



The Montessori Bell

Term 1, 2025



Principal's Message

This term has brought many new beginnings to our community, along with a few endings. We have welcomed many new families into Pre-Primary, a few into Lower Primary and one into Lower Secondary. All of the students have settled in beautifully, and we are enjoying getting to know them and their families. We hope that many of our existing parents would take the time to meet and welcome the new parents, to help them feel part of life at our school.

The new building is open and furnished! Our eldest students helped to unpack and arrange the new furniture in Week 6, and it helps the new spaces to feel prepared and purposeful. There is still some shelving to be fitted and those personal warm touches to come. The IB students are particularly happy with their new common room, and all rooms are now activated. Outside, the environment is looking beautiful and we look forward to the planting scheduled for later this season.

Supporting parents to continue their Montessori journey and to learn more about how we work is front of mind for us. We trialled a different format for our 'Discussion Night' event this term and it was a great success. If you have any feedback or suggestions about parent events please do let us know. Please do make an effort to join at least one event every year. Apart from the content, it is also a great opportunity to meet other families, chat to our staff, and get inside our learning spaces so you feel more familiar with what your children are experiencing every day.

Term 1 brings NAPLAN testing with it, and we were pleased to see students confidently engaging with these tests as we would hope Montessori children would! We do not get any surprises when we see the results. Our Montessori assessment and observation practices mean we know children very well. We keep high expectations for all students, but if we know that students are doing their best according to where they are, whether that is far 'above age expectations' or perhaps still developing some skills, then we are satisfied that it is a success for that child. Montessori education does not place significant value on the comparison of one child to another, or to a broader cohort. We are interested in how the child is progressing along their own unique path of development.

Harmony Day was a wonderful success this year and we want to thank the IB students who worked hard to ensure everything flowed smoothly. We also wish to thank the wonderful volunteers – Adina, Cristina, Flo, Laeticia, Elodie, Ella, Sara, Colleen and Annette and some of their close relatives - who so generously offered information, culture and treats from their home cultures. It's always a pleasure to celebrate our diverse community and to learn more about each other.

This year, we are due to be assessed for Registration – a process where the Non-Government Schools Regulator examines our policies, processes and environment to ensure we meet standards across many areas including curriculum, child safety and sustainable management. Late last year, we provided the assessment team with many documents and pieces of evidence which have been reviewed in detail. The next step is for us to host a virtual visit in May where panel members will interview our Board and staff to be confident that we all understand our obligations and to hear about how we support students at our school. Re-registration is always a great opportunity to review our practice, and as we prepare our next Strategic Plan, will provide useful insights for us. We would also appreciate parent feedback at this important juncture for our School, so please do take time to fill in the survey sent out to you via email.

Next term, there are many things to look forward to. We will host the Montessori Australia Conference 'Best Practice in the Modern World'; some of our secondary staff will attend Meeting in the Middle – a conference for leaders and teachers working in Montessori adolescent programs across Australia; our Year 10 and 11 students will embark on their International Trip to Thailand; we will hold exams for our IB students; the much-loved annual Scitech Night will be on; and we hope to welcome you all to the official Opening Ceremony for the new Upper Secondary building. We wish you a peaceful break and positive time with your families, and look forward to the work ahead in Term 2.

Kate Tottle & Michael Caldwell
Co-Principals



Message from the Board



Welcome back to school for 2025!

One of the most exciting items on the agenda this year was to welcome the students back onto the new and improved (and slightly bigger) oval! I understand that it has been a hard 12 months without an oval for both students and staff, but I am so excited at the space that we now have for everyone to enjoy.

My daughter Zoe is in her first year of the International Baccalaureate this year (Year 11) and gave me a tour of the new building a few weeks ago. I was absolutely floored by how incredible the space is - natural light in every room and views out to the bushland and across the lake. The building and its surrounds give a real sense of peace and connection to the outdoors, providing a beautifully prepared environment for the students to learn in.

This building would not have been possible without the dedication, skill, and sheer hard work of the Capital Planning Sub-Committee. Warren Miller, Queenie Massey, Olivier Royet, Aleks Henderson, Mahesh Advani, Des Reuben and Michael Caldwell have done a tremendous job of bringing this project to fruition. It is a gift to our school, our students, and our staff, and gives us the space and resources to continue to grow our Montessori Adolescent Program and IB programs for our students.

If you haven't seen the new building yet, please do take a look next time you're at school. In the future we will have many community events in this space, not the least of which will be the official opening later this year. I'll see you there.

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](#).



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	Co-Principals
Michael Caldwell	Co-Principals
Katharina Stillitano	International Baccalaureate Diploma Programme Coordinator
Ashley Dufty	International Baccalaureate Career-Related Programme Coordinator
Felicity Cooper	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	
Alison Grondein	Office Manager
Julie Gravel	Assistant to the Principal
Rachelle Edwards	Finance Manager
Kevin McDonald	Grounds Person

