



# The Montessori Bell

Term 2, 2025



# Principal's Message

Term 2 has been as busy as ever with plenty of excursions, special events, and lots of learning happening across the classes. Our Annual Scitech Family Night was a great success, and a wonderful opportunity to have some fun together. Another highlight of the term was the Planting Day, where the Bushland Sub-Committee teamed up with the IB Creativity, Activity, Service (CAS) students to coordinate a school-wide planting to regenerate some of the areas impacted by the building project last year. We were fortunate to receive grants and obtain some larger tree species which will contribute to conservation efforts like providing food sources for the black cockatoos. The winter rains will help the new plants get established and hopefully we will keep adding to our landscape over the years. The Lower Secondary put on a fantastically entertaining and well-produced version of Alice in Wonderland. And the Lower Primary shared with us their presentation of The Story of Numbers.

As we write this, Michael is exploring Thailand with our current Year 10 and 11 students. Every two years, the students in the Upper Secondary plan an international trip, usually visiting a sister school in Chiang Mai, Thailand, which also runs the International Baccalaureate. The trip is an opportunity for students to expand their independence beyond the borders of Australia, to immerse themselves in another culture and way of life, and to bond together as they approach the end of their school journey. They engage in language learning, cultural understanding, cookery, exploration, and even adventure sports, all of which expand them as people, and build courage, confidence, and curiosity. The International Baccalaureate programs promote the Learner Profile: a set of personal attributes that students develop to help them in the ultimate goal of being a positive and peaceful contributor to society. And what better way to stretch oneself than by pushing your limits away from home!

We achieved a significant milestone this term with the granting of five years of registration as a school by the Director General of the Department of Education. Periodically, the School must provide evidence to the Non-Government Schools Regulator and be assessed for our compliance with the Registration Standards for Non-Government Schools. Preparing for the submission is a useful reflective process and provided some review and opportunity for creative planning. We were grateful to receive five years, which is the maximum amount of time a school may be registered before another review. This indicates that our School has strong policies and processes, and that we are aware of and always working to improve our practice. Although our next review will be in 2030, in the years between, we will receive visits and smaller check-ins from the regulator, as well as always working to reflect and maintain our standards.

In other significant news, this term was the last for our Chair Angela Chew to serve on the Board of Directors for the School. Angela has been a Board Director for 12 years, serving as Chair for six of those. In her time as Chair, Angela has seen the School through unforeseen challenges such as the COVID years, which brought serious disruption and difficulty for all schools. She has overseen the planning and execution of the new building, expansion of our upper secondary programs, the appointing and support of three new principals, and many, many other important events. Throughout every challenge, Angela has remained committed to high fidelity Montessori practice and to the students and families of our school. We will miss her practicality and sense of humour, as well as her confidence and careful attention to maintaining our school. We look forward to the next Chair being appointed at the start of Term 3, and to continuing to build our school together.

**Kate Tottle & Michael Caldwell**  
**Co-Principals**



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



# Message from Angela Chew

As many of you know I have made the decision not to renominate to the School Board this year, and to step down from my position as Board Chair.

I joined the school 15 years ago when my eldest daughter Ruby started in pre-primary at the age of three. Last year, she graduated from the IB Diploma Programme. My other daughter Zoe is now in her first year of IB, and my son Caleb is in his final year of Lower Secondary. I have served on the Board of The Montessori School Kingsley for the past 12 years, with six of those years in the role of Chair.

In this time, I have loved being able to contribute to our school in such a valuable way and have always strived to do the best work that I can for the good of our school community. There is no particular reason or event that has prompted this change. I just feel that it's time for me to take a break from the demands of the Board.

Following the AGM, it will be up to the current Board to nominate a new Chair. This is an incredible group of people with whom I have absolutely loved working. Chloe Bond, Jarrod Burns, Laila Miller, Anmol Singh, Randal Tait, Tash Tourabaly, Ruth Yong, and Alex Zavros all generously dedicate time and effort in their work on the Board and have the interests of the School and the School community front of mind in all that they do. They are thoughtful and considered in every decision they make, and I'm sure the nomination of a new Chair will be no different.

I am confident that I am stepping away having contributed positively to our school in my time as Chair. Leading the development of our school's vision, values and priorities is one achievement of which I am very proud. They are an essential part of guiding our school's pathway forwards, without losing sight of the people, history and culture that has brought us to where we are today as a school community. We are well placed with a level of financial security and sustainability that we did not have when I started my work as Board Chair. I am very proud of our investment in opportunities for students to progress from Montessori pre-primary right through to the IB, with the options for Diploma and Careers Program catering to the needs of more students than we've been able to in the past. With our new building, we have the infrastructure to retain more students into our secondary program for all the opportunities and growth it holds for them. Additionally, we have just come through the re-registration process with renewal of our five-year registration, which is an excellent outcome. We have continued to protect and nourish our bushland as an integral part of our Montessori environment.

Thank you to everyone who has supported me as Chair. There are many previous Board members who have helped me invaluablely in my time serving the school. In particular, I would like to thank Michael Broderick, Celine Royet, Rob Carruthers, Hannah Zhang, and Mahesh Advani for their unwavering support and sensible advice provided at just the right times.

I also want to extend my thanks to the staff at our school who have taught me so much on my Montessori journey as a parent and as a Board director. Special thanks go to Salwa, Sue, Ria, Jane, Bobbie, and Kate from whom I have learnt so much. Thank you to my family and friends who have always supported me in my work for the school.

Finally, I will say that volunteering for something that you love always gives you back more than the effort it takes. I have learnt so much in my time on the Board and I have had the privilege of working with such amazing and inspiring people. Thank you to everyone who has helped me along the way.

**Angela Chew**  
**Chair**











# 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		
<b>Pre-Primary 1</b> Ciara Foley Georgia Williams (EA)	<b>Pre-Primary 2</b> Ria McBennett Zoe Judge (EA)	<b>Pre-Primary 3</b> Jessica Jackson & Audré Maré (EA) & Eavan Coughlan(EA)
<b>Lower Primary 1</b> Vicky Brown & Salwa Guirgis Julie Fitzpatrick (EA)	<b>Lower Primary 2</b> Sunny Steffanoni Jo McFarlane (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</b> Megan Beasley & Michael Caldwell - Lower Secondary Advisers		<b>International Baccalaureate</b> Katharina Stillitano - IBDP Coordinator Ashley Dufty - IBCP Coordinator
Specific Area of Teaching		
<b>Primary</b> 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		<b>Secondary</b> 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
<b>International Baccalaureate</b> 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

We had another wonderfully busy term in the Pre-Primary 1 Classroom. It has been such a pleasure to see the children progress and build confidence with various areas of their learning and development.

