



The Montessori Bell

Term 4, 2025



Co-Principal's Message

Another busy term and another wonderful year have almost passed, and, as we approach the end of 2025, we are reflecting on all that has happened, as well as planning and looking forward to what is coming in 2026.

A major highlight of this year was the opening of our new Secondary Building. The students and staff alike have made it their own and are thriving in the beautiful new facilities. This building gives us the opportunity to expand to the full capacity of our secondary programs both in terms of numbers and providing the best learning opportunities in top quality facilities. Balancing our student numbers with an increase to our secondary years will give us greater flexibility throughout the School to resource our staff and classrooms, as well as giving students in the secondary the best opportunities for peer group support and subject choices.

As we have completed the new building project, our eyes are turning to what is next for improvement and development around the School. Planning is beginning for some enhancements to our playground and outside areas, and the option for use of the demountable in the front of the School is being resolved with the City of Joondalup. In 2026, we will publish our next Strategic Plan, sharing our priorities for the coming years: maintaining our high-fidelity Montessori practice; integrating digital technologies; support community engagement with the School; and most importantly, continuing to enhance student learning and wellbeing. Many of us benefited from the e-Safety workshop led by Amanda Grimble from WA Child Safety Services. Amanda provided us with detailed information on the risks and challenges being faced by our children as they grow up in a digital world. She also offered some great strategies we can all use to help children keep themselves and others safe online. Some of you may be facing the long holidays with the social media age restriction changing the way your teens and children may be able to connect. If you would like to read further about this topic we recommend the e-Safety Commissioner website or the WA Child Safety Services site. For reviews of online platforms, games and film or TV content you can check out to help you make informed choices with your child.

- www.esafety.gov.au
- www.wacss.com.au
- www.commonssensemedia.org

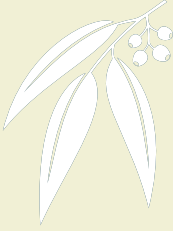
Exciting things are coming (or coming back!) in 2026. We are preparing the Shammai Building to host the Montessori Playgroup, which we are delighted to have back here on site at school. This program will run in the morning after school drop-off, welcoming children younger than school age, accompanied by their parent or caregiver. It will provide a beautiful opportunity to connect to our school, learn more about Montessori education, and support our youngest children to build their independence and curiosity. We will also see Camp Australia move into the Shammai, placing our before- and after school care program in the heart of the School property with easy access to outside play areas and a carefully prepared indoor environment. Camp Australia provides subsidised care for those families who need to drop off early or pick up later than the usual school hours, and we look forward to seeing an improved experience for those children next year with their new location.

Hopefully many of you will have joined us for the end of year school picnic on 5 December, where we watched our latest Year 12 students graduate. It is always an emotional moment to see young people reach the end of their time with us, but also exciting to know what great opportunities await for these capable, confident and caring humans.

Thank you to all our students, staff and families for the richness and value you add to our community. We are so fortunate to enjoy this peaceful, diverse and positive school. We wish you a very relaxing holidays and look forward to welcoming you back in 2026.

Kate Tottle & Michael Caldwell
Co-Principals





Message from the Board

This term has seen steady progress across several priorities, including a renewed focus on strengthening and updating our policy management practices. Governance, Finance and Strategy remain the Board's core responsibilities, and we continue to focus on all seven strategic priorities, each of which places the child at the centre of our decision-making.

With the successful completion of the new Secondary Building, the playground is now taking priority. The natural environment is a foundational part of the Montessori experience, and the Bushland Sub-Committee is seeking volunteers to help water the newly planted areas over summer. The plants added by the whole school in June will need regular care. If you can offer two hours a week for one or more weeks during the summer, your help would be greatly appreciated. Families are encouraged to volunteer together, with parents responsible for supervising their children.

I'd also like to take the opportunity to acknowledge our amazing Bushland Sub-Committee for the work they do and congratulate them on securing the 2025 Natural Resource Management Grant for weed control, weed mapping and supplies. Thanks to Joy, Ruth, Michelle, Leigh, Laila, Joel and Felicity for their contributions and generous support of the bushland.

The recent work undertaken by Randal Tait and Julie Gravel to revitalise the Community Engagement Sub-Committee (CESC) reflects the importance of a connected and engaged community. The CESC is seeking volunteers to assist with the planning and organisation of a variety of social events throughout 2026, and we are pleased to confirm that our Annual Scitech Family Night has already been booked for 15 May 2026. Please keep an eye on School Stream and your emails for further information about this event and other opportunities to participate.

In other governance updates, the Board welcomed Wanda Anderson as Secretary following her expression of interest to the Term 3 update. Chloe Bond was elected to the vacant Heritage Director role and, alongside Alex Zavros, has bolstered the Risk and Compliance Subcommittee.

Online safety remains an increasingly challenging area for families in this modern age. Thank you to all who attended the recent e-Safety presentation. The feedback was extremely positive, with many finding it both engaging and insightful. If you were unable to attend, we encourage you to speak with someone who did to learn some of the key tips and pitfalls discussed.

On behalf of the Board, we wish you a happy, healthy and safe holiday season. Thank you for your continued support and for contributing to the vibrant community we are all privileged to share.

Jarrod Burns
Chair





Term Events Highlights – Term 4, 2025

Lake Walk

To mark the beginning of the Noongar season of Kambarang, our students took part in our annual Lake Goollelal Walk. Due to the unprecedented rainfall this winter, parts of the lake were flooded, so students were unable to complete the full circuit. However, they still enjoyed walking, chatting, and connecting with nature — and, of course, sharing some refreshing orange slices along the way. This cherished tradition has been part of our School for many years and continues to be a highlight for students and staff alike.

Christmas Concert

To celebrate the end of the year, our Pre-Primary and Lower Primary students delighted their families with a joyful Christmas Concert. The students sang some of their favourite Christmas songs, filling the hall with festive cheer and smiles all around. This event is always a firm favourite for students, families, and staff alike, marking a wonderful way to close the year together.





e-Safety Discussion Night

Our e-Safety Discussion Night, held on Tuesday, 18 November, was an engaging and informative evening for our community.

Presented by Amanda Grimbly from *WA Child Safety Services*, the session provided parents and carers with valuable strategies to support their children as they navigate the digital world. Amanda covered a wide range of topics, including popular social media platforms and online games, online grooming, exposure to explicit content, sexting, technology-assisted abuse, and the impact of technology use on physical, mental and social health.

