



Parent Handbook 2026



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Co-Principals' Welcome

We are delighted to welcome you to The Montessori School Kingsley.

We are Australia's longest-running Montessori school with over 64 years in operation. Our school is graced by surroundings of natural bushland, and overlooks Lake Goollelal and the Yellagonga Regional Park.

Our school philosophy is underpinned by Montessori principles, with the child being at the centre of what we do. Our core values are peace, integrity, respect and community. The focus of Montessori education is to allow children freedom to develop in their own time by following their interests and overcoming challenges, equipping them with skills and habits for lifelong independence and satisfaction as positive and confident members of society.

We currently cater to children aged 6 months to 18, starting with the playgroup for infants and toddlers, then full time education from age 3 until the International Baccalaureate programmes for students in Year 11 and 12. Our school has been designed to put the students first, and features custom built facilities for each stage of development.

Upon entering our school, you will notice our environment is calm and peaceful, which promotes an atmosphere that encourages curiosity, creativity, independence, and a lifelong love of learning. We have a wonderful school with dedicated and highly trained staff, supportive parents, and – above all – extraordinary students. Our school community is diverse with many families and staff coming from countries all over the world.

Each classroom provides a learning environment for children across three years of their development. This promotes independence, community and peer learning, and it accommodates differentiation for all students in their academic and personal development. Children may work on and repeat work from any area within the range of the class, and it allows them to extend themselves in areas of strength and interest, while supporting them in the areas in which they may need more time. Over three years they have the opportunity to build strong relationships with their teachers and peers, and we can truly say we know our students.

The School is headed by a Co-Principalship to ensure adequate support and supervision are given to all areas of the School. A second layer of leadership is provided through the IB coordinators, the Business Manager and the Finance Manager. A volunteer Board of Directors oversees the direction of the School, and many of the Directors also contribute through managing hands-on sub-committees. Our staff includes highly experienced and trained teachers and education assistants, some of whom have worked with the School for decades, and we actively promote a culture of collaboration. The wellbeing and social-emotional development of students is part of the day-to-day work in our classrooms, and is ably supported by the work of our Wellbeing Coordinator, and when needed, additional resources such as psychology, from the Association of Independent Schools WA (AISWA).

We hope you will seek to continue your own education in Montessori theory and practice by doing observations in your child's class, attending parent education opportunities, and reading or listening to the wide range of podcasts and texts available on the subject. A Montessori education is most successful when home and school align well, and we look forward to partnering with you to support your child.

Yours sincerely,

Kate Tottle & Michael Caldwell
Co-Principals





The Montessori School Kingsley

Founding and Legacy

The School was started in 1962 when Willemien Duyker-de Vries opened a classroom in her home in Scarborough. Shortly after, our current site was purchased and the School relocated to what was then called Struan Heights in South Wanneroo, now known as the suburb of Kingsley. As Australia's longest-running Montessori school, we have a rich history deeply rooted in the Montessori philosophy and the science of childhood development.

Pioneering Education

We are Australia's longest-running Montessori school, and we are also proud to have pioneered the integration of the International Baccalaureate Diploma Programme (IBDP) into the Montessori framework.

As the first Montessori school in the world to offer the IBDP, we provide our students with a comprehensive educational journey that combines the best of both methodologies, supporting their development from ages 0-18. In more recent years we have been one of the first Montessori schools in Australia to introduce the International Baccalaureate Career-related Programme (IBCP) as a second pathway for our students. This new program opens up exciting opportunities for students to pursue a specialised and career-focused educational experience.

Montessori Principles

At our school, we maintain close adherence to pure Montessori principles. We believe in fostering the holistic development of every child, encompassing their physical, intellectual, and social growth. We structure our learning environments according to Montessori's 'Four Planes of Development' and provide 'Freedom within Limits' for students to develop their independence and self-discipline. Our environments and adults are prepared specifically to be ready to meet the needs of children at each stage of their learning, and to cultivate curiosity, resilience, independence, and a deep connection to oneself, others, and the natural world.

Mixed-Age Classrooms

Every classroom or programme is mixed-age, usually including three years together. This provides a real-life class community that promotes a supportive culture of empathy, respect, and leadership. This dynamic approach encourages children to learn from one another, develop meaningful relationships, and provides the opportunity for them to develop at their own pace – being able to repeat or extend work as they are interested and capable.