This term, in Mathematics, we focused on Geometry and measurement. These concepts are presented in a hands-on, sensorial way that lays a strong foundation for later abstract understanding.

Geometry in Montessori is not just about naming shapes, it's about developing spatial awareness, visual discrimination, and logical thinking. Children are introduced to geometry through concrete, tactile materials that they can manipulate and explore such as our geometric cabinet, constructive triangles, geometric solids. We also use our environment to enhance learning, such as classifying everyday objects into two-dimensional and three-dimensional shapes. The geometric cabinet contains drawers of shapes that the children remove, match with control cards, trace and name. This material focuses on shape recognition and categorisation.

The constructive triangles contain triangles of different sizes and colours that children combine to form other shapes such as a square, trapezium, rhombus and hexagon. It helps children learn how different shapes are made and related to each other and these materials introduce early concepts of equivalence and congruence. The iconic geometric Solids are a set of three-dimensional shapes such as sphere, cube, cylinder, cone, rectangular prism, etc.

The children feel and explore the solids to understand form, dimension, and volume. The children enjoyed making some of the geometric shapes using our geo-magnet job.

For measurement, we explored length, volume and weight in various ways such as measuring length with a ruler and trundle wheel, using our balance scales and weight set and pouring different quantities of liquids. The children thoroughly enjoyed using these new skills to measure and prepare the ingredients needed to bake our chocolate cupcakes in school. A big highlight of the term.

This term, our science topic was Zoology, and we learnt all about the animal kingdom. We began by looking at the difference between vertebrates and invertebrates and further explored the characteristics of the main five classes of vertebrates (birds, mammals, fish, amphibians and reptiles). We looked at the life cycles of frogs and butterflies and used our animal maps to explore the animals of the various continents. The children enjoyed completing a variety of our "parts of", nomenclature jobs which help with vocabulary enrichment.

I hope everyone enjoys the winter break and I look forward to seeing you all next term. We are excited to welcome some new children to our class after the holidays and I'm certain they will be made to feel welcome by all.

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







# Pre-Primary 2 Class

What a wonderful and busy term it has been in our classroom this term. We welcomed one new member to our group, and our group will continue to grow next term with the start of three new children. It is always lovely to welcome new students and their families to our community.

This term, we've been exploring Zoology, starting with the five main classes of vertebrates: mammals, birds, reptiles, amphibians, and fish. The children loved classifying animals using pictures, studying real-life examples through books and models, and discussing the special features that help animals live in their environments. They also identified different physical features between the types of animals, such as what their bodies are covered in, how they move, whether they lay eggs or not, and whether they are warm or cold-blooded and so on. We also observed insects in the environment and talked about how animals care for their young. This has been an interesting topic for our young children, and many have chosen different ways to investigate and make little parts of the animal booklets. We have further studied lifecycles with many children completing the lifecycle of a chicken, butterfly or frog.

In the Sensorial and Mathematics areas, the children explored 2D and 3D shapes. Using materials like the geometric cabinet and solid geometric solids, they identified and named circles, squares, rectangles, triangles, spheres, cubes, cones, and more. We further discussed the difference between flat and solid shapes. We classified 2-dimensional and 3-dimensional shapes and objects, and we used various 2-dimensional shapes and 3-dimensional objects to create at our light table. This gave the children a strong sensorial understanding of shape and form, laying an essential foundation for geometry.

Further in mathematics, this term, we are exploring measurement in real and meaningful ways. We use the correct measurements such as meters, grams and kilograms and litres. The children have identified objects that are more or less than a meter, how heavy different classroom objects are and how much water fits into containers.

Practical life and sensorial activities such as pouring water, spooning rice, using balance scales, and the red rods gave them lots of opportunities to practice and experiment with length, weight, and capacity, all while building fine motor skills, making new connections and developing independence.

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





# Pre-Primary 3 Class

It has been another wonderfully busy and fulfilling term in the Pre-Primary 3 Classroom. We were delighted to welcome two new classmates, Lola and Ava, along with their families. We hope they have enjoyed becoming a part of our vibrant school community.

Throughout the term, the children have engaged in purposeful and enriching work cycles each day. It has been a joy to witness the learning and growth that unfolds in our carefully prepared environment.

Our science focus for Term 2 has been Botany. The children became budding botanists, beginning their studies with seeds. Each child placed a seed in cotton wool inside a paper cup and observed its development daily, recording their findings with enthusiasm. Watching the transformation; from seed coats opening to reveal the radicle, to shoots sprouting; was a highlight for many. As part of our Botany studies, the children had a wonderful opportunity to plant daffodil bulbs with our Principal, Kate Tottle. This hands-on experience was not only engaging but also deeply meaningful. The children thoroughly enjoyed the interaction and were fascinated to learn that Kate herself was once a student at our school. It was a beautiful morning filled with connection, curiosity, and shared learning, a special memory that we are sure the children will cherish.

Our Botany studies continued with explorations into the parts of a leaf, root, and flower. Leaf clay prints were created and painted with care, and the dissection of a flower proved to be a particularly fascinating experience for the class. As always, these lessons were supported by related booklets and follow-up activities.

In Art Appreciation, we focused on the works of Vincent van Gogh, starting with the lovely story Camille and the Sunflowers by Laurence Anholt. Inspired by the tale, the children created their own sunflower masterpieces. They painted backgrounds and tables before cutting and painting paper rolls to form sunflowers. The final pieces were stunning, reflecting the time, effort, and pride the children took at each stage.

In Mathematics, alongside our regular lessons, we explored the concepts of measurement, including weight, length, and volume. We also investigated the differences between two-dimensional and three-dimensional shapes, as well as various types of triangles, polygons, and curved shapes.

As the winter months settle in, we kindly remind families to send slippers for indoor use and gumboots on wet days, as the children continue to enjoy creek play during recess.

Wishing all our families a safe, restful, and joyful holiday break!

**Jessica Jackson**  
**Pre-Primary 3 Teacher**







# Lower Primary 1 Class

We reflect with joy and gratitude on our learning experiences during Term 2.

At the beginning of the term, we explored Kings Park's natural beauty and were introduced to First Nations cultural stories. The children also got to enjoy walking among native plants, listening to Dreamtime stories, and enriching their connection to Country.

In Geography, the children have been drawing puzzle maps, making connections to local places and around the world, including the advances in communication and how democracy works.

More recently, Lower Primary joined the International Baccalaureate students and the Bushland Sub-Committee's efforts to restore our bushland by planting small tree saplings. The collaboration between the students, the Bushland Sub-Committee and parent volunteers to care for the environment encourages the students to take responsibility for their impact on the Earth and fosters a sense of stewardship.