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 Zoe Judge (EA)
Pre-Primary 3 Jessica Jackson & Audré Maré (EA) & Eavan Coughlan(EA)	
Lower Primary 1 Vicky Brown & Salwa Guirgis Julie Fitzpatrick (EA)	Lower Primary 2 Ian Chapman Jo McFarlane (EA)
Lower Primary 3 Ashlea Fuller Debra Beach (EA) & Janice Aloysius(EA)	
Upper Primary Advisory 1 Jacob Horsey Girija Stewart (EA)	Upper Primary Advisory 2 Michelle Hayes & Leigh Franz-Evans Winnie Peng (EA) Francesca Mannino (EA)
Secondary Level	
Lower Secondary Megan Beasley & Michael Caldwell - Lower Secondary Adviser	International Baccalaureate Katharina Stillitano - IBDP Coordinator Ashley Dufty - IBCP Coordinator
Specific Area of Teaching	
Primary Bernice Oellermann ————— Cultural Enhancement Teacher 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 & Upper Primary) Maria Vaioleti Ponga ————— Wellbeing Coordinator	Secondary Liz Bozsa ————— Creative Arts Megan Beasley ————— English & Humanities Katharina Stillitano ————— German Emma Jennings ————— Mathematics Kieran Ridgeway ————— Music Michael Caldwell ————— Science Maria Vaioleti Ponga ————— Wellbeing Coordinator
International Baccalaureate	
Diana Schuler ————— Biology / Chemistry Liz Bozsa ————— Creative Arts Megan Beasley ————— English Ashley Dufty ————— History Katharina Stillitano ————— 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](#).



Pre-Primary 1 Class

Welcome back to a new school year in PP1. It has been wonderful getting to know the new children and welcoming back the students from last year. As always, I was so happy to observe how the older children helped our new friends feel welcome in our classroom.

This term, we have embarked on an exciting exploration of botany, diving into the fascinating world of plants, flowers, leaves, roots and seeds. As we learned about the parts of a flower, the children had hands-on experiences dissecting flowers to observe the different parts such as corolla, stamens, pistil, and calyx. This process allowed them to connect with nature in a very tactile way and fostering an understanding of how plants grow and reproduce. The children used a magnifying glass to closely observe the various parts of the flower. The Montessori Botany puzzles are an interactive way to engage children in learning about the various parts of a plant. These puzzles are designed to encourage fine motor skills, spatial awareness, and problem-solving. Through assembling the puzzles, children also learn the names and functions of various plant parts, such as the roots, leaves and flowers. The children really enjoyed creating a beautiful canvas painting using these puzzles.

The children planted seeds in small pots and observed their growth over time. They enjoyed caring for their plants, watering them daily, and watching them grow. When they became too large for the pots, we moved them outside and have continued to care for them.

We learned about the importance of sunlight, water, and soil in helping plants thrive. Using our Botany cabinet, we learned the names of the different leaf shapes and walked through our beautiful bushland to see how many we could find. We used clay to make imprints of leaves and gumnuts, the children were excited to see the detail of the leaf blade and veins print on the clay. Some of the children made beautiful posters displaying the various stages in the life of a plant.

The children have been very interested in working with our puzzle maps and globes this term. These materials are used to introduce children to geography as they help them gain an understanding of the world's structure and its various countries, continents, and oceans. They allow the children to explore the geography of the world in a tactile, visual, and interactive way. The children enjoy tracing around the various continents and countries, painting, shading and labelling the maps. This can be a long process that the children work on over several days.

We have made the most of the beautiful Bunuru weather, especially our weekly picnic lunch on Fridays. The children have enjoyed outside work such as washing the windows, playing instruments and watering our plants. I hope all our families enjoy the break and I look forward to seeing you back for Term 2.

Ciara Foley
Pre-Primary 1 Teacher





Pre-Primary 2 Class

It was a busy and energetic start to the term as we welcomed back all our returning children and families. We were also delighted to welcome six new children and their families to our Montessori classroom, the children settled very quickly, making new friends and learning how to work in their new environment.

To start the new year, we focused on grace and courtesy lessons, as these are fundamental within the Montessori environment. Through these lessons the children have had the opportunity to practice introducing themselves, helping others, taking turns in conversation and activities, politely interrupting someone, and care of the environment. These lessons help children develop social skills, respect for others, and confidence in social situations. They teach them how to interact politely and respectfully in their environment, laying the foundation for positive social interactions.

In science this term, we have been studying botany and these lessons commenced by discussing and understanding that plants are living. The children have engaged in discussion and hands on activities to learn about plants and their parts, from the seeds, roots, leaves, flowers, stem to the lifecycle of a plant. Some of the favourite activities have included;

- Leaf rubbings: Observing the different shapes learning the names.
- Parts of the plants: Using the Montessori Parts of jobs to identify roots, stems, seeds, leaves and flowers.
- Planting seeds: Planting a seed and watching it grow over time.
- Leaf keyrings: Pressing leaves over a matter of weeks and making keyrings for our bags.

Food preparation: Washing and chopping up a variety of stems, roots, leaves to eat in a salad. This was a keen favorite and the children all gave some new food a try. We prepared it with our own home-made dip. Next term we will be turning our attention to zoology and learning about all the various animal kingdoms. We welcome the children to bring in any books to share on this topic from home.

As the term progressed, we noticed an increase in toys being brought into the classroom from home. While we understand that some new children may need a comfort teddy that can be placed in their bag once they have settled, I would ask parents to refrain from allowing toys to come to school. Many children are getting very distracted and other children then feel the need to bring something to school also. We would absolutely welcome books, items from nature that they find interesting, or something they have made at home that they would like to show and talk about. Items such as these help to develop curiosity and allows us to observe what interests them in order to provide resources to deepen their learning. We hope that all our families have a lovely break, and we are already looking forward to next term!