Comprehensive Programs

Our school caters to children aged 6 months to 18 years old, offering individual learning pathways that equip them to thrive as confident and resilient young adults in a world full of possibilities. Our educational structure is designed as follows:

- Playgroup (6 months to 4 years) – Morning Sessions, parent accompanied
- Pre-Primary Classes (ages 3 to 6 years) - Three Classes
- Lower Primary Classes (ages 6 to 9 years) - Three Classes
- Upper Primary Advisories (ages 9 to 12 years) - Two Classes
- Lower Secondary Cohort (ages 12 to 15 years) - Divided into two academic classes
- Upper Secondary
 - * Year 10 - Pre-International Baccalaureate
 - * Year 11 and Year 12 - International Baccalaureate

Specialist Programs

Every Montessori classroom offers a wide range of learning opportunities including arts, music and physical movement or sports as part of the daily choices students can make. We do also provide specialist staff who provide lessons and practice time for learning other languages, creative expression such as visual arts, drama or music, and the development of sport and movement skills. The specific program may be adjusted from time to time depending on staff availability, for more information on your class's focus please chat to the class teacher or principal. You can also find the current staff list on our School website.



Vision and Values

Vision

To lead the way as an exemplar of pure Montessori education whilst inspiring the application of Montessori methods in modern society.

Mission

To provide Montessori education in an environment that inspires curiosity and a love of learning, improving life on our planet by respecting and nurturing the holistic potential of every child.

Core Values

Our core values are the guiding principles that underpin everything that we do at our school, from our interactions with our students to curriculum development, excursion planning, and strategic planning.

These include:

- Peace: Maintain a calm, harmonious, and courteous environment.
- Community: Be an engaged school community that is connected by shared values and advocacy of pure Montessori methods.
- Respect: Demonstrate grace and courtesy to all students, staff, families and the wider community.
- Integrity: Take an ethical and sincere approach to everything we do.

Motto

Our motto, *“Help me to do it myself,”* echoes the teachings of Dr. Maria Montessori and serves as a guiding principle in our approach. We firmly believe that children benefit from the opportunity to engage in meaningful work on their own. We emphasise the importance of adults refraining from taking over tasks that children can accomplish themselves.

Taking the time to show children how to do something and exhibiting patience and care in allowing them to complete the task sends a powerful message of trust and confidence in their abilities. This approach instils in them a sense of independence, self-reliance, and inner strength.

On the other hand, when we step in and perform tasks for children, we inadvertently undermine their confidence and create a perception of inadequacy. They learn to depend on others, feel inferior, and develop a sense of weakness. By consciously avoiding this, we aim to empower children and nurture their belief in their own capabilities.

Our motto underscores our commitment to actively involve children in their learning and development. By allowing them to take on challenges, solve problems, and explore their interests, we equip them with essential life skills, critical thinking abilities, and a resilient mindset. This approach fosters a positive self-image and a sense of achievement and prepares children for a lifetime of success and personal growth.

Priorities

Education	Provide Montessori education, nurturing purposeful, self-directed learning, the development of independence and a sense of community, complemented by International Baccalaureate programmes, for students up to 18 years.
Prepared Environment	Create and maintain pure Montessori environments, that are safe and engaging spaces for students to reach their full potential
Staff	Attract, retain and support passionate, dedicated, and skilled professionals with a Montessori heart.
Governance	Set, guide and monitor the strategic priorities of the school to ensure it operates within its legal obligations and regulatory requirements.
Finance	Manage the school's assets and funds, to assure long-term financial sustainability and growth.
Engagement	Foster positive connections and collaboration, within the school and the wider community.
Natural Environment	Conserve and manage the School's bushland and surrounds for the benefit of the community.



Our Commitment to Child Safety

At our school, we have a commitment to providing a safe, nurturing, and positive environment in which your child may thrive. Part of our commitment and obligation as a school is to ensure our processes are child-safe. This applies to how we recruit and employ new staff, how we arrange our learning environments, and how we expect community members to interact with one another.

All staff and recurrent volunteers must provide a current Working with Children Check before they are allowed to undertake work with the students. Teachers are also subject to police clearances when being evaluated for Teaching Registration with the Teachers Registration Board of WA (TRBWA). We check references for every new employee. A probation period of three months applies to all new staff members, during which time they are observed and assessed by the Principal or the line manager.