Participants also learned about practical tools such as parental controls, conversation starters, and book recommendations to continue the discussion at home. With refreshments and thoughtful conversation, it was a highly worthwhile evening that deepened our shared understanding of online safety.

Year 3 Farewell Dinner

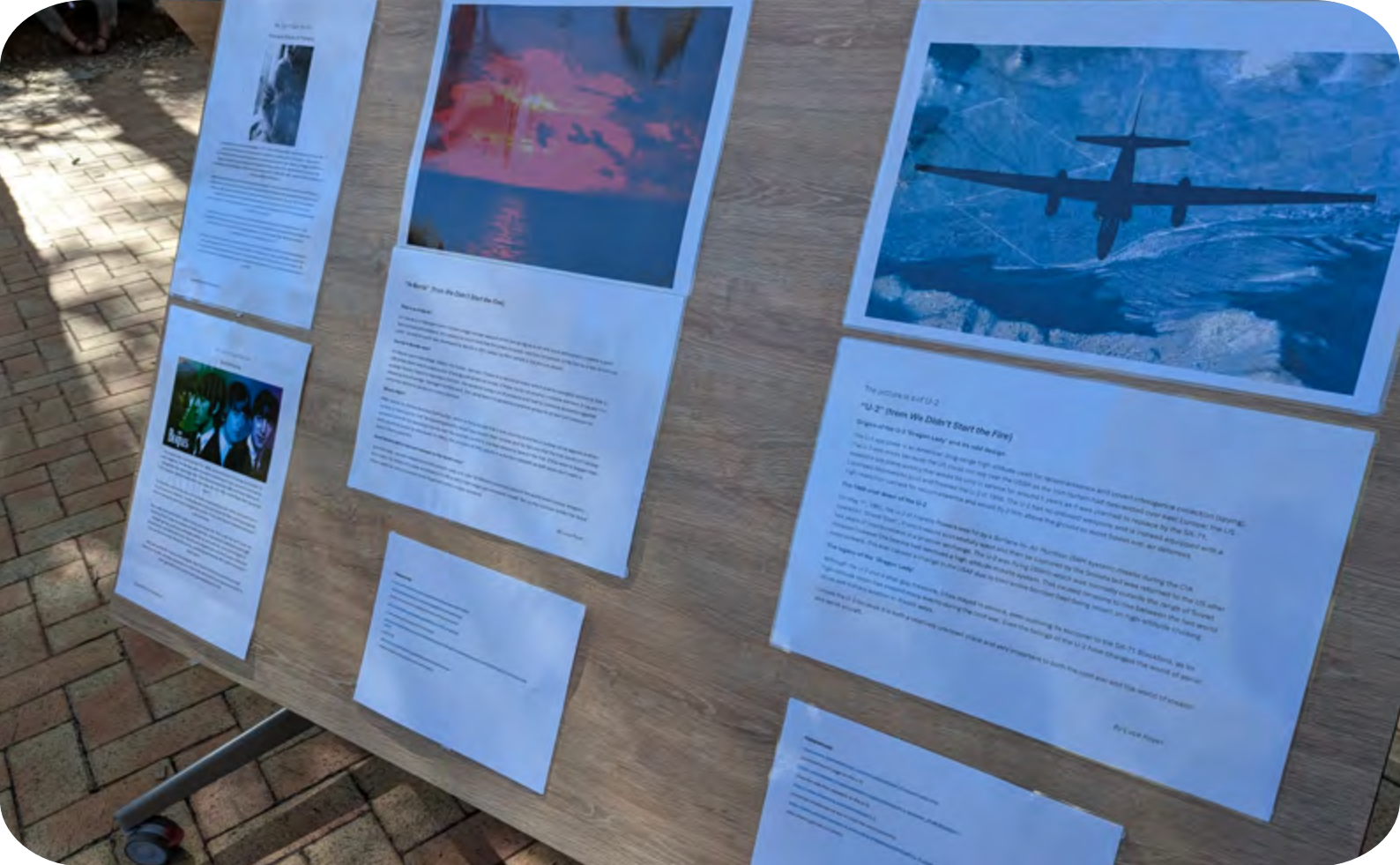
Our Year 3 students recently enjoyed their much-loved Year 3 Farewell Dinner, a special tradition before they move up to Upper Primary. With the support of their teachers and education assistants, the students prepared their own dinner, taking great pride in creating a meal to share with their classmates. They celebrated with plenty of play on the oval and enjoyed a wonderful evening of fun, laughter and friendship. It was a beautiful way to mark this important milestone in their Montessori journey.



Year 6 Graduation

To celebrate the conclusion of their Year 6 journey and mark their transition into Lower Secondary, our students enjoyed a special Graduation Evening at Wanneroo Botanic Gardens. They ordered their own food and shared a relaxed picnic-style dinner before finishing the night with a fun round of Glow Golf, a joyful way to celebrate their achievements and their time in Upper Primary.





TOK Day

Our International Baccalaureate (IB) students presented their Theory of Knowledge (ToK) Exhibition, showcasing their ability to question, reflect, and explore how we come to understand the world around us.

Through thoughtful displays and discussions, students shared their insights into knowledge, perspective, and meaning, which are all key elements of the IB Diploma Programme.

To celebrate the end of their ToK studies (and the school year!), students rounded off the day with a sleepover at school – a fun and memorable way to reflect, connect, and relax after a busy term.

Well done to all participants for your reflective and creative work.

Lower Secondary Quiz Night

On Friday, 21 November, our Lower Secondary students hosted their annual Quiz Night at Padbury Hall. This is an event entirely organised and run by the students themselves as part of their fundraising efforts for their biennial trip to Thailand. They wrote all the quiz questions, approached local businesses and shops for prizes, and took charge of running the evening. The night was filled with laughter, friendly competition, and community spirit. It was a wonderful example of our students' creativity, collaboration, and initiative in action.





Basketball and Soccer Club

This term, our Lower Primary and Upper Primary Basketball and Soccer Club returned by popular demand. We were also delighted to invite our pre-primary students who are moving into Lower Primary next year, giving them a wonderful opportunity to get active, build new skills, and connect with the students they will soon share a classroom with. The club was a great success, and we are already looking forward to seeing which club will be running next year.



Chess Club

This term, we're grateful to Teacher Jaromir Kulir for bringing back the Chess Club at the School. The students have really embraced it, enjoying the challenge, strategy, and friendly competition that chess offers. It has been wonderful to see their confidence grow each week.