The Drama and Technology sessions also brought to life the Story of Numbers, which explores how human curiosity led to the invention of numbers. Children participated by creating props and clay tablets, they are also performing scenes that trace the evolution of counting from ancient times to the present. These cross-curricular activities tie history, art, drama, and numeracy together to deepen understanding and inspire awe.

With Chemistry as a focus in science, the children watched a video about atoms, elements and compounds; they explored materials (matter), their use, and their properties using experiments like mixing, sorting, and changing states of matter. They are looking forward to studying Chemistry in the "kitchen," by making butter and baking bread.

All these experiences, together with the Montessori Grace and Courtesy lessons (rights, responsibilities, kindness and respect) help to support our emphasis on cosmic education, encouraging children to see themselves as part of a greater whole.

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







# Lower Primary 2 Class

Dear Families

It has been an honour to get to know the children in Lower Primary better over the last term. They are a lovely group of children, and I admire their ability to adapt to change so easily.

This term, we have focused on spelling, handwriting, measurement, geometry, botany, and Indigenous education. Lately, many children have enjoyed using the word study cabinet, which includes topics such as alphabetical order, synonyms, antonyms, compound words, and contractions.

The highlights of the term were the tree planting day and Sorry Day with the older children. The Lower Primary children really enjoyed this interaction with the older children, and it was wonderful to see the caring response from the older children.

For our technology lessons the children made a honky nut re-creation representing themselves which will be put into a LP2 classroom re-creation. This classroom will be given to Ian as a thank-you gift.

Once again, it has been a delight to work with the Lower Primary 2 children and get to know the dedicated and loving parents. I am so excited and happy about seeing Sue returning to our lovely school. I have had the pleasure of working with her in the past, and I am in awe of her wisdom and knowledge in the Montessori environment.

I look forward to seeing you all again next term.

Kind regards

**Sunny Steffanoni**  
**Lower Primary 2 Teacher**







# Lower Primary 3 Class

We had another productive Term in the Lower Primary 3 Classroom. Our exploration of plants continued, along with investigations into how we utilise simple machines in everyday life.

We planted our seedlings in the main garden bed as well as some lettuce and herbs in elevated planters.

Together with the other Lower Primary classes, we went on an enjoyable and informative excursion to Kings Park, where we learnt about Noongar bush medicine and the importance of taking only what we need from nature. We also played a game that tested our aim with gumnuts and a cardboard kangaroo—much harder than it looked! While there, we used maps to navigate and locate clues, building our orientation and problem-solving skills as we worked together to complete a group puzzle. We finished the day by participating in a Noongar dance, transforming into seagulls and waves, before enjoying time on the playground.

We also took part in the Bushland Planting Day, where we helped the International Baccalaureate students plant tube stock around the new building and in the school's bushland. It was wonderful to see the whole school community coming together for this meaningful project.

In the classroom, the children collaborated to complete a 1,000-piece puzzle of the globe—an activity that supported their understanding of geography while also reinforcing concentration, persistence, and cooperative work, which are key aspects of the Montessori philosophy.

The term ended with a wonderful play production of *The Story of Numbers*, in which all Lower Primary students took part. Some helped create costumes, while others showcased their performance skills. Thank you to all the parents who joined us to celebrate the students' efforts.

Wishing you all a relaxing break and return ready for Term 3.

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







# Upper Primary Classes

This term Upper Primary used their knowledge from the previous term to do a deeper dive into the health of our waterways. Using the knowledge of native and exotic vegetation gained from our own bushland, the classes explored the riparian vegetation around Lake Goollellal. They identified both native and exotic species and noted the erosion, land use and overall health of the lake. They added to their knowledge about our wonderful native trees, including the Paperbark, Flooded Gum and different kinds of rushes and sedges.

This investigation also involved experiments, and the children practiced some activities in the classroom first, such as what happens to water when litter is dropped into it, and how to test the pH of various liquids. This experience was valuable when water testing of the lake water was conducted. The students tested water samples for temperature, pH and what macroinvertebrates were present. Using their site investigation information, they identified whether these creatures were a sensitive or tolerant species.

This enabled the class to decide on the overall health of the water in the lake, and what factors have been affecting it. Writing these reports enabled the student to practice all that is involved in a scientific investigation, and how they can draw a viable conclusion from their data. It also prompted discussions about invasive species including the gambusia fish and weeds, and the presence of rubbish and items that have been illegally dumped.

In the same vein of sustainability, some of the students made seeds bombs from seeds previously collected in our bushland, and clay. Once these were dried and the time was right, they distributed the seed bombs by throwing them into various areas, which they enjoyed a lot!

Planting Day was also a great activity, with all the children digging, fertilizing and watering the new plants.

The younger children in the class have now attempted their first Great Project and participated in cooking with an older child who acts as their mentor. Next term, they will have more responsibility in choosing, adjusting and planning their own cooking session. A great term for Upper Primary!

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











# Creative Expression

## Pre-Primary and Lower Primary

Pre-Primary and Lower Primary students have been enjoying the sunny days of Perth's Makuru season, where warm sunny days are contrasted with heavy rain. Lessons have included drawing native trees students have grown from seed in our Greenhouse. Children have enjoyed nature walks around the fire break which included discussions about Black Cockatoos, Balga's (grass trees) 1cm growth a year and how to freeze and slowly back away when seeing a snake! These walks have been used to explore the artistic skill of observation. Observing nature and birds in tall trees play a role in developing and maintaining long-distance vision in young children. We have also been using our beautiful bush classroom to draw trees from various positions, to capture texture, line and shape. Students have been working on tone by exploring the difference between (H) hard and dark/ blackness (B) in lead pencils.

Pre-Primary and Lower-Primary students have also enjoyed using oil pastels on coloured paper to explore complementary colours opposite each other on the colour wheel. Here, I am exploring choice-based artmaking, where students are introduced to a new skill or material and then open to exploring their subject matter in their artwork, affectionately known as 'free-drawing' where students are free to draw whatever they are interested in. This independent approach fosters and develops students' creativity, expression and independence.

Lower- Primary students have been busy making headbands for the school play featuring the story of numbers.

**Liz Bozsa**  
*Creative Expression Teacher*

## Upper Primary

Building on our foundation established in Term 1, Upper Primary children have continued their journey through the performing and creative arts this term.

In music, children began playing their chosen instrument. They have embraced the transition from musical theory to practical application, working individually and/or in small ensemble groups to develop their instrumental skills. Some of our young musicians have mastered tuning their instruments, some are developing basic playing techniques and others are continuing to develop their already advanced skills.

In visual arts, the children have continued to practise their observational drawing skills this term. Building on the skills developed in Term 1, they have focused on still life, perspective, and landscape drawing. In still life studies, the children explored composition principles and developed their shading techniques. Their perspective studies covered both one-point and two-point perspective, giving them the tools to represent three-dimensional space on paper. For landscape drawing, the children studied the work of renowned Australian artist Arthur Streeton. A highlight was our excursion to Herdsman Lake, where children had the opportunity to apply their classroom learning in a natural setting. While the rainy weather limited our outdoor sketching time, the children were still able to observe and appreciate the interplay of light, water, and vegetation that they had seen in Streeton's work.