Ria McBennett
Pre-Primary 2 Teacher



"I'm busting to have morning tea!" - Bowie



Pre-Primary 3 Class

What a fantastic and productive first term we have had! We were delighted to welcome three new students and their families into our classroom and the Montessori community. We hope you have all settled in well and have enjoyed getting to know one another. The children have embraced this time of connection, and it has been wonderful to see them forming new bonds. Some beautiful friendships have blossomed this term, creating a warm and supportive classroom environment. The children returned to school full of energy and enthusiasm, eager to begin a new school year.

As always, at the beginning of the term, we place a special focus on caring for our environment. The lessons in the Practical Life area are particularly important in our classroom, as they nurture a love for the space around us and help children develop a deep connection with their surroundings. These activities encourage children to engage meaningfully with their environment, fostering a sense of respect, responsibility, and appreciation for the world around them.

This term, our science focus was Zoology. The children enjoyed learning about different animal groups—birds, insects, mammals, fish, amphibians, and reptiles. The children are really enjoying this topic, many of them have been creating animal booklets identifying the various parts of the animal. This is a favourite activity for the children and a great way of building vocabulary and attention to detail.

As part of our Child Protection Program, we focused on the theme of feelings and emotions. Using books such as *The Colour Monster* and *Giraffes Can't Dance*, we had group discussions, created drawings, and used colours to express different emotions.

In Geography, we have been exploring our place in the world, starting with where we live. The children examined the Australian Flag, Aboriginal Flag, and Torres Strait Islander Flag in depth, gaining a deeper understanding of their significance. They had an opportunity to colour each one. We then shifted our focus to our puzzle maps, beginning with the world continents and then paying particular attention to the puzzle map of Australia. This naturally led to a study of our country, where we explored the states and territories. While reading *Possum Magic*, we discovered the capital cities and created a map to place each of their names, making our learning both engaging and meaningful.

It has been a wonderful start to the year, and we look forward to an exciting Term 2.

Jessica Jackson
Pre-Primary 3 Teacher





Lower Primary 1 Class

It feels like we have just started the new year, and this term has flown by! All the children settled in well after the long break. We also welcomed seven new members and their families. The new class members have been discovering their new surroundings, getting to know everyone and getting used to our routine.

We thank the parents who attended the parent discussion event about independence and the importance of being independent from a young age. Our school provides an environment that meets children's need for independence. The Montessori environment encourages children to take responsibility, and allows them to take risks, learn from experience, continue to "do it myself" and start to "think by myself". This freedom with boundaries leads to independence. In turn, independence leads to learning.

The Great Stories are the basis of the Cosmic Curriculum. In this term we covered the First Great Story: The Creation of the Universe. The children have been learning about our Sun's gifts: light, heat and time, together with the forces of its creation. For our literature focus, the children have been listening to the Story of the Alphabet and some creation stories of the First Nation peoples.

Another focus this term has been emotions and feelings. As a class we have been reading about and drawing our emotions.

We are focusing this semester on geography and the children enjoy the lessons from drawing puzzle maps, using the globe to find oceans, continents, equator, tropics, Australian states to comprehension cards. They are all happy doing this.

Our children who are turning eight have participated in the NAPLAN test with great excitement.

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





Lower Primary 2 Class

Welcome back to a new year.

This year, we have welcomed six new children into the class as well as Jo as our new Education Assistant. Welcome to all the new families and welcome back also to the older group too.

The younger group have all settled back well and enjoying life in Lower Primary, which has been good to see. The older group have come back as if they have never been away, continuing their work from last year.

It has started with a bang literally, as we have presented the Great Stories, and these do include a popping balloon to demonstrate the Big Bang for the start of our earth. We have looked at the evolution of time, life, humans, writing, and numeracy. This has led to a big uptake of working with the timelines which has been so good to observe.

The children have been very busy with writing stories, and some have produced rather large novels. This of course has also meant lots of editing and re-writing, although this has not deterred them.

Harmony Day was good fun, and the children all enjoy engaging in the School's celebration.

We had a waste incursion where we sorted the correct waste for the correct bin. This is to demonstrate to the children the importance of sorting our waste at school and at home.

It has been good to catch up for our parent meetings with you all and give you some information about your child's progression so far. Come in and observe your child and the class at work, book in now at the office.

I wish each and every one of you the very best for the year ahead.

Ian Chapman
Lower Primary 2 Teacher





Lower Primary 3 Class

We have had a great start to the year. The term started with the Great stories; Coming of the Universe and Coming of Life, sparking interest and enquiry to find out more about where we live and came from.

Continuing the science theme, the students have been extending their knowledge of plants, learning how to classify stems, roots, and fruit types. Did you know most fruits we call berries are not botanically berries, and a blackberry and a pineapple are the same type of fruit, multiple, forming from many individual flowers. On Fridays, we have been utilising a physics programme, Einstein, which was first produced by the University of Western Australia, and we have been having fun finding out about atoms and molecules through experiments, activities, and plays.

The students learned that heat makes atoms wiggle and jiggle, which allows them to break bonds and change states. We are all made of atoms, and we lose and gain them all the time.

Thank you for making time to come to our information afternoon on Independence. You are always welcome to chat if you want to find out more ways to help your child develop independence, which leads to a sense of self-worth.

I am glad to meet most of you to discuss your child's progress at the Teacher-Parent Interview Week.

