can we distinguish between knowledge, belief and opinion? What is the relationship between knowledge and culture? Who owns knowledge? Should some knowledge not be sought on ethical grounds? Or are some things unknowable?

The best TOK Exhibition work focuses one or more of the key TOK concepts; Evidence, Interpretation, Objectivity, Truth, Values, and Perspective, to list some.

Still not entirely sure what the TOK Exhibition is? Don't worry. If you are a future IB student, you will receive far more explanation and continuous guidance. For the rest of you, the following work of this Y1 IB student, one that ticked all the required assessment criteria, may give you an idea.

*Jaromir Kulir*  
*Theory of Knowledge Teacher*





# 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.





# New Complaint Management Policy

We value open communication and strive to foster positive relationships between home and school, ensuring alignment with the Montessori Method. To support this, we have recently reviewed our Complaint Management Policy, which outlines clear pathways for addressing concerns and fostering constructive dialogue.

## Why is the the complaint process important?

Sometimes, families or students may feel unsure of something, or have a complaint they wish to raise with us. It is important to us to receive this feedback so we can address any issues or provide communication to support positive relationships. We encourage parents and caregivers to support the students in raising their complaints. All complaints will be heard and will be investigated and responded to by the person responsible. We do prefer to speak face to face, but complaints may also be made in writing, over the phone, or anonymously in writing. The level of investigation or response may be affected by the way in which the complaint is shared. Although they still provide important feedback, anonymous complaints will be harder to investigate and resolve.

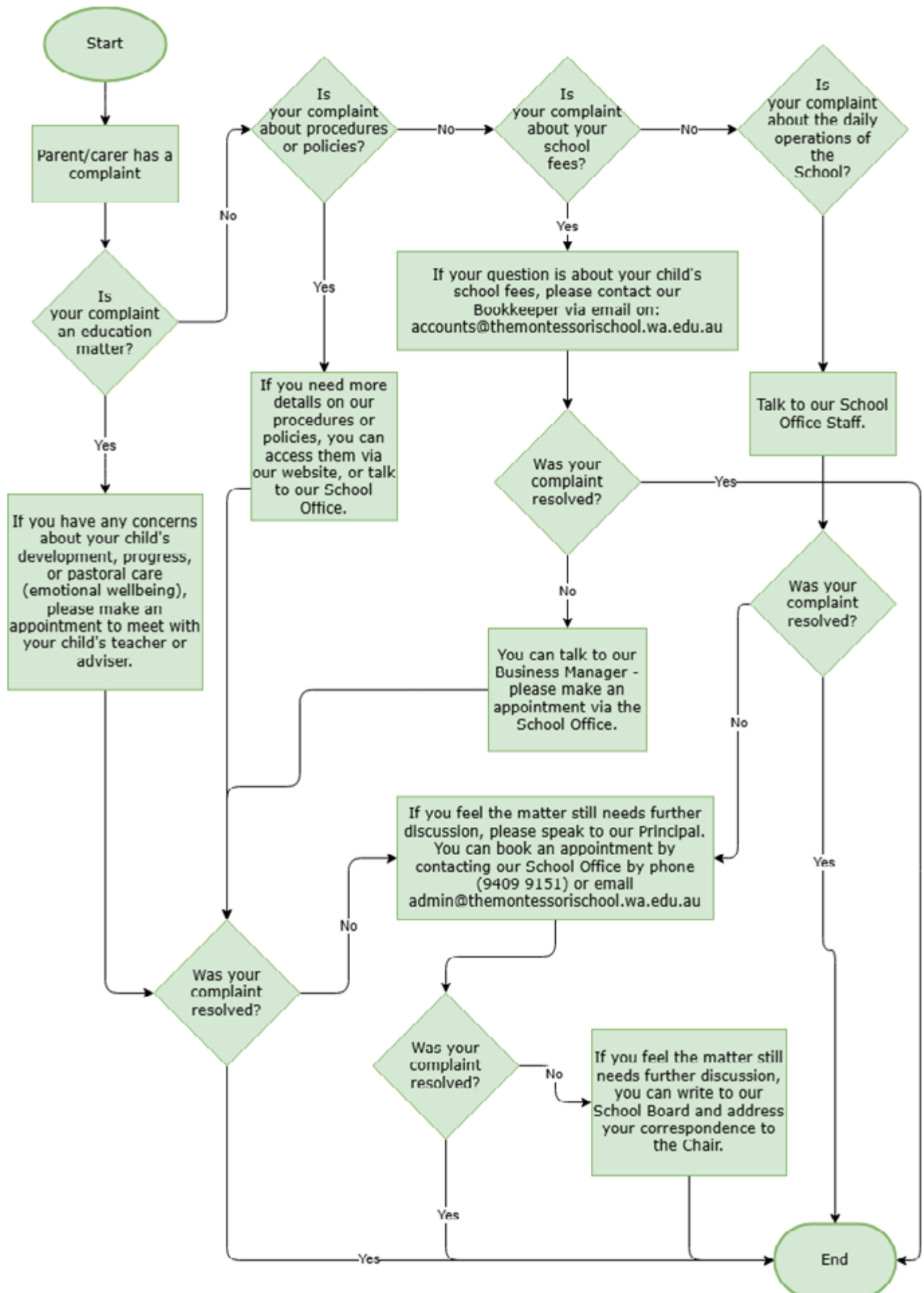
## How to raise a complaint?