All employees must abide by the Staff Code of Conduct, which makes special mention of child safety obligations. All staff are required to be familiar with school policies and procedures that apply to safety and wellbeing.

All staff undertake annual training in the identification and prevention of child abuse. This training includes procedures for reporting concerns and responding to students who may be experiencing abuse. Staff are trained and encouraged to report all concerns or observations, even those regarding colleagues, without fear of reprisal.

There are clear processes that must be followed should any person be accused of unsafe behaviours, and the School is well informed of its obligations to report to the WA Police, the WA Reportable Conduct Scheme Ombudsman, the TRBWA, Mandatory Reporting Services, the Department of Education, Association of Independent Schools of Western Australia, and any other organisation involved in maintaining standards and responding to breaches of child safety.

Child safety is everyone's responsibility. If you're unsure about anything, speak to the Principal or the class teacher. We're here to support you in creating a safe and respectful environment for all students.





Communication

Good communication between you and the School ensures everyone is on the same page.

It's okay to ask for advice about how to help your child or ask questions about what's happening at school; and it also helps teachers to know if there is anything outside school that may be affecting your child.

How do we communicate with you?

We value face-to-face communications and our teachers, staff, and Principal are happy to talk to you to address any queries or concerns. However, there are times when face-to-face is not possible. As such, we use a variety of mediums to communicate with you to keep you informed:

- Email
- School Stream Messages
- Newsletters
- Website

For more information on communicating with the School, please visit our **website**.

Social Media

In addition, to stay up-to-date with what's happening at the School, please follow our social media channels:

- Facebook
- Instagram
- LinkedIn

School Stream

SchoolStream is a reliable means of communication, which assists us in our goals of improving efficiency, being more sustainable by reducing paper use, and making communication easier for our parents.

We use SchoolStream as our primary communication tool with our parents. This means that we will endeavour to limit our correspondence to SchoolStream instead of sending emails via our administration software. However, please note that there may be instances when we do need to use email to communicate with you.

If you are yet to download the app, you can access it via the App Store or the Google Play Store on your phone.



Updating Your Details

When you enrolled your child at the School, we gathered a lot of essential information from you. As months and, for many of you, years, have gone by, some of those details may have changed. As such, we ask that you let us know if any of these details have changed:

- Medical Details
- Address
- Phone Numbers
- Email Addresses
- Emergency Contact Number

Another detail that we are required to capture is your child's, as well as your, residency status. If you or your child have become an Australian citizen since enrolling at the School, please provide us with your proof of citizenship.

Should you have any questions about updating your details, please email us at:

admin@themontessorischool.wa.edu.au





Parent Participation

Parental involvement in a child's learning is a significant leverage point for enhancing the self-esteem and wellbeing of children and young people – as well as for improving academic achievements.

At our school, we welcome parent involvement through:

- Active participation, which includes parents enriching their Montessori knowledge by attending discussion nights and by taking a keen interest in their child's development by booking classroom observations in their child's classroom.
- Assisting with our fundraising endeavours to support our school's growth and development, which includes parents participating in our school events – attending, volunteering, and/or donating – as well as supporting our students in their fundraising efforts, e.g., supporting the secondary students raise money for their bi-annual trips.
- Volunteering, which includes parents participating donating their time and expertise to our board or to one of our sub-committees; volunteering in class or at school excursions; serving as a chaperone at a school event; assisting parents and teachers by being a class representative; or taking the time to do the School laundry.

Fundraising

Fundraising at our school is minimal and is geared toward specific goals.

Our fundraising happens through events, which are organised by our school community, and are a lot of fun!

Our fundraising is not just about bake sales – although we do have remarkable bakers – it is about creating events that bring our students, parents and community together. We have been known to hold epic concerts, storytelling nights, discos – and our Scitech Night is legendary as we get to have Scitech all to ourselves!

Giving Your Time

As mentioned in earlier pages, the administration of our school is managed by our board, and some tasks or projects are handled by sub-committees, so we rely heavily on individuals donating their time to our school.

We know our school community is made up of wonderful families and individuals who have diverse skillsets and expertise in a wide range of industries. So, whether you are passionate about education, governance, human resources, bushland care, finance, marketing, risk management – or even if you just want to help your school – we'd love to hear from you!