At the end of the term, we learnt how to sort items for recycling, and you may get a lesson over the holidays.

Have a peaceful break; see you all back after ANZAC Day.

Ashlea Fuller
Lower Primary 3 Teacher





Upper Primary Classes

Roots to Canopy: Exploring Our Bushland Through Science and Story

This term in Upper Primary, we have taken our learning outdoors, immersing ourselves in the rich biodiversity of our local bushland. Our students have explored the landscape with a scientific and cultural lens, making meaningful connections between ecology, custodianship, and sustainability.

A major focus has been on identifying native plant species, using both their Noongar and scientific names. From the delicate Running Postman (*Kennedia prostrata*) carpeting the forest floor to the towering Karri trees (*Eucalyptus diversicolor*) of the Southwest, students have examined the different layers of vegetation that make up our unique Western Australian bushland. We have also investigated how plants have adapted to our environment, such as thick, waxy leaves that reduce water loss and fire-resistant bark that helps species regenerate after bushfires.

Students practised tree measurement using the stick method, a simple yet effective technique that parents may like to try at home (instructions below). This hands-on activity deepened our understanding of scale, height estimation, and the role of old trees in sustaining local ecosystems.

Our environmental discussions extended beyond plants to consider human impact on natural waterways. We explored how everyday actions—such as the use of fertilizers, grass clippings left in drains, and general pollution—affect the delicate balance of our environment. These conversations led us to reflect on our role as caretakers and the importance of sustainable choices.

Alongside our scientific investigations, we have begun exploring Australian Dreamtime stories, looking at the deep connections between Aboriginal culture, land stewardship, and ecological knowledge. This has sparked thoughtful discussions on how traditional knowledge aligns with modern scientific understandings of the land.

It has been a fantastic term of exploration and discovery, and we encourage families to continue these conversations at home.

Try the Stick Method at Home!

Want to measure the height of a tree? Try this simple technique:

1. Find a straight stick about the length of your arm.
2. Hold it upright at arm's length and adjust your grip so that the visible portion of the stick matches the length of your arm.
3. Stand back from the tree until the top of the stick lines up with the top of the tree when you look at it.
4. Have someone measure the distance from where you stand to the base of the tree—this will be approximately the height of the tree!

We look forward to continuing our investigations next term!

Jacob Horsey
Saisha Kannan
Michelle Hayes
Leigh Franz-Evans
Upper Primary Teachers





Cultural Enhancement in the Pre-Primary

In Pre-Primary, we have been exploring identity as part of cultural enhancement. Firstly, 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 our school community. This brought much delight to the children as we explored the members of their family and discovered the wonderfully diverse cultures represented within our classrooms, and leading to amazing visual representations on a world map.

Bernice Oellermann
Cultural Enhancement Teacher

*“The child is
both a hope and
a promise for
[humankind].”*

– Dr Maria Montessori





Creative Expression

Pre-Primary and Lower Primary

In Art, Pre-Primary students been enjoying painting outside to explore colour theory as well as using stamps and scrapers to explore texture. Children have also been exploring miniature sculpture using air dry clay. For our Easter activities students made springing bouncing bunnies out of coloured paper and created a picture of a rabbit's habitat to glue their bunnies onto.

In Art, Lower Primary Students have been using water-based markers to paint endangered animals. Children have also been exploring miniature sculpture using air dry clay. For our Easter activities students made springing bouncing bunnies out of coloured paper and created a picture of a rabbit's habitat to glue their bunnies onto.

Liz Bozsa
Creative Expression Teacher



Upper Primary

Music

This year, upper primary children are going to explore the performing and creative arts all year long, alternating weekly between music and visual arts. This balanced approach allows children to develop their skills over the whole year while maintaining focus in each learning area.

This term, our young musicians have built a foundation in musical theory, learning essential terminology and notation through working with tone bars. Children have embraced their creative potential by composing original rhythms and melodies.

Starting in Term 2, each child will begin to play an instrument of their choice. We're thrilled to see enthusiasm across all options: Piano, Guitar, Ukulele, or the Recorder.

Visual Arts

Our youngest artists have created their art portfolios to start a practise of collecting their art works and reflecting on their creative journey. Drawing skills have been our primary focus in the room, with children practicing techniques for portraying:

- Facial features
- Human body proportions
- Botanical forms, particularly flowers

We look forward to seeing how our students continue to grow across both artistic disciplines throughout the school year.

Anja Reid
Creative Expression Teacher





Physical Expression

Welcome back to school for an exciting Term 1 and a brand-new year!

This term, we are focused on creating an environment where students feel inspired and motivated to move, with plenty of opportunities to take breaks while enjoying the beauty of nature. Our stunning oval is back, and the Bunuru season has gifted us with mostly warm days and clear blue skies.

Our pre-primary students have kicked off the term with enthusiasm, engaging in full-body movement exercises that promote physical development and coordination. From hopping and skipping to dancing and balancing, these activities are designed to help our youngest learners build essential motor skills in a fun and interactive way.

In Lower Primary and Upper Primary, the students have been practicing cricket and other games that focus on enhancing hand-eye coordination and building teamwork skills.

Badminton and Tennis Club

Additionally, some of our lower and upper primary students have joined the School Badminton and Tennis Club, offering them the chance to learn new sports, develop teamwork, and boost their fitness—all while having fun and building friendships.