End-of-Year Celebrations & International Baccalaureate Students Graduation

On Friday, 5 December, our school community gathered to celebrate the graduation of our International Baccalaureate students — Eric Olsson, Eva Summers, and Jack Furth — and to mark the end of another wonderful year. Families brought along picnic rugs, chairs, and dinners to enjoy a relaxed evening on the school grounds. The event included a welcome and presentations, followed by cake and celebrations, creating a joyful and heartfelt atmosphere to close the school year together.





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-Principal
Michael Caldwell	Co-Principal
Katharina Stillitano	International Baccalaureate Diploma Programme Coordinator
Ashley Dufty	International Baccalaureate Career-Related Programme Coordinator
Felicity Cooper	Business Manager

Administration 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 Co-Principals/Engagement Coordinator
Rachelle Edwards	Finance Manager
Stephane Remse	Administrative and Accounts Support Officer
Kevin McDonald	Grounds Person



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.

Primary Level		
Pre-Primary 1 Ciara Foley Georgia Williams	Pre-Primary 2 Ria McBennett Zoe Judge	Pre-Primary 3 Jessica Jackson & Cristina Vivanco Ramirez Audré Maré & Eavan Coughlan
Lower Primary 1 Vicky Brown & Salwa Guirgis Julie Fitzpatrick	Lower Primary 2 Sue Hoolohan Jo McFarlane	Lower Primary 3 Ashlea Fuller Debra Beach & Janice Aloysius
Upper Primary Advisory 1 Girija Stewart Sunny Steffanoni Francesca Mannino		Upper Primary Advisory 2 Michelle Hayes & Leigh Franz-Evans Winnie Peng Francesca Mannino
Secondary Level		
Lower Secondary Megan Beasley & Michael Caldwell - Lower Secondary Advisers	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 ————— Creative Expression 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		



Pre-Primary 1 Class

Term 4 is always busy as we finish up all our lessons for the year, practice for the end of year concert, make Christmas crafts, and fill our classroom with paper chains. This term, we finished our study of Geology as we learned about rocks, gemstones and fossils. We moved on to learning about the weather and how it changes through the seasons using our month-of-the-year timeline. The older children enjoyed recording the weather each day as they checked the temperature, wind direction, rain and clouds. We finished the term learning about the parts of the human body, the skeleton and the various organ systems.

In maths, we continued work with the golden bead materials which focus on place value. A firm favourite with some children was our 1,000 chain. The 1,000 chain is a material used to help children understand skip counting, place value, and the concept of a thousand in a concrete, visual way.

As part of our Grace and Courtesy lessons, we show the children how to care for books such as how to carry a book with two hands, how to return a book to the shelf, how to gently turn the pages using our fingertips and to close a book softly. We decided to make some book bags with the children so they can continue this care as they take books to school or the library. Children are also welcome to borrow their favourite books from our classroom to share with their families at home.

I would like to wish the children moving to Lower Primary all the best as they leave our classroom, and I look forward to seeing them for visits and lunch dates next year. They all enjoyed sewing their teddies, which is a long-standing tradition at our school. We would also think to thank our student's family for bringing his chicks to school for a day, this was a highlight of the term. I hope all our families have a wonderful break and enjoy the holidays. See you all next year.

Ciara Foley
Pre-Primary 1 Teacher





Pre-Primary 2 Class

This term, following on from our work on Astronomy, we continued our investigation of the non-living world introducing the topic of geology. We have explored layers of the Earth, volcanoes, and the rock cycle through stories, the parts of jobs, discussions and experiments, to help the children understand these concepts. The children have been discovering different types of rocks and minerals, learning how they form and change over time. This topic extended the length of the term, and the children have been keen to learn about the earth, different types of rocks and rock formations, volcanoes, and natural formations such as The Giants Causeway in Ireland, Wave Rock in Western Australia and many others. Making models of the layers of the earth with different coloured plasticine and then cutting it in half to identify each of the layers, has been a keen favourite and an ideal age-appropriate simple yet effective activity. As in everything we do in Montessori, we take the lead from the children, and it has been wonderful to see their engagement and curiosity in this subject. This topic also has assisted the children in understanding that the ground beneath us holds the history of our planet.

We have also explored the topic of fundamental needs in Term 4.

We began by discussing what makes life possible — food, shelter, clothing, transportation, and defence, and the cultural needs that enrich human life, such as communication, art, and spirituality. The children were fascinated to learn that while these needs are the same for everyone, people around the world meet them in different ways. By comparing how people in different parts of the world and throughout history meet these needs, children gain respect for diversity and human ingenuity.

Woodwork has been a popular activity in our classroom this term and it has proved a wonderful exercise in developing fine motor skills, problem solving, applying effort, fostering creativity and working safely with selected tools. Through our woodwork lessons, the children had the opportunity to design something to create, plan the steps and select the necessary tools. This allowed them to practice practical skills such as clamping, hammering and sawing and learning the names and purposes of basic tools. Once the children had completed their woodwork piece, they painted and decorated their piece. Not all the members of the class made a woodwork piece, but some of our younger members have had a lesson with hammering and safely using tools. It has been lovely to observe their engagement and effort when undertaking this everyday practical skill.

Finally, as I prepare to say goodbye for one year, I would like to take a moment to express my heartfelt gratitude to each of our families. It has been a privilege to be part of your children's journey, watching them grow, master new skills, discover their surroundings and the world with curiosity, and build new relationships.

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

Ria McBennett
Pre-Primary 2 Teacher





Pre-Primary 3 Class

This past term in Pre-Primary 3 has been a wonderful journey filled with curiosity, creativity, and growth. The children worked diligently throughout the term, engaging in meaningful work cycles and contributing to a calm and harmonious classroom atmosphere. We were delighted to welcome three new friends and their families to our community.

Our Science focus this term was Geology and Astronomy, which truly captured the children's imaginations. During our study of Astronomy, many children enjoyed arranging the planets in order using wooden templates, then illustrating and shading their own solar systems. We also explored the moon and its different phases.

In Geology, we investigated the formation of the Earth and the wonders of volcanoes. A highlight of the term was our volcano eruption experiment, which brought the lesson to life in an exciting and memorable way! The children also explored fossils and participated in a "Dino Dig" in our outdoor sensory tray — an engaging activity that combined scientific discovery with hands-on play.

We also studied landforms this term. These materials allow the children to grasp abstract geographical concepts through concrete experiences. They have been learning new vocabulary such as island, lake, isthmus, strait and so on. The landforms are introduced in contrasting pairs.