Most issues you can raise directly with the class teacher, and these will be forwarded to the right person as needed. Some issues may need to be brought to the School Office, to the Business Manager, or directly to the Principal. Complaints about the Principal should be directed to the Chair of the Board. Please use the following flow charts to help you, and refer to the recently reviewed Complaints Policy which will be published on our School website. If you are ever in doubt of how to raise a complaint please ask a staff member to assist you.

Over the next few pages, you will find flow charts outlining how families can raise complaints, as well as how our students, both younger and older, can voice their concerns



# Families Complaint Process





# Pre-Primary, Lower Primary and Upper Primary Student Complaint Process

## Top tips for making a complaint

**1 Get support**

Talk to a parent, carer, friend or someone you trust and ask them to help you. They can even be with you when you complain. You can also use an interpreter if you need to.

**2 Find out how**

Sometimes it is tricky to know how to make a complaint. It is usually best to talk to the organisation you are dealing with first.

- Talk to someone in the organisation you feel comfortable with or check out the website to find out about their complaints system.
- Find out who is the person responsible for complaints. This will save you from having to tell lots of people your full story.
- What are the different ways you can make a complaint (face-to-face, by phone, in writing - letter, email, any others)?

If you are not safe or do not want to talk to someone in the organisation there are other agencies that can help you. Check out our website [ccyp.wa.gov.au](http://ccyp.wa.gov.au)

**3 Plan what you want to say**

Write down what you are not happy about and how this has affected you. Also decide what you think should be done.

This will help you when you have to talk about it. You may need to tell a couple of people in the process, so it will also help you remember what you've said before.

  
Commissioner for  
Children and Young People  
Western Australia

## 4 Be calm and ask questions

When you make your complaint, try to be calm and polite even if you feel upset. Staff of the organisation should also treat you with respect.

Ask as many questions as you like. You may want to know:

- How they will keep your complaint private?
- What will happen next?
- Who will get back to you and your support person?
- When will they get back to you?
- If you're not happy about the result of your complaint what is the next step - who will review your complaint then?



## 5 Keep notes

Write down who you speak or write to, the dates, anything they promise they will do and the date they say they will get back to you. This will help you keep track of things. You can also write down how you feel about the complaint process, this may be useful later.

## 6 Keep at it

Don't be afraid to complain further if you are still not safe or feel the matter has not been resolved fairly.



From the Commissioner for Children and Young People WA

Ground Floor, 1 Alvan Street, Subiaco WA 6008 | Telephone 08 6213 2297 | Facsimile 08 6213 2220  
Freecall 1800 072 444 | [www.cyp.wa.gov.au](http://www.cyp.wa.gov.au)



# Lower Secondary & International Baccalaureate Student Complaint Process

You have the right to feel safe and be heard. Speak up if you have a concern or complaint.



Developed with the help of Lower Secondary Students.

# School Laundry

Hand towels, tea towels, placemats, and other linen that the students use need to be laundered weekly. Families are kindly requested to assist with this laundry as part of their valuable contribution to the School community. By participating in the laundry cycle, families help support the smooth functioning of our classrooms while fostering a sense of shared responsibility and collaboration within our community.

## Personal Hand Towels

For hygiene purposes, each student is assigned two hand towels. Each week, students take their hand towels home to be washed and returned to school. Typically, one hand towel will be in use at school while the other is at home for washing, making it easy to fit into 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.

By taking part in this system, families not only contribute to the day-to-day functioning of the School but also model community engagement and responsibility to their children. Together, we create a collaborative and caring environment for everyone.

# Thank You Laundry Volunteers

**We would like to say a BIG thank you to our laundry volunteers for Term 3, 2024:**

- (Yan) Ting Yan Ma
- Abdul- Kader AK Ebrahim
- Ali Saljoughian
- Amanda Richardson
- Amanda Zavros
- Andrea Sommer
- Angela Chew
- Anisa Ahmed
- Aygul Bergengalieva
- Barbara Watroba
- Beata Groszyk
- Beata Richardson
- Celine Royet
- Clare Eskander
- Claudia Hangrad
- Clint West
- Courtney Anderson
- Danielle Butcher
- Doulene Steyn-Walker
- Elodie Marbleu
- Emina Hasanovic
- Emma Sauer
- Gemma Broderick
- Gemma Corbitt
- Jennifer Mateo
- Jessica Henry
- Joanna McFarlane
- Joanne Diaz
- Josy Burke
- Kate Durey
- Kate Fosdike
- Katherine Edwards
- Kathryn Rose
- Kendra Deane
- Kim Burns
- Krita Jagatia
- Laetitia Lafaurie
- Laila Miller
- Laura Reynolds
- Lisa Ellison
- Lise Cullen
- Loretta Philp
- Makiko Sooby
- Maria Barnes
- Megan Beasley
- Mei Swan Lim
- Melinda Forsythe
- Natalia D'Alesio
- Natalie Kiddle
- Rachel Newbound
- Rashi Dabhowale
- Rebecca Lee
- Sabrina Dimanlig
- Sally Thomas
- Selena Sulak
- Shalika Arniotis-Streat
- Shane Inni
- Shirly Tay
- Stephanie Johansson
- Susannah Williams
- Tara Gray
- Tashreen Tourabaly
- Theresa Bagas
- Yulia Wood
- Zoe Judge








**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](mailto:admin@themontessorischool.wa.edu.au)  
Website: [themontessorischool.wa.edu.au](http://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)