**Anja Reid**  
*Creative Expression Teacher*







# Physical Expression

Term 2 has been filled with engaging moments, accompanied by both sunshine and rainfall, bringing a dynamic and enriching experience.

Our Pre-primary students have enjoyed indoor lessons focused on practicing animal walks and full-body movement exercises. We have also introduced them to parachute activities, which have helped enhance coordination and the ability to follow instructions through interactive games. Running under the parachute has been a source of immense joy.

Our Lower and Upper primary students have been actively participating in cricket, hockey, and T-ball as well as other few team games. They have learnt important safety rules and applied strategic thinking to ensure a secure and supportive environment for themselves and others.

The School Club's Tennis and Badminton programs have been running throughout the term and have now concluded. As we look ahead to the next semester, we are excited to introduce a new sports club, offering students fresh opportunities to engage, learn, and develop their skills in a dynamic and supportive environment.

**Arianna Taffurelli**  
*Physical Expression Teacher*







# Wellbeing

What a joy it's been to connect with your children each Wednesday as the Wellbeing Coordinator at The Montessori School Kingsley. Each week, I have the privilege of guiding small group sessions that gently support emotional growth, self-awareness, and connection.

This term, we've been weaving emotional and social learning into the fabric of our Montessori classrooms through the RE.L.E.A.S.E Wellbeing Model—a framework I've developed specifically for Montessori environments. This model helps students grow in confidence, compassion, and resilience by giving them practical tools they can use every day.

Here's what RE.L.E.A.S.E stands for:

- **RE** – Repetition: Students practise wellbeing strategies regularly, embedding self-regulation into daily routines.
- **L** – Learn: Lessons nurture the whole child—emotionally, socially, spiritually, physically, and cognitively—in alignment with Montessori's planes of development.
- **E** – Educate: Sessions are grounded in evidence-based mental health practices and delivered through a Montessori lens.
- **A** – Align: Every lesson supports both Montessori philosophy and the Australian Curriculum, creating meaningful links to daily learning.
- **S** – Solutions: Students explore practical strategies in small, safe groups where they can reflect, share, and personalise what works for them.
- **E** – Evaluate: Guided reflection helps students understand their emotional responses and track their own growth over time.

Through this model, our students are building emotional foundations that will serve them far beyond the classroom—developing inner calm, independence, and the tools to navigate life with empathy and strength.

## Lower Secondary (Years 7–9)

### Understanding Conflict: Exploring Positive and Negative Aspects

This term, students participated in a sorting activity to unpack the different ways conflict can arise—recognising it as something that can be both challenging and constructive. With thoughtful discussion and personal reflection, students explored how conflict can lead to growth when approached with respect and emotional awareness. They also shared personal strategies they already use and considered how these impact their wellbeing and relationships.

## Upper Primary (Years 4–6)

### Navigating Changing Relationships

This term, students explored what they can and can't control in friendships using the "Circle of Control." This visual framework supported rich discussion around emotional boundaries and respectful communication. One student shared,

"I can't control if someone stops being my friend, but I can control how I treat them."

These moments reflect deep emotional learning and beautifully support the Montessori focus on self-discipline and social harmony.

## Lower Primary (Years 1–3)

### Understanding Feelings in Our Bodies

This term, our younger students explored how emotions are felt physically—helping them begin to notice early emotional cues in their own bodies. Through emotion mapping and regulation strategies like deep breathing, they are learning to identify, name, and manage big feelings. One student insightfully shared,

"I felt my tummy was tight when I was feeling nervous, so I took 4 slow breaths."

These early foundations support emotional growth and self-regulation in age-appropriate, Montessori-informed ways.

We continue to support this journey, one small group at a time. We're already looking forward to what Term 3 will bring—more meaningful conversations, practical tools, and moments of insight.

**Maria Vaioleti-Ponga**  
Wellbeing Coordinator







# Lower Secondary Class

## **Celebrating Growth and Resilience**

As usual, it has been an incredible term for our Lower Secondary students and staff. We've witnessed an outpouring of creativity, entrepreneurial spirit, and community engagement, all while demonstrating remarkable resilience in the face of busy schedules and ambitious projects.

One of the undeniable highlights was the spectacular student-written and performed play; a retelling of Alice in Wonderland. The dedication and talent on display were truly inspiring, and the massive turnout from our community was a testament to the hard work put in by every student involved. It was wonderful to see so many of you supporting our young players, and the skills developed – from scriptwriting and set design to performance and teamwork – will undoubtedly serve them well beyond the stage.

Our students have also been flexing their entrepreneurial muscles through the continued development of the Micro Economy. We've been so impressed with their initiative in creating and selling their beautifully laser-engraved chopping boards (and the comments from visitors have been very well received). Similarly, the increased engagement with the cafe to raise money for the international trip has been invaluable in our student's search for valorisation. Furthermore, our Lower Secondary students played a crucial role in catering a weekend-long professional development workshop for teachers from across Australia. This undertaking required immense organisation, responsibility, and a high level of service – skills they executed flawlessly.

Additionally, in an exciting development for our school cafe, a select group of students recently completed a comprehensive barista course at Brew Coffee Roasters in Wangara. This fantastic initiative was entirely student-driven; they not only raised the necessary funds through their work in the cafe but also reinvested the earnings into professional training for student volunteers. The team at Brew Coffee Roasters were very complimentary, praising our students' exemplary behaviour, their keenness to learn, and the impressive skills they quickly developed. I got to witness this for myself, and am constantly humbled by the students and their level of maturity and professionalism. And I got to taste some very high quality coffees!

Beyond these exciting ventures, our students have also demonstrated a continued commitment to community and culture. Their thoughtful involvement in the school's traditional Sorry Day activity, guiding younger students in creating commemorative flowers, was a poignant and important contribution to acknowledging our cultural responsibilities.

Finally, the whole-school planting day of native plants in our new landscaped areas outside the new Secondary Building was a testament to our students' leadership and commitment to our environment. It was fantastic to see Lower Secondary students taking charge and guiding their younger peers in this important initiative, contributing to the beauty and sustainability of our school grounds. A special thanks to the Bushland Sub Committee for their continued guardianship of our bush and surroundings, must be acknowledged.

Behind every success this term has been the incredible resilience of our students and staff. Navigating multiple demanding projects, balancing academic commitments, and consistently rising to every challenge with enthusiasm is what makes our school so special. We are immensely proud of what everyone has achieved and the valuable skills – from creativity and collaboration to leadership and community spirit – that have been honed this term.