As the year draws to a close, we are preparing to farewell our older children as they transition to Lower Primary. In keeping with our cherished school traditions, they have been busy sewing their teddy bears. They have also designed their own t-shirts, proudly stitching the PP3 initials and adding creative touches with shapes and iron-on stickers. Their enthusiasm and pride in these projects have been wonderful to see.

To help with the transition, the children have enjoyed visiting the Lower Primary classroom, engaging in work cycles, and spending playtime with the older group. These experiences have been a beautiful way to prepare them for the next stage of their Montessori journey. We will miss them greatly, but we know they are ready and confident for this exciting new chapter ahead.

As we conclude the year, we would like to extend our heartfelt gratitude to all our families for their ongoing support ; through school events, lunch dates, and classroom observations. Your active involvement is invaluable in nurturing your children's growth and love of learning.

On a personal note, I would like to sincerely thank you all for your support throughout my own journey this year. I will miss the children dearly while on maternity leave but leave them in the wonderful care of Cristina, Audre, and Eavan.

Wishing you all a joyful and safe summer break!

Jessica Jackson & Cristina Vivanco Ramirez
Pre-Primary 3 Teachers





Lower Primary 1 Class

We had a busy term, with several events, starting with the lake walk and the music incursion, where one of our students taught the musicians a few numbers and the Romanian word for candle.

This term, in Mathematics, the children were working on graphs, which is their favourite topic, as the little one walked around the classroom asking questions to collect data. The older ones did the same, but at a higher level. Additionally, we focused on history, and all the children showed great interest in Ancient Egypt, creating research projects that included drawings. Science is very popular among the class, and this term we have been exploring the living and non-living, including the fascinating six kingdoms of life.

Our class had a few visitors from the Animalia Kingdom (Eve and L.J, the cats, and Goldy the dog), and the children learned about the bees' life cycle and enjoyed a delightful presentation from one of our staff members.

We want to thank the parents who attended the e-safety presentation. In the classroom, we teach online safety in line with the Keeping Safe Child Protection Curriculum. Still, parents must be aware of the statistics and consequences, as well as how to keep their child safe when using digital technology at home or with friends. For more information, you can look at the following websites:

- e-Safety Commissioner: www.esafety.gov.au
- Common Sense Media: www.commonsense.org

This term was the last for the older students before they move up to Upper Primary next year. We had dinner at school with their teachers to celebrate the occasion. We will be busy with Christmas projects as well.

The school holidays are an excellent opportunity to support your child's literacy and numeracy in natural, meaningful ways. Using Montessori principles, here are some simple ideas:

Literacy:

- Visit the local public library and choose books together. Children love hearing stories read to them. Encourage daily reading by offering a quiet, cozy space and allowing your child to choose books that interest them.
- Invite your child to write shopping lists, letters, labels, or a small holiday journal.
- Model rich language through conversation, storytelling, and exploring new vocabulary together.

Numeracy:

- Involve your child in everyday maths: measuring ingredients when cooking, their room, or garden, counting objects, comparing sizes, and reading/telling the time.
- Offer hands-on activities like sorting, sequencing, or using coins during real shopping experiences.
- Support independence by letting your child solve practical problems—estimating quantities, planning simple tasks, or organising items at home.

By weaving learning into daily life and following your child's interests, you nurture confidence, curiosity, and independence.

We had a good year, and we wish you a safe, joyful and restful holiday break!

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





Lower Primary 2 Class

Thank you to all the parents and grandparents who have spent time talking with the students of Lower Primary 2, in preparation for their history presentations. So far, the presentations have been beautifully presented and are varied and interesting. Please be assured that your time has been of great benefit to the children. It has meant that they have explored real history, lived history, and made meaningful connections with the past.

We have been enjoying bush walks around our beautiful bushland and using it as a springboard for scientific observations. We are so lucky to have such a well-preserved native botanical area at school, with all the birds, reptiles and insects that it attracts. The WA Science Curriculum standards, against which teachers are required to report, mandate that students recognise features of living things in their habitat. But here, at our school, we do not need to teach it, we live it, we experience it, we share it. Credit must be given to all the children who have walked along the firebreak, over many years, with grace and courtesy, care and respect. Today, we carry on this tradition, always talking about our responsibility, as we walk around. It is our place, and we need to protect what we see, for the younger children in Pre-Primary, so they may enjoy it when they are "big" Lower Primary students. As Grace and Courtesy as such a large part of what we do at school, we also appreciate the work that the Bush Sub-Committee do, so that the children understand how people can be custodians of the natural world.

We have also used our local school environment for meaningful experiences into how technology is used in our everyday lives: the children have been given the opportunity to take a digital photo and see how technology is used to create an image – a snapshot in time of the beautiful place in which we work.

In the reports that you will soon receive, the descriptors are often dry and achievement-based, unrelated snippets of learning bundled together in attempt to standardise children's learning. Although necessary and very useful, the reports merely scrape the surface of your child's life at school. The reality is that each day is a far richer experience academically, socially, emotionally and spiritually. Each individual child learns with beautiful, multi-sensory materials, with indirect preparations built into each experience in readiness for their future life.

Here's wishing everyone a very happy holiday season.

Sue Hoolohan
Lower Primary 2 Teacher





Lower Primary 3 Class

Here we are at the end of another year. This one is a particularly special milestone for myself, as the Year 3 students who are transitioning to Upper Primary this year, were my very first group in my first group of Year 1 students.

We got a bumper crop of broad beans, which we all enjoyed eating. Did you know broad bean pods have a soft, fluffy lining inside?

Once again, jigsaw puzzles have been an essential part of our class. The children have already completed three puzzles, with the most challenging being a 1,500-piece puzzle featuring intricate gold detailing.

We enjoyed an incursion from Viva Music, who had us all up dancing and participating in music styles from around the world.

Bees decided to make a home outside the west end of the Lower Primary Building. Fortunately, one of our staff members is an apiarist, so the bees were safely relocated to a more suitable off-site location. The students were fascinated to learn about bees and hive management, and they enjoyed painting the permanent hive that will house the colony. They will continue to receive updates from our apiarist about the hive's progress, and we might even be able to taste some honey next year!

After continuing our exploration of animals, with a particular focus on insects, the children created their own insects using recycled materials. If you ask them, this may well have been the highlight of the term!

The final few weeks of the term was so busy and fun! We farewelled the Year 3 students from Lower Primary and celebrate their transition to Upper Primary with a Sausage Sizzle Dinner after school. We held a class long table lunch again, which was a firm favourite. We held our Christmas Concert, which parents and families came along to watch us sing some school songs and Christmas carols. And, as our tradition continued, we made crafts and paper chains.