Let us know if you'd like to volunteer by emailing the Chair of the Board:

chair_board@themontessorischool.wa.edu.au



***“Many hands make light work.”
– John Heywood***



Our School Board

The administration of our school is overseen by our Board, a group of volunteers, many of whom are alumni, parents, or staff. They draw on their diverse expertise to provide governance and strategic oversight, guiding the School's long-term direction while upholding its values and mission.

Board Meetings

Our Board meetings are normally held at our school on the fourth Monday of each month.

Association Membership

Upon the enrolment of your child at The Montessori School Kingsley, you automatically become a member of its association: The Montessori School Kingsley, Inc, which gives you voting rights at its Annual General Meeting (AGM), which usually takes place at the end of June. The election of board directors takes place at the AGM and all parents are eligible to stand for election to the Board.

Directors

As parents and alumni, our volunteer directors are as diverse as they are passionate about our school community.

Here are the names of Board directors:

- Jarrod Burns – Chair
- Kate Tottle – Co-Principal
- Michael Caldwell - Co-Principal
- Ruth Tay – Treasurer
- Wanda Anderson – Secretary
- Alex Zavros - Heritage Director
- Chloe Bond – Heritage Director
- Laila Miller
- Randal Tait
- Tash Tourabaly

Sub-Committees

Under the Board sit many sub-committees, all of which play a significant role in providing effective operational support to the School. The role of these sub-committees is to assist the board in the work that needs to be done. They report regularly at our school board meetings, providing advice and making recommendations to the Board, which has the final responsibility for strategic decisions.

Bushland Sub-Committee

The Bushland is Sub-Committee focuses on the care and management of the School's bushland. It may be involved in initiatives related to conservation, preservation, and educational programs centered around the natural environment.

Capital Planning Sub-Committee

The Capital Planning Sub-Committee deals with long-term planning and strategic decision-making regarding the school's infrastructure and facilities. They assess the current needs, propose improvements or expansions, and develop plans for capital projects.

Risk & Compliance Sub-Committee

The Compliance Sub-Committee ensures that the School adheres to relevant laws, regulations, and policies. They review and monitor compliance practices, identify any areas of concern, and propose measures to maintain legal and ethical standards.

Finance Sub-Committee

The Finance Sub-Committee handles financial matters and provides oversight of the School's budget and financial operations. They monitor financial performance, review financial statements, and make recommendations on financial strategies and resource allocation.

Community Engagement Sub-Committee

The Community Engagement Sub-Committee (CESC) reflects the School's commitment to building a connected, inclusive and engaged community. It leads initiatives that strengthen relationships among families, students, staff and the broader community, promoting collaboration, participation and a shared sense of belonging. Through events, workshops and programs, the CESC encourages active involvement, upholds the School's values and helps ensure the voice of the community is heard and considered in school planning and decision-making.



Parents Educational Opportunities

Learning about Montessori education is a journey – not a destination. As such, it is important for parents to continue their Montessori journey as their child progresses through our school.

Prospective Families

We provide various education opportunities to prospective families:

- Principals Tours
- Observations
- Website
- Social Media

Current Families

We provide the following education opportunities to our families after they have enrolled their children at our school:

- Orientations
- Observations
- Parent Discussions
- Parent-Teacher Meetings
- Handbook
- Newsletter
- Website
- Social Media

Parent Discussions

Our parent discussions are designed to support parents in their Montessori journey. They are short talks on aspects of Montessori education or philosophy, followed by a discussion among staff and parents. These sessions are one of the most valuable educational tools for parents, offering varied and relevant topics to guide their understanding and application of Montessori principles at home.

Sometimes, discussion nights take place in your child's classroom, where parents can engage directly with the teachers and materials, with a short presentation from the teacher. Other times, the session is a whole-school presentation, spanning from Pre-Primary to International Baccalaureate, focused on a specific topic. On occasion, we also invite experts to share insights on relevant educational themes.

By attending our discussion nights, parents gain a clear understanding of how the school's values and practices connect with Montessori philosophy, helping to ensure alignment between home and school.



Observations

Observing the child is at the heart of Montessori education; as such, we welcome parents and visitors to observe in our pre-primary, lower primary, upper primary and lower secondary classrooms. We recommend parents/carers to observe in their child's classroom at least once per year.

Classroom observations offer parents and carers a valuable opportunity to better understand the Montessori approach in practice. Observing the prepared environment, the role of the teacher, and the way children engage independently with their work can deepen understanding of how learning occurs in a Montessori classroom. These observations often help families see their child's concentration, independence, and social development in a different light, strengthening the connection between home and school and supporting consistency in expectations and approaches. We encourage parents to discuss observations with their child ahead of booking so, together, they can determine the best time for the parent to observe.