The Club runs from 3:15pm to 4:00pm on Wednesdays for Upper Primary and Thursdays for Lower Primary.

We're excited for all the new opportunities Term 2 has in store!

Arianna Taffurelli

Physical Expression Teacher





Lower Secondary Class

The first term of the year has flown by! We've been busy adapting to some exciting changes: we now have another, much-appreciated, learning space in the new building and a traditional three-year cycle, with the Year 7, 8 and 9 students all together. Our new and older students have been forming or renewing bonds as we build a new community, and the beginning of the term saw a long and thoughtful discussion about our values, needs and priorities as we designed a Code of Civility that guides our actions for the year. Our term theme has been Indigenous peoples around the world, and students have explored Indigenous perspectives, from the significance of historical events to the worldviews embedded in language. This focus on perspective has helped us to recognise and respect the diverse contributions and needs within our own space, to form a community and to consider our impact on others and the ways our rights and responsibilities interact. Students are now looking forward to an end-of-term excursion and sleepover – activities they have organised themselves, exercising their project management skills. Thank you to all the teachers and students for working to build a positive and productive community. With the Easter break coming, we wish you and your families a wonderful, refreshing holiday. Read on to find out what our students have to say about different aspects of the program.

Megan Beasley
Lower Secondary Advisor





Lower Secondary Students' Perspective

English **By Aneira**

This term in English the Lower Secondary students have been exploring several concepts such as framing, cause and effect, language and worldview, and a recap of clauses, sentences and phrases.

Mathematics **by Lola and Arielle**

This term in Maths, we looked at the different types of graphs and how to create them. Each student had to do 3 different types using the same data. We then also had to find the mean, mode, Median and range of the data set. The last thing we did was look at the Indigenous population of different countries and show that in a graph of our choice.

German **By Grant**

This term in German, we have focused mostly on family and the seasons in Germany.

In the first few weeks of term, we focused on how to talk about family members and learnt some adjectives to describe them. We also learnt how to describe how members of families are related to each other.

In the weeks after that, we focused more on parts of the year such as seasons and days. We learned how to pronounce the seasons in German and when they started and finished. We also learned how to ask and answer questions about when you were born, such as what season you were born in and what day.

Health **By Savanna**

In health, we have group lessons including topics such as Equality vs Equity, apology analysis, and that actions have consequences.

Physical Expression **By Savanna**

At the beginning of this term, we all got together to vote on what sports we wanted to do and the sports that were selected were basketball and floorball. Each sport time we have two separate groups participating in those sports during the hour and a half session every Monday.

Science **By Declan**

This term, in Science our theme is Indigenous peoples, so we decided to look at the topic of boomerangs, we split ourselves up into groups and we had to make a science experiment. Some groups looked at materials, others looked at angles, and some people even looked at airflow.

Creative Expression **By Trinity**

This term, for our creative expression program, there have been a multitude of choices. Some of the students have started putting together a play that's set to be performed in late term 2, 'Alice (and friends) in Wonderland', which was written by the students themselves.

Some have also chosen to do their own projects instead. Such as making a cricket bat, taking weeks on a detailed painting, and some even chose to do something music related. With the help of our creative expression teacher, Kieran, freedom to express yourself is imminent in the Montessori space.

Humanities and Social Sciences **By Sam**

In Humanities and SOcial Sciences, to start off the year, we learned about taking notes, and what good and bad sources look like. This was to prepare us for the upcoming essay on Indigenous versus English worldview. Currently, we have an assignment where we have to fill out a table on ethics of museums.



Microeconomy

So far in Microeconomy this term, we have achieved many things.

The Farm Group have been looking at planting more plants and then selling them at fete.

As for Factory Group, they have started to make new products to hopefully sell them at fete soon, or at a Mother's Day stall.

The Food Group have been planning long tables every fortnight and cooking unique food starting with a simple sausage sizzle, spanakopita, and gratin pates pasta bake. They even achieved making a nice jelly.

The Fabrication Group this term has finished putting together the Zen Garden, and it is now complete with a water fountain, colourful rocks and a bird bath.

The Facilitators have been hard at work with reorganizing cafe (which is on Thursdays and Fridays), toasty day as well as our class play taking place in Term 2.

Upper Secondary

This term marks the reintroduction of the Pre-International Baccalaureate Programme to the School, expanding our Upper Secondary offerings to three distinct sections:

- Pre-International Baccalaureate Programme (PIBP) - Year 10
- International Baccalaureate Diploma Programme (IBDP) - Year 11 and Year 12
- International Baccalaureate Career-related Programme (IBCP) - Year 11 and Year 12

The PIBP provides students with a strong foundation as they prepare for the challenges of either the IBDP and IBCP, ensuring they develop the skills and confidence needed for success. Whether students are pursuing an academic pathway through the IBDP, a career-focused approach with the IBCP, or building essential skills in PIBP, they are supported in developing independence, critical thinking, and a global perspective. We are excited to see our students thrive in this next stage of their learning journey!

Pre-International Baccalaureate Programme

This year, 10 students have transferred to the new Secondary Building, which was completed at the beginning of this year, as a part of the PIBP, working in the new building with the IB students in various tasks and lessons as well as having lunches with them.

The new building is where the IB, Pre-IB and the lower secondary students can work in the seven separate rooms on two different floors.

In Maths, the year 10s have been working on graphs, statistics and standard deviation. They have explored new ways to find out percentages and learned how to establish which graph goes with which information set.