Stay safe, enjoy your holidays and I look forward to seeing you all again next year.

Ashlea Fuller
Lower Primary 3 Teacher





Upper Primary Classes

This term, our Upper Primary students have journeyed through Australia's rich history, exploring how our nation was shaped from early settlement to Federation. Each year level focused on a different period:

- Year 4 delved into The First Fleet, learning about the reasons for British settlement and the experiences of convicts and settlers on their long voyage.
- Year 5 studied The Swan River Colony, uncovering the challenges of early life in Western Australia and how the colony developed over time.
- Year 6 investigated Australia's Federation, examining how the separate colonies united to become one nation and the important people and ideas behind this transformation.

To bring these lessons to life, students visited Fremantle Prison and the Shipwreck Museum, where they explored stories of early migration, trade, and settlement. The excursion provided a powerful connection between classroom learning and real historical sites, sparking thoughtful discussions about how Australia's past continues to shape our identity today.

In Science, students explored the fascinating world of Chemical Sciences, investigating different types and properties of materials. Through hands-on experiments, they tested how materials react and change and considered how scientists choose materials for everyday use based on their unique qualities.

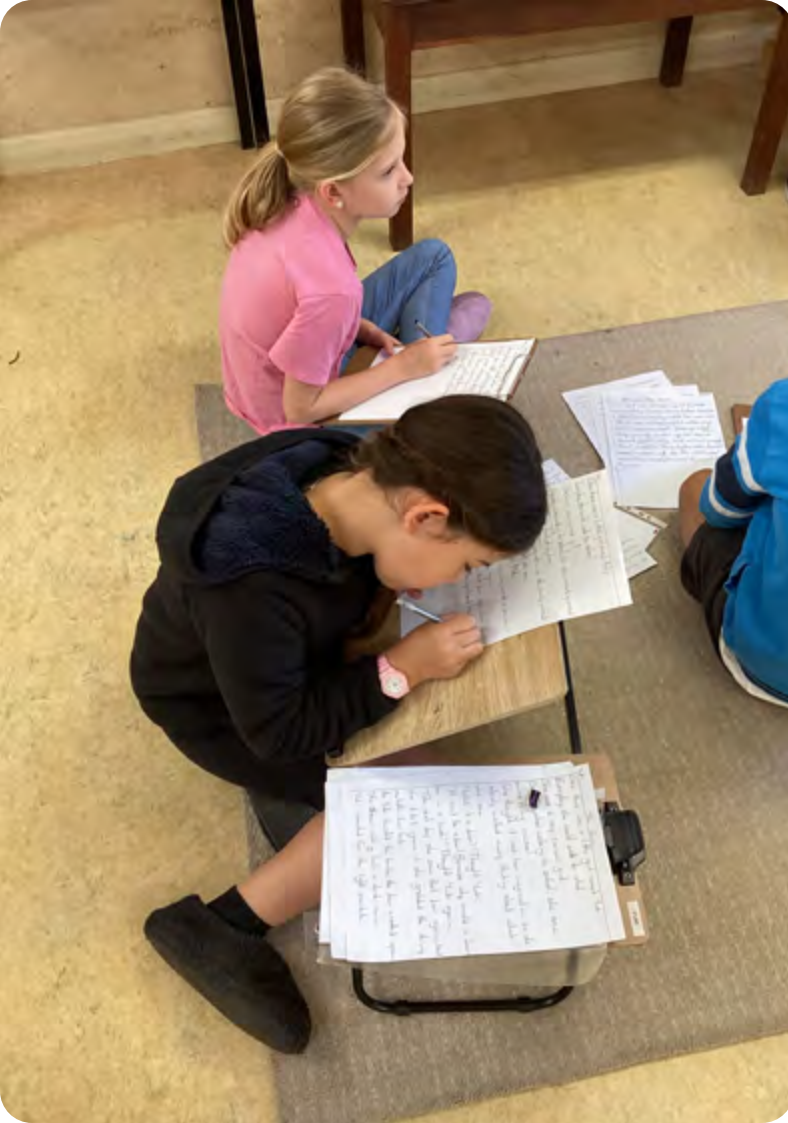
This term also included a special focus on empathy and community through our Poverty Day initiative. Students worked together to select a cause they felt passionate about and chose to donate to the Salvation Army. It was heartening to see their compassion, awareness, and sense of social justice shine through this project.

To celebrate the end of their primary years, our Year 6 students enjoyed a memorable graduation outing to Wanneroo Botanic Golf, followed by a delicious pizza lunch. It was a joyful way to reflect on their years in Upper Primary, share laughter with friends, and look forward to the exciting new chapter ahead.

It has been a wonderful way to finish the year, celebrating curiosity, growth, and a strong sense of community among our students.

Girija Stewart
Sunny Steffanoni
Michelle Hayes
Leigh Franz-Evans
Upper Primary Teachers





Creative Expression



Pre-Primary and Lower Primary

The Pre-Primary students have been enjoying outdoor lessons learning about our school quails, managed by our Lower-Secondary students. Children observed the birds foraging and interacting and chose their favourite quail to draw using oil pastels on coloured card. Students have enjoyed decorating butterflies using symmetry to repeat a pattern. We then moved onto making Christmas decorations from either foam or coloured air-dry clay, decorated with poka paint pens.

The Lower Primary students have been enjoying outdoor lessons learning about our school Quails, managed by our Lower-Secondary students. Children observed the birds foraging and interacting and chose their favourite quail to draw. Students visited the Art Room, and had the option of using markers, clay and pencils to create their work. Some challenging and enjoyable lessons included decorating, folding and constructing fidget toys called flexangles, which constantly rotate to form three different images. Children also enjoyed decorated the Lower Primary Beehive, by drawing, tracing and painting their favourite insects and flowers onto the side panels.

Liz Bozsa
Creative Expression Teacher

Upper Primary

As we move through the final term of the year, our Upper Primary children continue to immerse themselves in the performing and creative arts, building upon the strong foundations established earlier in the year.

This term, our young musicians have been playing their chosen instruments and collaborating in small ensembles and duos. These sessions are helping them refine their technical abilities while developing important ensemble skills. They have also revisited orchestral instruments, exploring their distinctive sounds, roles, and characteristics within the orchestra.

In Visual Arts, the children have extended their exploration of visual elements through printmaking inspired by the works of Pablo Picasso. They experienced first-hand how designs can be created and transformed into multiple artworks using lino printing. We are excited to transfer these new skills into screen printing processes as we approach the end of the year.