I wish you all a safe (and long) holiday full of adventures and rest, and cannot wait for what is in store for the remainder of the year.

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





## Lower Secondary Students' Perspective

### **English**

**By Lucy and Elmina**

This term in English, we have been investigating the Sustainable Development Goals (SDG), and Megan has given us tasks such as reading comprehension and how literature can shape perspectives and raise awareness. We have also done things that weren't related to the SDG topic, such as investigating punctuation and the effects of directors' choices on performances.

### **Mathematics**

**by Arielle and Lola**

This term in Math, the focus was on Algebra. We each were given an assignment, which had Algebraic questions relating to something we like to do (like a sport or hobby). We then did some book work which was followed by a choice of two tasks, one was on gender pay gaps in sport and the other was solving questions using algebra.

### **German**

**By Katie**

This term, during German, we have been learning about different types of transportation and vehicles. We have been practising speaking by asking each other questions about transportation. We practised listening by answering the questions we asked each other. and watching videos on different forms of transportation around Germany.

### **Physical Expression**

**By Orlando**

For sport this term, we got to choose what sport we wanted to play. Half of us chose to play cricket, while the other half either took part in basketball and frisbee or had been involved in play rehearsals throughout the term.

### **Science**

**By Tom and Declan**

This term, we looked at the Sustainable Development Goals (SDG) for our topic for science. We had to pick one SDG to study and make an invention and experiment. For example, the seventh SDG is *Affordable and Clean Energy*, and Arlo and Tom did an experiment on nuclear power.

### **Creative Expression**

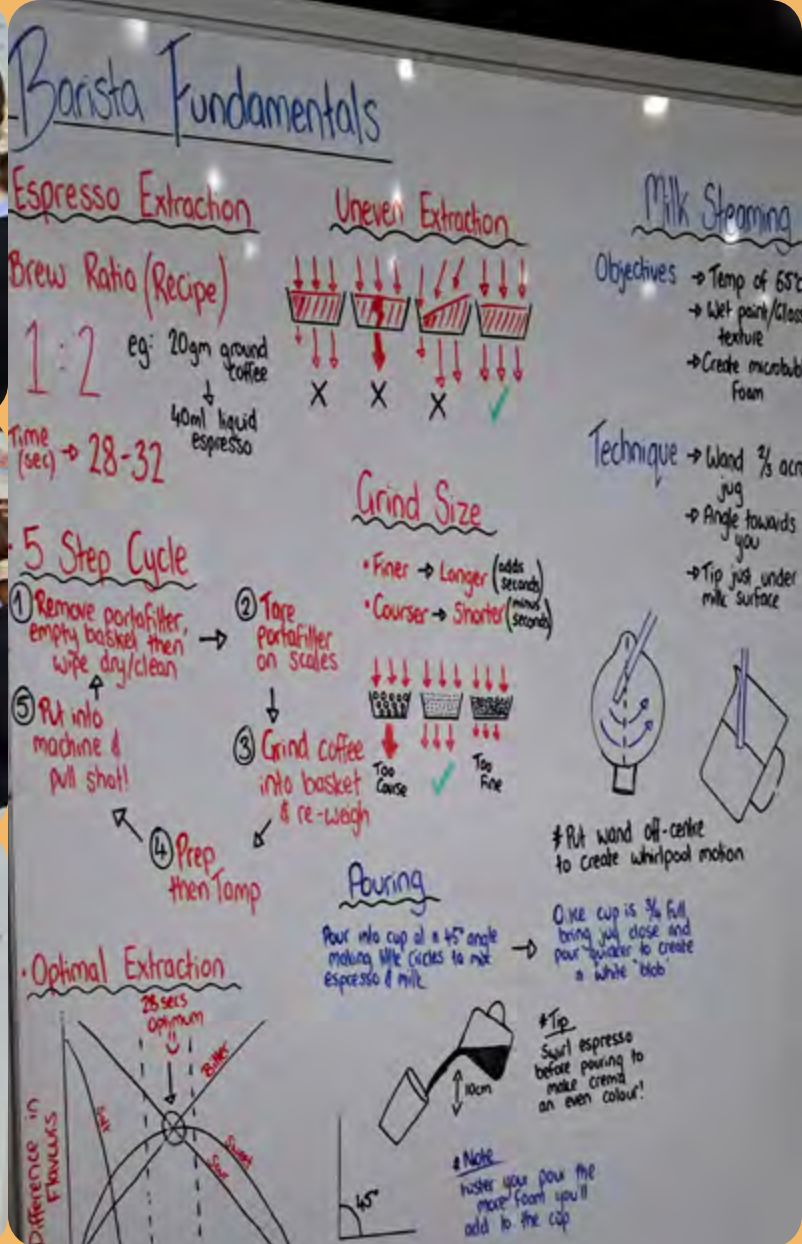
**By Sam**

This term in Art, the Lower Secondary students have been doing lots of different projects, some of the students have been making props for the play, and some students have been working on individual projects and pieces.

### **Humanities and Social Sciences**

**By Lola**

This term in HASS we were looking at the 17 sustainable development goals or SDGs. We looked at how the governments around the world are supporting these goals and if democracy can actually help with solve climate change. We also learnt how democracy and voting works in Australia.



## Microeconomy

By Maud and Mia

This term, the **Farm Group** has been planting potatoes, as well as some other plants for events like Mother's Day. We also helped facilitate the school bush planting day (6 June), replanting native plants in areas that were cleared in the process of building the new building.

In the **Factory Group**, the students have been making all sorts of products including soaps and beeswax wraps for Mother's Day. This term particularly, our focus has been on making customised Jarrah chopping boards, which are quite popular currently. We sold 5 chopping boards at the play, as well as a few at the Positive Discipline Training – we are currently preparing for an order of 12 chopping boards for a particular enthusiastic customer.

The **Fabrications Group** has moved the Zen Garden to a better location – in front of Honkey Nuts Cafe. At times, the Fabrications Group has merged into other groups and helped with many events.

The **Food Group** has been planning and cooking every other week, making meals such as pesto pasta with garlic bread.

The **Facilitators** are mainly focusing on improving our fundraising efforts for our senior trip. This term, we worked on several events, including catering for the Positive Discipline training program and preparing for the Play, which has been in rehearsal throughout the term. We are already planning future events such as a Bunnings sausage sizzle, more Toastie Days, and our annual Quiz Night. As usual, we have started preparing Quiz Night questions for Term 4!