In English, each student has developed their own project to work on like world building and writing both creative and persuasive. Earlier in the term they had a discussion regarding traditional knowledge.

In Science, this term, the year 10 students are studying chemistry, learning about how to balance symbol equations, the rates of reaction and how temperature would impact the rate of reaction.

For HASS, the year 10 students have been learning about the history of Australia. They learned about the High Court of Australia, the 1977 Referendum, and the 1965 freedom rides in New South Wales.

In German, they have been practicing how to ask and tell the time in German, studying German school timetables and working to ask what someone does for a living.

In Creative Expression, one of our year 10s is working with the Lower Secondary students on this year's play, *Alice in Wonderland*. Some of the other students are working on building a bench, using power tools to do so.

During Physical Expression, our year 10 students have been engaging in activities like the basketball drill poison and wiffle ball towards the end of the lesson.

During the term, there have been events that are designed to help the pre-IB students both make decisions about IB and prepare for the IB. For example, they enjoyed a TAFE course on 2D animation and attended a study skills seminar at school.

By Luca and River







International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) has been taught at our school since 1993. Why do we still believe that the International Baccalaureate Organization offers the best continuation of a Montessori education at primary and early secondary level?

One of the reasons is that the IBDP curriculum includes core subjects which are delivered alongside subject classes. These include key elements of the International Baccalaureate® programmes and enhance students' personal and interpersonal development. They aid in developing students' self-management skills, executive functioning skills, critical thinking skills and other transferable skills that young adults can use beyond the school environment and in the world of work.

As we aim to prepare our students to be independent and responsible members as well as active participants in their immediate community and beyond we regard the IB programmes as the best fit programmes to help develop the skills to become an independent, caring, open-minded and responsible member of any community.

The Diploma Programme

The three core subjects in the Diploma programme are:

1. Theory of Knowledge (ToK)

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. The main focus is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK engages students in explicit reflection on how knowledge is arrived, on what these areas have in common and the differences between them.

2. Extended Essay (EE)

For the EE, students select a research area within the available DP subjects at our school. They then choose a topic in which they have some background knowledge and are interested in.

With the research they conduct and knowledge they gather, students produce a significant piece of writing, in which their ideas and findings are communicated in a coherent, reasoned manner.

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay

3. Creativity, Activity, Service (CAS)

CAS requires students to take part in a range of experiences and at least one project. These should involve:

- real, purposeful activities, with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

Katharina Stillitano
International Baccalaureate Coordinator





International Baccalaureate Career-related Programme

The International Baccalaureate Career-related Programme (IBCP) has been offered at our school since 2023. The IBCP is tailored to meet the needs of students pursuing career-related education. Designed to prepare students for further/higher education, apprenticeships, or employment, the comprehensive curriculum includes two Diploma subjects, four core components, and a career-related study, usually completed at a TAFE. This combination ensures that students gain a well-rounded education that equips them with the knowledge and skills necessary to excel in their chosen field.

The Career-Related Programme

The Career-related programme (CP) core bridges the IB academic courses and the career-related study and provides students with a combination of academic and practical skills.

There are four interrelated components form the core

1. Personal and professional skills

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. The emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

2. Community Engagement

Community Engagement helps students develop and apply their knowledge and skills towards meeting an identified and authentic community need. It offers them an opportunity to engages with communities and expand their understanding of their place in the world. Students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.

3. Reflective Project

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies.

4. Language and Cultural Studies

Language development ensures that students will be able to have a program that allows them to explore and expand their linguistic and cultural understanding, and develop curiosity and empathy towards those from other cultures and linguistic backgrounds. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language learning encourages students to improve their proficiency in a language other than their best language.

Ashley Dufty
International Baccalaureate Coordinator





The Collaborative Science Project

As an IB student, I had the privilege of participating in the IB Collaborative Science Project alongside fellow Year 11 and 12 students from our school and Treetops Montessori. This initiative was a unique opportunity to merge science and art, demonstrating the interconnectedness of Chemistry, Biology, and global environmental issues through creative expression.

The project involved students from both schools working together in three groups, each focusing on a different pressing global issue. My group, consisting of Kira, Juan, Jed, and myself, explored the importance of biodiversity through paper chromatography. By extracting pigments from various plants, we created an artwork of a tree, symbolising the diversity of life and the necessity of conservation efforts. Another group, including Eva, Simon, Grace, and Jamie (Grace and Jamie are students from Treetops Montessori) investigated the impact of climate change by using spray paint to represent tree rings, visually illustrating how environmental changes are recorded in nature. The third group, made up of Zoe, Jack, Khai Xuan, Rhian, and Ren, focused on the consequences of melting ice caps, crafting a temporary artwork using ice to emphasise the urgency of climate action and the impermanence of these vital ecosystems.

This project was not only an academic exercise but also an experience that allowed us to apply our scientific knowledge in a creative and meaningful way. It also served as an opportunity for us to meet new people, which we all enjoyed.

By Eric

Study Skills Seminar

A representative from Study Sensei, Elevate came on Thursday, 27 February to teach us about study skills. We learned about studying and evaluating the syllabus and highlighting with a colour code how confident in the individual areas you feel. There were examples and the guide was engaging and easy to understand. We also learned on stages of learning and condensing notes to be memorable and optimal. A helpful and enjoyable seminar.