Anja Reid
Creative Expression Teacher





Physical Expression

Our Pre-Primary students have been participating in activities inspired by soccer, basketball, and T-ball. They have enjoyed a mix of individual and small-group activities, with plenty of opportunities to work in pairs and build teamwork skills. As the Kambarang season awakens nature, we have also been enjoying bush walks to warm up our muscles and connect with the outdoors.

Our Lower and Upper Primary students have been participating in a variety of team games, exploring new activities, and developing their skills through target games. We have also made great use of the local park for our sports sessions, enjoying the fresh environment and coming up with new ideas for fun and engaging activities.

Our Wednesday after-school Basketball and Soccer Clubs have once again been very successful. Some of our Upper Primary students have taken on coaching roles, and our Pre-Primary students who are transitioning to Lower Primary have been invited to join the clubs as well. It has been wonderful to see everyone's enthusiasm and teamwork in action.

Arianna Taffurelli
Physical Expression Teacher





Lower Secondary Class

There's been no easing into the end of the year for the Lowe Secondary! The students are never resting, and their energy and determination are inspiring. A few of the events and projects they've undertaken this term alone include organising the annual Quiz Night, the much-loved Toastie Day and a whole week of excursions – the Zoo, Fremantle, Bounce, golf. In addition, we've added to our quail family, visited the Terracotta Warriors at Perth Museum Boola Bardip, catered morning tea for the bushland volunteers and welcomed Stage Combat Perth for two incursions, in addition to exploring the theme of drama across the curriculum. I wish them all a much needed and well-deserved rest over the holidays.

This work – organising events and communicating with relevant parties (for example, booking venues, activities, transport) – helps students to build their understanding of the society they are about to enter as adults and their confidence in their ability to navigate it. This is one of the primary needs of the adolescent, who can be seen as a newborn member of adult society 'transitioning from the child who has to live in a family, to the adult who has to live in society' (Montessori, *From Childhood to Adolescence*).

Over the course of every year, we see the growth in our students' understanding and self-reliance. The opportunities available in the Lower Secondary are designed to prepare them, not only for higher academic work but, and much more importantly, for life. Adolescents are 'passing from one stage of independence to a higher, by means of their own activity and effort of will' (Montessori, *From Childhood to Adolescence*). At this time of the year, we farewell our oldest students, confident that their activity and effort of will in the Lower Secondary will stand them in good stead, both in the Pre-IB and in the rest of their lives. We also prepare to welcome new students next year, with our youngest students now beginning to think of how they can support their friends who will enter the classroom next year. Current Year 8 students are thinking deeply about their own coming responsibility to be role models and planning how they will guide us all through 2026, and I look forward to seeing the culture they plan to foster.

Megan Beasley
Lower Secondary Advisor





Lower Secondary Students' Perspective

Humanities and Social Sciences

By Elmina & Megan

We are exploring the theme of drama this term so, for HASS, we've developed a timeline of theatre history and then broken into groups researching a particular aspect of theatre history (such as the professionalisation of theatre in the Renaissance or the legalising of female actors in the Restoration). We are presenting this research in the form of a play and a playbill, to work with the core history concepts of empathy and perspective while also getting hands-on experience in drama.

Science

By Orlando

Over the last semester for science, we have done two different topics. In Term 3, we did ecological work on the lake to find out what type of flora is most dominant and the weakest, we did that by making a quadrat then throwing over different parts around the lake. For Term 4, we have been working on terminal velocity by dropping different object from a height.

Mathematics

by Sophia

At the start of the term, we were doing some book work about angles and we learned some things about fractions, decimals, and percentages. At the moment were working on making a game including equations. Each student has a different topic to follow, and some of them include addition subtraction multiplication and division, mean mode and median, fractions, angles, and some other topics. Some people made board games, and some people made card games. We got to chose how we wanted out game to look like and be presented, for the other students to play.

Creative Expression

By Sam

This semester, all the students have either worked on a new project or continued a project they worked on previously. All the students have been very engaged on their projects because they get to choose their preference which leads to more/better work done.

German

by Sophia

In German at the start of the term, we were learning about the different emotions written in German, and how to pronounce them, and were currently working on learning all the different types of clothing in German.

English

By Arielle

In English this term, we have been looking at plays and practicing dramaturgy by researching the plays and applying that research to a performance. (A monologue from one of the plays.) The year 7s have been looking at Antigone and Eumenides and the year 8s have been looking at the plays Dr Faustus and The Twelfth Night. Year nines Pygmalion and The Importance of Being Earnest.

Physical Expression

By India & Lola

This term, our Sports lessons started with Stage Fighting.

In our first class, we were learning the basics, like how to make it look like you slapped someone or threw a straight punch.

We then learned a technique called the 'skill and the will.' This is a characterisation technique that asks: does your character have the skills to fight, and do they want to fight? We practised playing different characters and fighting each other as these characters – like Spiderman vs Mr Bean. Spiderman has the skills to fight, but only fights when he must; however, Mr Bean has no skills and does not want to fight.

We learned how to do all these moves safely, without hurting anyone. Distance checking is very important in stage combat so that you don't get too close and accidentally hit someone in the face.

In our second lesson, we learned to kick, choke, slap, punch, push, work with ordinary objects as props and use defence properly, such as deflecting or blocking a punch or kick and self-distancing.



Microeconomy

By Maud and Mia

The Farm Group has been busy with several different projects this term. We are excited to announce that after many months of planning, we have finally brought quails into our school, with already a basket of quail eggs in one month! Other projects include the ongoing greenhouse construction, landscaping, and helping at our Busy Bee Bush-Planting Volunteer Event. We also harvested a bunch of potatoes!

Our Community Group has had many small projects on this term, including lots of excursion planning. Instead of going on Camp this year, we have been going to a range of excursions, including Perth Zoo, Bounce and Golf.

The Catering/Food Group has planned and cooked long table for our class lunch, as well as catering for events like the Busy Bee.

We, Facilitators, have had lots on our plate this term. With organising the fourth Toastie Day this term, planning our annual Quiz Night, and passing on the skills to the younger students. Toastie Day this term was our most successful one this year, with 119 orders! Just proves how much everyone loves Toastie Day. Quiz Night went really well too, we had pizza at the hall for dinner.



Year 9 Career Tasters

This term, our Year 9 students were able to participate in a number of free Taster Days offered by North Metro and South Metro TAFE. These hands-on experiences allowed students to explore different industries, learn from qualified lecturers, discover potential career pathways, and take part in engaging practical activities connected to each field.