# Collaboration: The Lower Secondary and Pre-International Baccalaureate Play

The play was hosted by the Lower Secondary and Pre-IB students. They wrote an adaptation of Alice in Wonderland, though they called it Alice (and friends) in Wonderland. Some of our LS and Pre-IB students directed, produced, and acted in the Play. Some of the costumes like the mad hatter costume were handmade by our LS students. The play followed Alice and her friends through wonderland meeting all sorts of strange people like the mad Hatter, both the red and white queens, a giant caterpillar, and a floating pink cat by the name of Cheshire. Once the play was finished, our students received mostly positive reviews on the play from parents and staff alike.





# Upper Secondary

We're pleased to share an exciting development in our evolving Pre-IB program. As you may know, this year marks a shift in how we structure our student cohorts, with Year 10 students—previously part of Lower Secondary—now formally recognised as part of our IB community. Their learning pathway, grounded in Montessori principles, is increasingly geared toward preparing them for either the IB Diploma Programme (DP) or the IB Career-related Programme (CP).

In line with this growth, we are introducing a new and meaningful opportunity: from 2026, Year 10 students will have the chance to complete a Certificate II qualification through a local TAFE. This will replace their Microeconomy program on Fridays and represents a significant step in broadening their academic and career-related experiences.

There are many reasons we're excited to offer this pathway:

- It provides students with valuable exposure to vocational learning and workplace-relevant skills.
- It supports them in making more informed choices about whether they pursue the DP or CP in Years 11 and 12.
- It allows them to gain a nationally recognised qualification that can contribute to future employment or further study.

Students will have the option of selecting from approved Certificate II courses offered at either North Metropolitan or South Metropolitan TAFE, delivered one day a week (Fridays) over three terms. While access to these courses is free for secondary school students,

## Pre-International Baccalaureate Programme

### Creative expression/ Art

In CE/ visual art the pre-IB students have been doing a wide range of activities. One of our students is in the process of making leavers jackets for the year 11s and 12s. Some of them have been doing other forms of Art and planning the pre-IB and IB camp.

### English

In English this term, the pre-IB students have been reading chapters from books and watching snippets from the movie adaptations. They have read snippets of books like Harry Potter and the Philosophers Stone, The Lord Of the Rings -fellow ship of the ring and Return Of the King- and the Hobbit; they also watched the scenes relating to the chapters they read, so they could write a comparison essay of each.

### German

In German our Pre-IB students have been learning how to identify different objects in the workplace in the last few weeks. Earlier this term they had exams in each subject; in German they had three exams, a Reading, writing, and a listening exam.

### Hass

In their term 2 Hass lessons, the Pre-IBs' have been learning about climate change and World War 2. They have watched many educational videos about both subjects. They have written essays about each subject they have studied; their most recent essay was on World War 2 and the Great Depression impact on it.

### Maths

There has been a very wide variety of Pre-IB Maths over Term 2. Every student is doing something different depending on whether they are planning on taking maths in the IB or not. They have been working on algebra and graphs, linear equations, and quadratic equations. They also had an exam in weeks 4 and 5 of Term 2; the exam covered everything they had been leaning in term 1 and for the beginning of term 2.

### Science

The pre-IBs have been studying biology this term. They have learnt how to extract DNA from strawberries. They have studied DNA, Mitosis and Meiosis, and genetics. They learnt how different genes can be dominant or recessive. They built a double Helix out of lollies; they learnt about acids and bases. There was also a test in science that covered the chemistry they learnt in term 1 and covered the biology they learnt in Term 2.

### Sport

The pre-IB sport program allows its' students to freely participate in and choose their own sports activities. This term the pre-IB students play a basketball shooting game called poison. They also participate in a friendly but competitive game of wiffleball.

### By River



# Why do we offer the IB programmes?

At The Montessori School Kingsley, we offer two graduating pathways for our students, the International Baccalaureate Diploma Programme (IBDP) and International Baccalaureate Career-related Programme (IBCP). We were the first Montessori school in Australia to offer the IBDP and are currently the only school in Western Australia offering the IBCP. Why have we chosen to offer these international programmes rather than the West Australian Certificate of Education (WACE)? Read on for more details!

## A Shared Philosophy: Montessori and the IB

Montessori's vision of education as "an aid to life" resonates powerfully with the IB mission to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world.

The IB and Montessori philosophies and their resulting practices are well aligned. Both approaches:

- Emphasise student agency, independence, and self-directed learning;
- Foster international-mindedness and intercultural understanding;
- Prioritise the development of the whole child – intellectually, socially, emotionally, and ethically;
- Promote real-world learning and reflection.

Therefore, both the IBDP and IBCP offer a natural progression for our students as they move from the Montessori environment into the final years of secondary schooling.

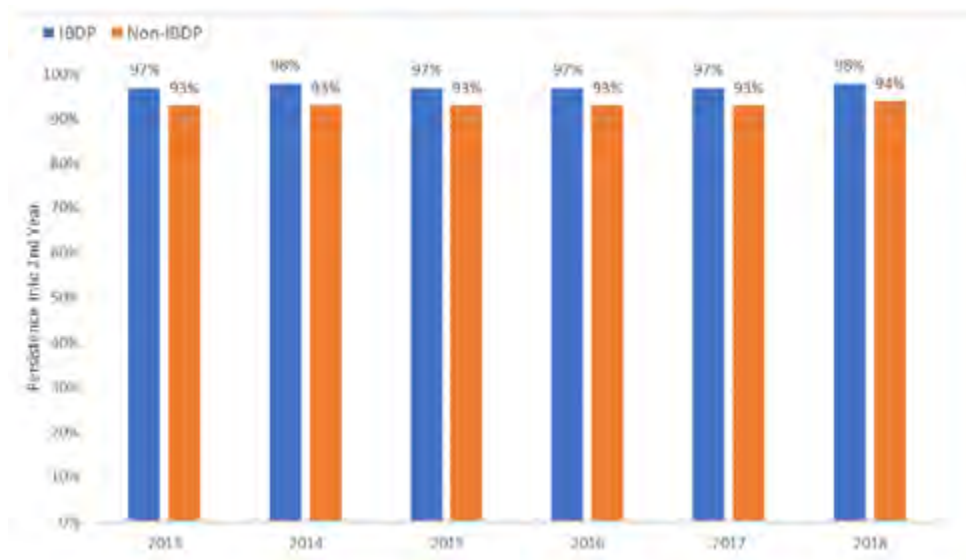
## The IB Programmes

The IBDP is a rigorous academic curriculum that includes six subject areas, plus a core of an Extended Essay, Theory of Knowledge, and Creativity, Activity and Service (CAS). It is ideal for students looking to challenge themselves academically and develop a deep understanding across disciplines. Students who earn the Diploma receive an ATAR score which can be used in applications for Australian Universities. The IB Diploma is also widely recognized by universities internationally.

The IBCP is designed for students who want to combine academic studies with career-related learning and is ideal for students who enjoy practical learning or prefer to demonstrate their learning in a variety of ways. Students complete a set of core subjects at school, two Diploma subjects and a career-related study, usually at a TAFE.