By Jack





Harmony Day

This term, the Year 11 International Baccalaureate students organised Harmony Day for the younger students as part of their CAS programme. We held the event during schooltime on 21 March, going to the classrooms to give presentations about what Harmony Day is in the morning, and taking the students through stalls set up by volunteers from the school community in the afternoon. Each stall represents the country that the volunteers are from, and the volunteers bring in different things from their countries for students to look at, eat, and ask questions about. This year we had eleven volunteers and seven stalls: France, New Zealand, Malaysia, Italy, Romania, the US, and Bosnia/Yugoslavia. Thanks to all the volunteers that took part in Harmony Day, we couldn't've done it without you!

By Kira





Community Code of Conduct

At The Montessori School Kingsley, we value a strong, respectful, and supportive community. Our Community Code of Conduct outlines the expectations for all members—students, staff, and families—to ensure a positive and inclusive environment. We encourage all families to familiarise themselves with the Code, which reflects our commitment to open communication, mutual respect, and the Montessori philosophy. You can access our Community Code of Conduct on our [website](#), or, review it [here](#).

Purpose

The Montessori School Kingsley (TMSK or the School) aims to provide the members of its community (students, staff, parents, caregivers and Board members) with a safe, supportive and non-violent surrounding, conducive to a positive learning environment. The purpose of this Community Code of Conduct (Code) is to contribute to this aim by:

- providing a clear standard of behaviour for adult members of the School community; and
- specifying the consequences for not complying with the standard of behaviour.

Core Value

This Code is based on the School's core value of 'peace, openness and respect' (the Core Value).

- **Peace:** We behave in a manner that contributes to the creation of a peaceful and safe environment for all members of the School community, and particularly our children.
- **Openness:** We value our diverse community and welcome points of view that are different from our own. We refrain from actions and behaviour that constitutes harassment, discrimination or vilification.
- **Respect:** We respect the rights, beliefs and practices of each member of the School community and treat each other in a way that demonstrates this respect, especially when we disagree

Standard of Behaviour

All members of the School community are required to demonstrate a standard of behaviour that is consistent with the Core Value. Failure to comply with the standard of behaviour is a breach of the Code.

The following list provides guidance as to the standard of behaviour required from the School community. It is not an exhaustive list of the behaviour covered by the Code, but is intended to provide examples of the standard of behaviour expected from members of the School community.

Members of the School community should:

- practise grace and courtesy when communicating with other members of the School community and in all communications regarding the School. No insulting, harassing or aggressive language may be used;
- advocate respect at all times to teachers, school staff, parents and others in the school community. Refrain to engage in malicious or judgemental gossip.
- keep discussions on social media involving School, other schools or members of the School community respectful. School-related issue should be dealt directly with the school staff as per the Complaints Policy;
- adhere to school policies that support the safe and effective operations of the school and its community;
- be responsible for any person outside of the School Community that they bring on to the school grounds and ensure that person acts at all times in a manner consistent with this Code;
- abide by all applicable Local, State and Commonwealth law; and
- resolve conflict through mature, calm and respectful dialogue with the other parties directly involved and, where applicable, in accordance with the School Complaints Policy.



Consequences for Breach of the Code

- For minor breaches that are not a part of a pattern of ongoing breaches, the Principal shall bring the breach to the attention of the member of the School community who is in breach, and remind them of this Code. If the breach continues, or is of a particularly serious nature, the Board shall bring the breach to the attention of the member in breach, by written notice of the breach. The written notice may state any consequences that have been determined by the Board as a result of the breach.
- If the breach is by a staff member and the breach continues, or if the breach is of a particularly serious nature, the breach should be dealt with in accordance with the Staff Code of Conduct.
- If the breach is by a member of the Board and the breach continues, or if the breach is of a particularly serious nature, the breach should be dealt with in accordance with the Board Code of Conduct and the Constitution.
- The School Enrolment Contract allows the School to terminate the enrolment of a student for a number of reasons, including if the School is of the reasonable opinion that a parent or caregiver:
 - * has not complied with the terms of the Enrolment Contract;
 - * do not support the School and its staff in all facets of the School's educational program; or
 - * are obstructive, uncooperative or divisive such that there is an irretrievable breakdown of the trust required in the working relationship with the School, its staff, or other members of the School community.
- A breach of the Code may provide the basis for the School to form any or all the opinions above and may also be a breach of the terms of the Enrolment Contract.
- The consequences listed above do not restrict the School's ability to take any other action it deems appropriate to address a breach of the Code.

Related Documents

- TMSK Enrolment Form
- TMSK Constitution
- TMSK Complaints Policy and Processes
- TMSK Student Code of Conduct
- TMSK Staff Code of Conduct
- TMSK Our Vision & Values

Acceptance of the Code of Conduct

All parents are required to sign the Community Code of Conduct upon joining our school, ensuring a shared commitment to our values and expectations. This fosters a respectful and supportive environment for all members of our community.



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 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.