Students attended a Three-Day Try a Trade Taster at the Balga Campus of North Metropolitan TAFE, where they were introduced to bricklaying, solid plastering and tiling. This session gave them a practical insight into key construction skills and the variety of opportunities within the building and construction sector.

They also took part in the Taste of Thai Taster Day at the Joondalup Campus of North Metropolitan TAFE. Students explored the fundamentals of Thai cooking, experimented with flavours and ingredients, and gained an understanding of the hospitality and cookery industry through an enjoyable, hands-on culinary experience.

Another opportunity included the Automotive Vehicle Body Building Taster Day at the Thornlie Campus of South Metropolitan TAFE. Students were introduced to vehicle construction and design principles and learned about the tools, techniques and processes used within the automotive industry.

Through these experiences, students had fun, developed new interests, and gained a clearer understanding of possible future pathways. As they move into Pre-IB (Year 10), they will also have the opportunity to extend their learning through a Certificate II course at TAFE.



Upper Secondary

Pre-International Baccalaureate Programme

With the new Pre-IB group stepping into their new role in 2026, into a new room in a new building, and with some of these steps being undertaken under my guidance, please allow me to introduce myself to those who do not know me. This will be rather short. More about Jaromir Kulir can be found on our school [website](#), including some rather frivolous information about my hobbies and the sporting teams I support (I forgot to mention Arsenal, a big omission!).

I consider myself lucky, both in my personal and professional life. In respect of my profession, my luck is down to two aspects: my teaching role encompasses human sciences, which I truly enjoy and always have. Secondly, I work with and for people every day, and the Pre-IB age group is a delight; children stepping up into the position of young adults, eager to quicken the process, soon to be “L” platers who cannot wait for their “P” plates. However, my luck does not end there, as the group that is soon to be the Pre-IB, I know as good students, as well as good and honest people.

We have a busy year ahead. The Pre-IB class is to be transitional. We will maintain and build on some of the key traits gained in their early years in our Montessori School, such as independence, self-directed inquiry-based learning, as well as respect of self and others, to mention a few. The students will also be introduced to a more complex structure of work and assessment, akin to the International Baccalaureate (IB) Diploma and Career-Related programs.

Several of my colleagues and I have been involved in the IB for many years, which makes me confident that we will be able to pass on our experience and expertise in the Pre-IB class, and that we will make the year 2026 interesting and relevant. Of course, the main bulk of work will be up to the students, with our teaching team “helping them to do it themselves”.

Lastly, I would like to thank the outgoing Pre-IB students and their parents. It was exciting to watch the students grow, not only to their physical height but also in their cognitive abilities. Their parents were always supportive of the staff and of their children. Enjoy the road ahead!

Jaromir Kulir
Pre-International Baccalaureate Advisor



Upper Secondary

Pre-International Baccalaureate

Students' Perspective

Mathematics

By Luca

This term in math, the Pre-IBs have been learning trigonometry and revising math notes in preparation for their math exam that was in Week 4, after this math exam the students of the Pre-IB have hosted the Year 9 over the course of two weeks (six students in the first week and five students in the second) for Pre-IB trials to both show them the Pre-IB and to help them learn how to work in the Pre-IB place for next year.

Creative Expression

By River

We also did various projects in Creative Expression; one of our pre-IB students is creating boxes for potted plants to go in and be placed around the school, while another student is creating a board game from scratch.

German

By Tomasz

This term in German, the students have been covering a variety of topics depending on their future ambitions. The student who are continuing German in the IB have been focusing on core concepts which will be helpful next year while those not taking the subject have been doing the language they intend to take next year e.g. Spanish. German covers a wide array of topics such as social and world issues, practical conversational German and topics relating to towns and homes.

Humanities and Social Sciences

By Tomasz

This term students have been studying the latter half of the 20th century covering topics such as the Cold War, decolonization, the space race and the Civil Rights movement. Students have enjoyed the independent work that they have been doing such as exhibition posters covering a topic mentioned in the song 'We Didn't Start the Fire'. This approach has meant that students can pick from a wide variety of topics which interest them and explore said topics through music.

English

By River

This term in English, our Pre-IB class studied drama and satire, as well as the skills involved in these areas. We also wrote essays analysing the different genres; for drama, they analysed and wrote essays and presentations on *The Importance of Being Earnest*. Those studying satire received various pieces of satire and were asked to analyse those pieces, as well as create their own satire.

Science

By Luca

For the final term of science, the Pre-IB students have finished the final chapters of Year 10 Biology and have been doing Physics. During Week 5, the pre-IB students had both a Chemistry and a Biology test, which they prepared for in the weeks leading up to the test. After the Science test, the Pre-IB students welcomed Year 9 into their science lessons to introduce them to the Pre-IB Science lessons.





Upper Secondary

International Baccalaureate

Term 4 tends to be very busy in the International Baccalaureate (IB) and then also very quiet, certainly a time of change when the Year 12 students leave and prospective students visit the IB group on certain days and times for their transition lessons.

The beginning of Term 4 also sets the tone for a term of change as we celebrate and farewell to our Year 12 students in an internal graduation at the School. This year, we were unable to gather in the Amphitheatre due to rainy weather; instead, we shared a communal lunch with the IB staff, the principals and all the IB and Pre-IB students in the Pre-IB Room. Our final long table was an emotional get-together as some students and some staff delivered speeches around our lunch. After the meal we made time for the graduating students to visit each classroom and exchange farewells with former teachers and other friends.

From Monday, 27 October to Friday, 14 November, our IB Year 11 and Year 12 students sat their trial examinations and final examinations, respectively. This year, for the first time, we also included the Pre-IB students in the examination schedule.

Students had revised and were prepared, and staff had prepared end-of-year examinations for the Year 11 and Pre-IB students ready. We also used a different room as the examination room, which resonated well with the Upper Secondary students. The atmosphere was consistently calm, concentrated and purposeful. The students appreciate the new environment and are also grateful for the support of the School community and staff who helped maintain a very calm and purposeful environment during the scheduled examinations. All in all, everyone showed great determination and resilience throughout this time and managed their stress levels well.

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

On Friday, 5 December, we held our Year 12 Graduation in our new Upper Secondary Building. We celebrated the achievements of our graduates with the wider school community. This time is often a challenging time for young people as they adjust to a new routine or must create one. The uncertainty that comes with change can be unsettling as well as exciting. We wish Eva, Jack and Eric the best of luck for the future.