Observations Booking

Below are the times available for each of the different areas:

Classes	Pre-Primary	Lower Primary	Upper Primary	Lower Secondary
Morning Observation	9am to 10am	9am to 10am	9am to 10am	9am to 10am
Observation and Lunch	10:30am to 1:00pm	11:30am to 1pm	10:30am to 12:30pm	N/A
Lunch Date Only	11:30am to 1:00pm	12:30pm to 1:00pm	12noon to 12:30pm	N/A
Afternoon Observation	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm	1:30pm to 2:30pm

If you would like to book an observation, please call the School Office on 9409 9151.





Parking

We are fortunate that our school is located in such beautiful surroundings, overlooking Lake Goollelal. Our secluded location, at the top of Montessori Place, means that we don't have an abundance of parking; however, we do have about 30 parking spaces available on our street. These bays, paired with parents arriving at different times in the morning, parking being available on nearby streets, and our staggered finishing time, provide ample parking for our families.

Drop-off and pick-up time is always busy for our families, but we must ensure that we remain cautious and attentive to our surroundings. Unsafe behaviours pose a risk to children, pedestrians, and other road users - so we have established guidelines to keep our school community safe.

Getting to School

Our school is accessible by car as well as by train and bus; the closest train station to us is Whitfords Train Station and you can reach us via bus line 447 (300m) or with a longer walk the 446 (1km). We are keen to promote active travel to school, and we are well connected to local cycleways that run to the school from Greenwood Train Station, and from the other direction come around Lake Goollelal.

Grace and Courtesy

The grace and courtesy lessons, which we teach to our students, are designed to ensure the needs of everyone in the setting are respected while promoting social harmony, and this extends to our parents and community, and does include parking. As such, we ask that you be kind and respectful to other families, to our neighbours, as well as our staff who assist with the parking area at drop off and pick up time.

If relatives or friends are dropping off or collecting your child, please advise them of the parking guidelines.

Crossing Montessori Place

Anyone who parks on Montessori Place across the street should use the new footpath and crosses at the cross walk, as walking up behind parked cars is not safe since reversing vehicles often can't see people walking behind them, especially little ones.

Parking on Montessori Place

Parking on Montessori Place is mainly reserved for:

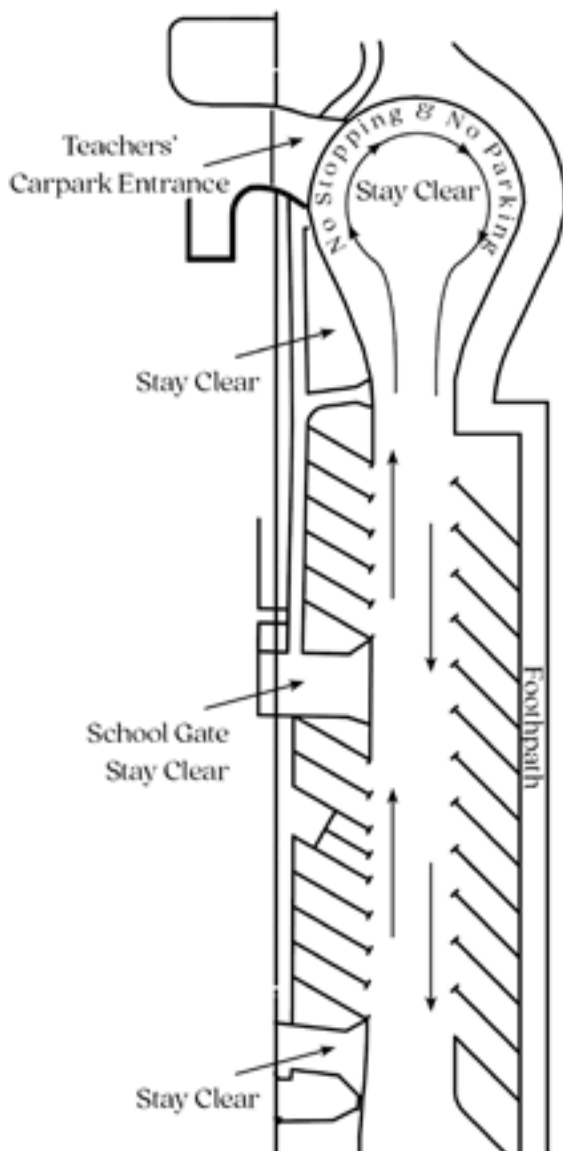
- Families who have children in the pre-primary classrooms;
- Parents/carers of young children (under the age of three);
- Expectant mothers;
- Persons with limited mobility or disabilities.