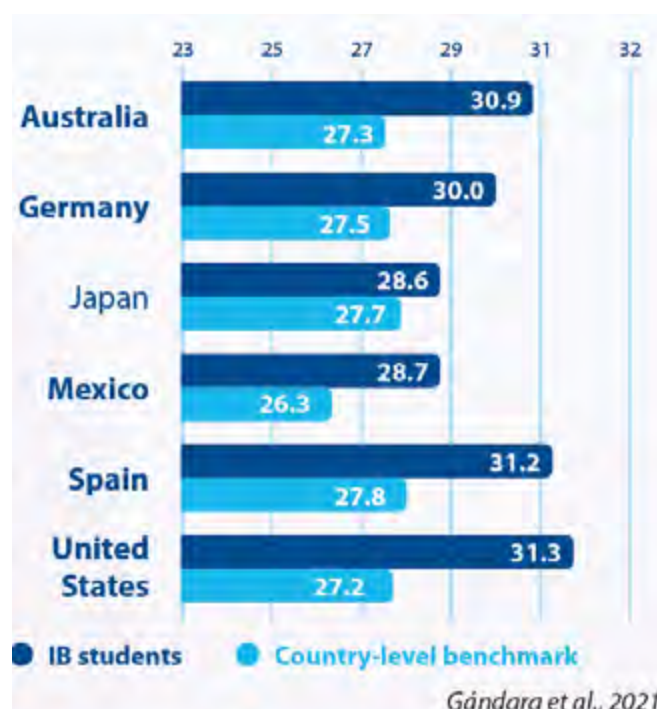


## What the Research Says About IB Graduates

Research consistently shows that IB graduates are exceptionally well-prepared for the future, whether pursuing university, vocational training, or moving directly into the workforce. For example, a 2024 study conducted by the Australian Council for Educational Research (ACER) found that Australian IBDP students have consistent and very high success in applying for university overall and compared to non-IBDP students irrespective of their socio-cultural background. Across the cohorts from 2013 to 2018, almost all IBDP students who applied for university gained an offer to study and were more likely than their non-DP peers to continue into their second year of university (Hillman et al. 2024).

IB students are also more likely to engage in civic activities and think globally. A University of Chicago study found that IB students in the U.S. reported higher levels of global-mindedness, critical thinking, and intercultural understanding (Saavedra, 2014). Gandara et al (2021) also found that DP and CP graduates in six countries had higher levels of global mindedness than their non-IB peers.

As a school community, we are proud to offer programmes that allow students to own their learning, follow their interests, and prepare for meaningful futures.



## References

- Hillman,K; Edwards,D; Clarke, L (2024). Australian university outcomes: A national study comparing IBDP and non-IBDP students.
- Saavedra, A. R. (2014). The Academic Impact of Enrollment in International Baccalaureate Diploma Programs: A Case Study of Chicago Public Schools. University of Chicago.
- International Baccalaureate Organization (IBO) (2024). Research Summary: Key Findings from DP and CP research.
- International Baccalaureate Organization (IBO) (2021). Research Summary: Key Findings from DP Research.



# Language Acquisition

## International Baccalaureate Diploma Programme

In the International Baccalaureate (IB) courses, there is strong emphasis on students to become open-minded and caring young people who are aware of cultural influences and perspectives.

That idea of promoting interculturalism is embedded in the International Baccalaureate Organization's philosophy in general and also in the languages courses, as they strive to develop greater understanding between different cultures in order to create a more peaceful world.

There are two different language acquisition courses in the International Baccalaureate Diploma Programme. To be awarded the Diploma, students have to either complete a language ab initio course, which assumes no or very little prior knowledge of the language studied in Year 11, or a language B course. The latter is designed for students with some previous knowledge of the target language.

### Structure

Both courses are organised into five themes which can be taught in any particular order:

- Identity
- Experiences
- Social Organisation,
- Human Ingenuity
- Sharing the Planet

Each theme comprises of more defined subtopics that relate to the theme and provide students with opportunities to practice reading, writing, listening and speaking skills. An example of a subtopic within the theme "Identity" are: young people's issues, youth groups, hobbies, clothes and appearance, unemployment and homelessness and students with migrant background.

Both courses, language B and ab initio, are designed to provide students with knowledge about current cultural issues and the necessary skills and intercultural understanding, to communicate successfully in an environment where the language is spoken. In both courses, students learn to communicate in the target language in familiar and unfamiliar contexts. So, when the opportunity arises, we participate in multicultural events, like the German Film Festival etc.

While the language ab initio course is only offered at standard level, language B can be studied at either standard or higher level. The main difference is that higher level students study two literary works in the target language and are expected to obtain a higher level of competency by using more complex vocabulary and grammar.

### Assessment

Students are assessed both externally and internally. External assessment consists of exercises to demonstrate understanding of authentic printed texts and understanding of short spoken texts, as well as a writing task.

The internal assessment tests students' abilities in listening and speaking in a genuine conversation format. It consists of a presentation and follow-up questions around the five themes of the course.







## International Baccalaureate Career-related Programme

In the International Baccalaureate Careers-related Programme, language learning is also highly valued. Students complete a core component entitled “Language and Cultural Studies”

Students may choose to build on an existing language they know or learn a new one. Through the course, they also explore the traditions, customs, and perspectives of different cultures. This experience strengthens open-mindedness, empathy and a global outlook — qualities that are valued in both personal and professional life.

### Assessment

The assessment in the “Language and Cultural Studies” component is portfolio based and students start by developing a language and cultural portrait. They then identify an area of focus for their language learning: personal, career or community, and set specific learning goals for which they design learning experiences. Reflections on those learning experiences become part of their portfolio.

### Goals

Some of the goals of both courses are:

- To develop international-mindedness through the study of languages, cultures and ideas and a better understanding of globally significant issues.
- To encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students’ awareness of the importance of language in relation to other area of knowledge.
- Provide students through engagement with opportunities for intellectual engagement and the development of critical and creative thinking skills.





## Bushland Planting Day

While we were working on our Harmony Day Project, the Bushland Sub-Committee reached out to ask us if we would be interested in joining them in planning a bushland re-vegetation project. We were excited to get involved, so as soon as we finished with Harmony Day, we began our next project – the whole school Bushland Planting Day, which took place on 6 June.

During the planning process, we researched and catalogued the seedlings we would receive, divided the planting areas into zones, and coordinated our efforts with those of the committee. The process of teaching the younger students to care for our bushland is a very important one, making them more mindful of their environment and its fragility – and it was great to see the pride with which they accomplished their tasks. It was also great to have the opportunity to help Ruth and Laila and learn from their expertise.