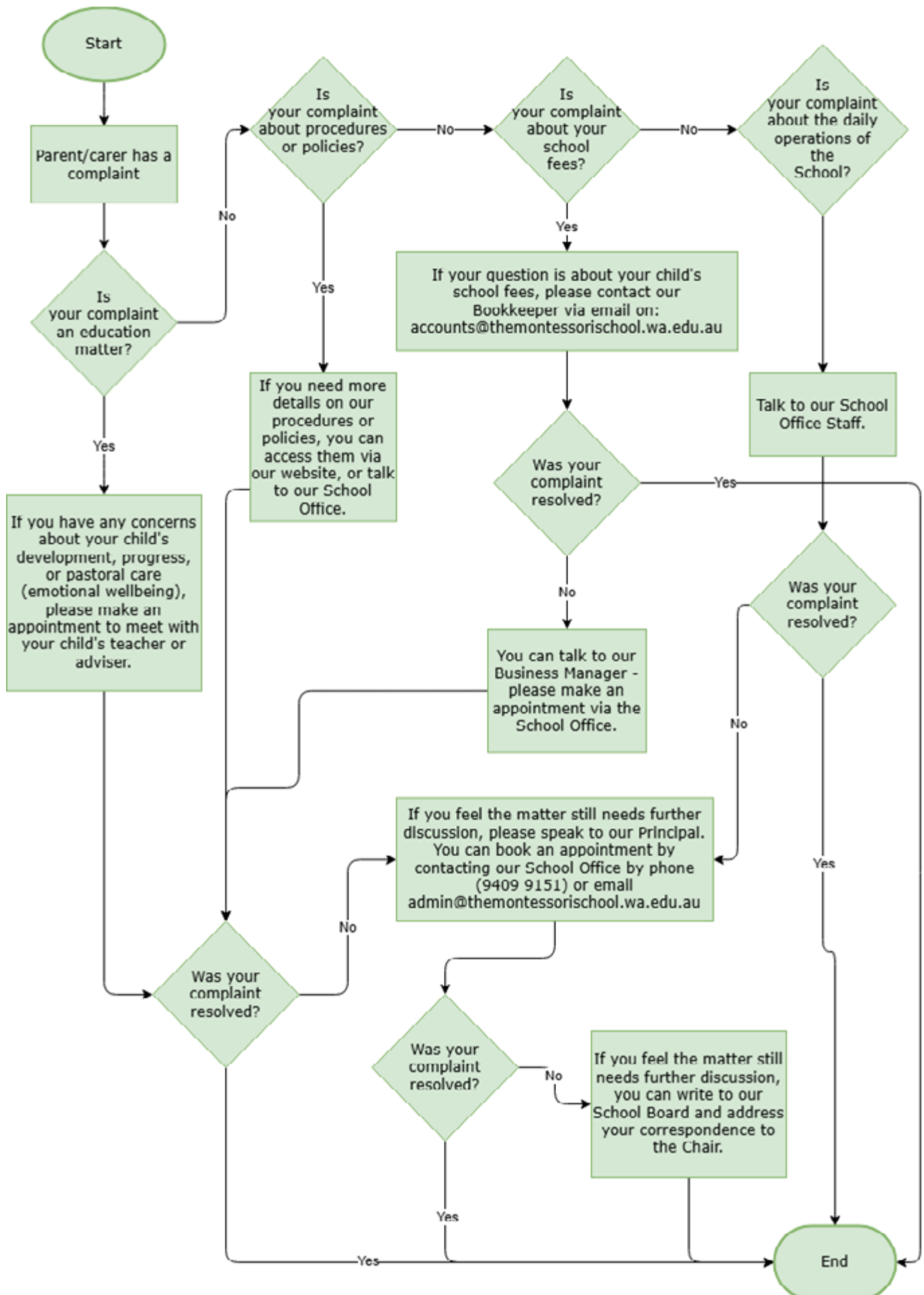
How to raise a complaint?

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.

- a. Talk to someone in the organisation you feel comfortable with or check out the website to find out about their complaints system.
- b. Find out who is the person responsible for complaints. This will save you from having to tell lots of people your full story.
- c. 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

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

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:




- Adina Oltean-Borta
- Amy Barnes
- Angela Chew
- Anisa Ebrahim
- Annette Advani
- Aygul Bergengalieva
- Bree Stanton
- Caroline Conlan
- Chloe Bond
- Claudi Hangrad
- Colleen Harper
- Courtney Anderson
- Cristina Campian
- Danielle Butcher
- Elodie Marbleu
- Emina Hasanovic
- Emma Laver
- Estela Perreira Arroyo
- Fabio Maniccia
- Faith Ong
- Flocy Lin
- Francesca Mannino
- Gemma Corbitt
- Hauen (Hannah) Cho
- Irena Chizhik
- Jayshree Parmar
- Jen Mateo
- Jessica Henry
- Jo Watson
- Josy Burke
- Kate Fosdike
- Katherine Rea
- Kendra Deane
- Kim Burns
- Krita Jagatia
- Kylie Chambers
- Laetitia Lafaurie
- Lauren Childs
- Lisa Jackson
- Maria Barnes
- Marta Tort Santos
- Megan Beasley
- Mei Lim
- Melinda Forsythe
- Michaela Brooks
- Natalie Dálesio
- Natalie Garro
- Niloo Eijkenboom
- Nisha Patel
- Parisrat Hughes
- Rachel Newbound
- Rashi Dabhowale
- Rebecca Lee
- Rilesh Lalji
- Rochelle Burns
- Ruth Bradley
- Sara Kenny
- Selena Sulak
- Shirly Tay
- Stephanie Johansson
- Tasha Broomhall
- Theresa Bagas
- Tuio Le
- Wanda Anderson
- Yan Ma
- Yvonne Daisley



Contact us:

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

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