Upper Secondary

International Baccalaureate Students' Perspective

Internal Graduation *By Simon*

The International Baccalaureate Internal Graduation was a great opportunity to honour our graduating class, and I was glad that we gave them a good send-off. While it was a bit informal this year, we in Year 11 still got the experience of giving the Year 12 students some accolades and openly appreciating the shared times, and the Year 12s were able to voice their own thoughts and appreciations. The event was memorable and well with the time of all involved, at least in my opinion.

Mock Examinations *By Zoe*

What was challenging about the mock exams? I really don't mind sitting exams, but revision is... difficult. I think the most important lesson I learnt from the mock exams is that good revision is very important – making sure you address all your subjects, so that you feel prepared entering the exam room. The worst part about the mock exams is, now that they're over, I have to write all my Internal Assessments.





Theory of Knowledge

What is Theory of Knowledge (TOK)?

Theory of Knowledge (known simply as TOK) is an International Baccalaureate (IB) core subject. At the heart of this subject is the question: "How do we know what we know?"

Students are encouraged to evaluate the resources they use in their learning, in subjects such as Natural Sciences and History, but also in day-to-day life, for example politics, religion and media. Among the key skills that are practiced in TOK are critical thinking, evaluation and the ability to recognize and appraise various perspectives.

Theory of Knowledge was one of the foundation subjects of the International Baccalaureate Program, established in the late 1960's. And, it has lost very little from its importance. On the contrary, in our age of social media, "fake news" and artificial intelligence, asking ourselves "How do we know what we know?" is an essential life skill.

What is the Theory of Knowledge Exhibition?

Theory of Knowledge Exhibition is an International Baccalaureate (IB) assessment, representing a third of the TOK final mark. Through the exhibition, the IB students are to explore how TOK manifests in the world around us. To do this, each student chooses one of the 35 IB assigned prompts. The prompt is then investigated through three objects that are selected by students. The objects must be specific in their nature (related to a specific place and time) and can be physical (e.g. a student's biology textbook, a political advertising poster, the Rosetta Stone, etc.) or digital (an online newspaper article, a social media post, etc). The students examine their three objects through their commentaries: these cannot exceed 950 words (excluding references).

The best work will comply with the following description:

"The exhibition clearly identifies three objects and their specific real world contexts. Links between each of the three objects and the selected prompt are clearly made and well explained. There is a strong justification of the particular contribution that each individual object makes to the exhibition. All, or nearly all, of the points are well-supported by appropriate evidence and explicit references to the selected IA prompt"

An extract from the TOK Guide, the TOK Exhibition marking criteria, Excellent, mark 9 or 10.

The example on the next page is only one from many TOK Exhibition examples made for my students. The International Baccalaureate prompt for this example is:
"How important are material tools in the production or acquisition of knowledge?"

By Jaromir Kulir

Bad software sent postal workers to jail, because no one wanted to admit it could be wrong

Data from the Horizon system was used to prove they stole money — but they didn't

By Mitchell Clark | Apr 23, 2021, 6:05pm EDT



The object on display is of a virtual rather than a physical nature, an article published on the news website The Verge (Clark, 2021). The story, published in several other media outlets, described a disturbing situation: based on what was later judged by the UK's Supreme Court as 'an unreliable evidence provided by the faulty Horizon computing system,' a total of 736 sub-postmasters were successfully prosecuted between 2000 and 2013 for fraud (Flinders, 2021). Some of the prosecuted were sent to prison, others lost their life savings, were publicly shamed, experienced stress related health problems, and at least one person was driven to suicide.

Material tools are, as the previous exhibition object Hubble Space Telescope shows, an invaluable aid in advancement of human knowledge. The Verge article, however, helps to explore the above TOK prompt from a contrasting perspective: data provided by technology may, without proper safeguards and truth checks, lead to false beliefs, not true knowledge. More so, when our increasing over-reliance on technology is combined with our biases. The Management of UK's Royal Mail insisted on punishing sub-postmasters; even after the company's internal reports pointed at technical flaws in the Horizon system (Wallace, 2021). Why? Perhaps due to the Sunk Cost Fallacy – both Royal Mail and the Horizon owner Fujitsu invested too much into the system to let it go. Or, possibly due to different cultural perspectives: most of the top Royal Mail managers are white, well paid, and private school educated – culturally and emotionally disconnected from the predominantly 'blue collar' background, and ethnically diverse sub-postmasters (Wallace, 2021).

The tragic story of the unfairly indicted postmasters should not be forgotten. It stresses the importance of being aware of our biases. Equally, it emphasizes the fact that information gained through technology may be imperfect, as imperfect as the technologies' creators and users.

Resources:

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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

Thank You Laundry Volunteers

We would like to say a BIG thank you to our laundry volunteers for Term 4, 2025:




- | | | | |
|----------------------------|---------------------|-------------------------|-------------------------|
| • Adina Oltean-Borta | • Emma Laver | • Lauren Childs | • Ryan King |
| • Akilah Yakub | • Fengwan Peng | • Leah Martin | • Sally Thomas |
| • Amanda Richardson | • Francesca Mannino | • Makiko Sooby | • Sarah Holland |
| • Amanda Zavros | • Gemma Corbitt | • Maria Barnes | • Selena Sulak |
| • Andrea Sommer | • Hadas Gavriel | • Marlene Weber | • Shirly Tay |
| • Annette Advani | • Jayshree Parmar | • Marlene Wesselmann | • Steph Neulinger |
| • Asmaa Brooke | • Jennifer Mateo | • Megan Beasley | • Tashreen Tourabaly |
| • Beata Richardson | • Jessica Henry | • Mei Swan Lim | • Theresa Bagas |
| • Bree Stanton | • Jo Watson | • Michaela Brooks | • Tiana Guthrie-Te Puke |
| • Chloe Bond | • Joanna McFarlane | • Mitalben Vasoya | • Trang Nguyen |
| • Claudia Hangrad | • Josy Burke | • Natalia D'Alesio | • Wanda Anderson |
| • Cristina Campian | • Kate Durey | • Nhu Thi Nicole Huynh | • Yuhan Zhang |
| • Danielle Butcher | • Kate Tait | • Nisha Patel | • Yulia Wood |
| • Doreen Sharma | • Kate Tottle | • Oliver Warner | • Yvonne Daisley |
| • Elizabeth (Lisa) Louttit | • Katherine Edwards | • Parisrat (Mai) Hughes | • Zoe Judge |
| • Elodie Marbleu | • Kathryn Rose | • Payal Patel | |
| • Emina Hasanovic | • Krita Jagatia | • Rashi Dabhowale | |



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