*By Kira and Zoe*

## German Film Festival

The Year 11 students watched the documentary Riefenstahl as part of the German Film Festival early in Term 2. The documentary covered the life of Leni Riefenstahl, a German filmmaker during the Nazi era who received direct commissions from Hitler to create propaganda films on the 1935 Nuremberg Rally and 1936 Summer Olympics in Berlin. After WWII she denied any real attachment to the regime and its ideology or awareness of its atrocities, but the documentary contrasts these claims with her personal writings and other historical information. As IB students, the experience was valuable for the subjects of German, History, and ToK, and it was enjoyed by those who attended.

*By Simon*

## Bibbulmun Track

This term our students made the annual trip to our adopted section of the Bibbulmun Track approximately 120 kms south of Perth close to North Bannister, which our IB students have been doing since 2009. The students pruned the vegetation on the track and installed erosion barriers in certain areas. They also made sure that the campsite is in good condition and collected litter close to the North Bannister Roadhouse. While the weather was poor in Perth our students missed most of the rain and were able to enjoy lunch at the Bannister Roadhouse. After our students hard work the section of track is now in good condition and is more accessible to walkers.

*By Tomasz*









# 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?

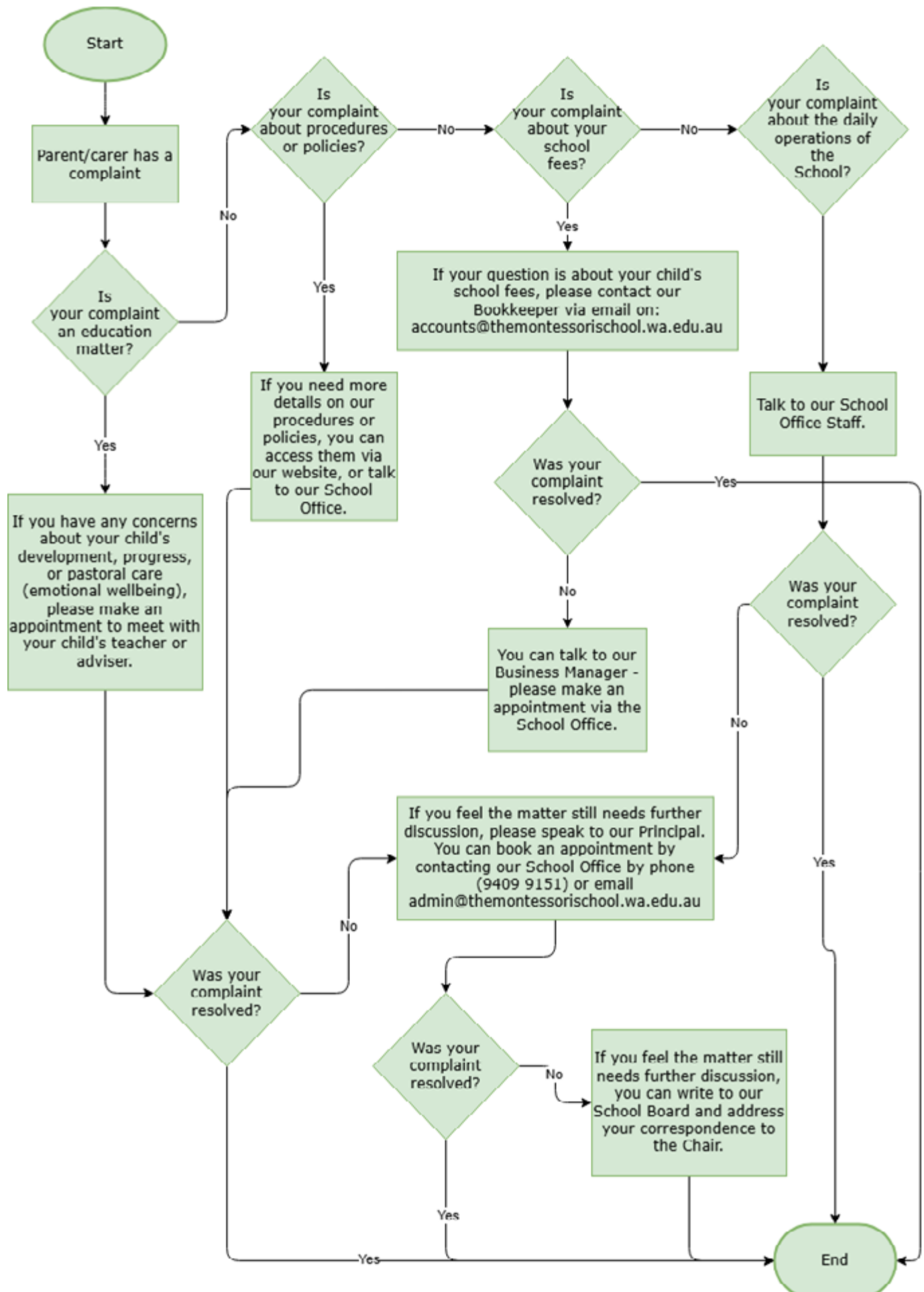
Most issues you can raise directly with the class teacher, and these will be forwarded to the right person as needed. Some issues may need to be brought to the School Office, to the Business Manager, or directly to the Principal. Complaints about the Principal should be directed to the Chair of the Board. 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](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.ccp.wa.gov.au](http://www.ccp.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   | • Doreen Sharma        | • Katherine Rea        | • Pooja Goswami         |
| • Aleksandra Henderson | • Elodie Marbleu       | • Kathryn Rose         | • Sabrina Dimanlig      |
| • Amanda Richardson    | • Emina Hasanovic      | • Krita Jagatia        | • Sally Thomas          |
| • Amy Barnes           | • Emma Walraven        | • Kylie Chalmers       | • Sarah Holland         |
| • Andrea Sommer        | • Francesca Mannino    | • Laura Reynolds       | • Segolene King         |
| • Ashleigh Brookes     | • Gemma Corbitt        | • Lauren Childs        | • Selena Sulak          |
| • Barbara Watroba      | • Gina von Bodenhausen | • Lisa Louttit         | • Simon Tottle          |
| • Beata Richardson     | • Girija Singh         | • Lise Cullen          | • Sneha Rajagopalan     |
| • Bree Stanton         | • Jason Ryan           | • Makiko Sooby         | • Suchita Durafe        |
| • Brooke Gardiner      | • Jayshree Parmar      | • Maria Barnes         | • Tara Gray             |
| • Camelia Femia        | • Jennifer Mateo       | • Megan Beasley        | • Tashreen Tourabaly    |
| • Candice Hodge        | • Jess Taylor          | • Mei Swan Lim         | • Theresa Bagas         |
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| • Danielle Butcher     | • Katherine Edwards    | • Payal Patel          | • Zoe Judge             |








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