Whatever your circumstances, we ask that you think of others and, if you can, park in nearby streets and leave Montessori Place for those who need to park closer to the School.

We wish to remind you that parking outside the School gate is **STRICTLY** reserved for parents/carers of young children (under the age of three), as well as for our expectant mothers (these are the four bays immediately outside the gates).

We also ask that you do not park on the driveways or verges of the houses on Montessori Place.





Dropping Off

We do not have a designated kiss-and-drive area, and the rangers from the City of Joondalup have conducted on-site visits and advised us against allowing anyone to stop or drop off their children in the cul-de-sac. To alleviate parking issues and ensure the safety and convenience of all families, we kindly request your cooperation in using nearby streets for drop-offs. Talbot Drive and Wandearah Way are convenient alternatives where you can safely drop off your children, allowing parking bays on Montessori Place to be available for families with younger children.

Parking on Nearby Streets

When parking on nearby streets, we ask you not to park on anyone's verge/yard as we need to be mindful that our vehicles do not damage anyone's lawn or sprinklers. Also, please ensure that you do not block any driveways.

No U-Turns

If you park on Montessori Place opposite the School, it is imperative that you go to the top of the cul-de-sac and park on your way down the hill (i.e., please do not cross in front of oncoming traffic into a parking place as this is a dangerous practice).

Disabled Parking

Our street only has one disabled bay and, as you are aware, parking in this bay is prohibited – unless you have an ACROD permit, so please don't park in this bay, unless you meet the requirement.



Community Code of Conduct

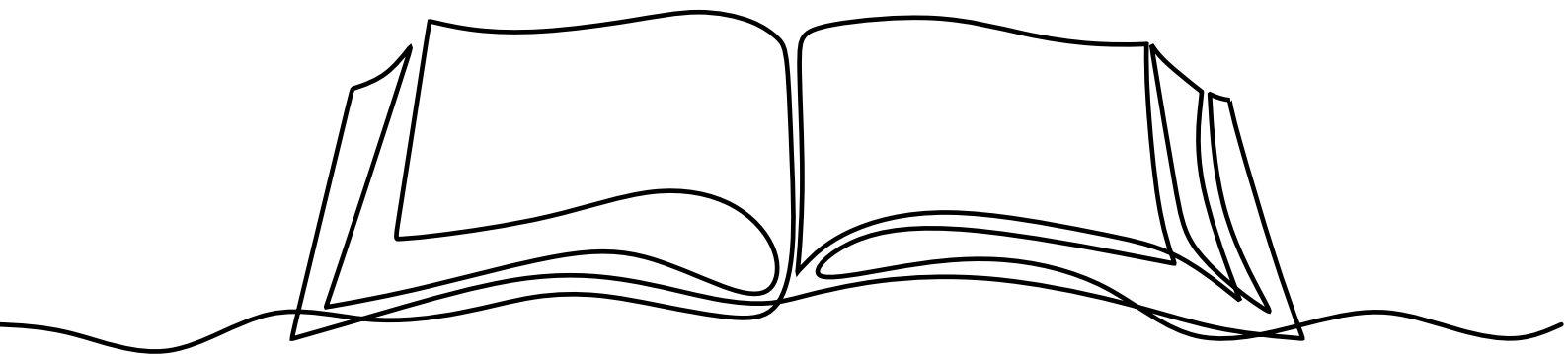
At The Montessori School Kingsley, we value a strong, respectful, and supportive community. Our Community Code of Conduct outlines the expectations for all members—students, staff, and families—to ensure a positive and inclusive environment that reflects the Montessori philosophy.

The Code is based on our core values of peace, respect, community, and integrity and provides guidance on the standard of behaviour expected from all members of our School community. It also explains the potential consequences if the Code is not followed.

We encourage all families to familiarise themselves with the Code, which supports open communication, mutual respect, and a safe, collaborative learning environment.

You can access the full Community Code of Conduct on our **website**.

All parents are required to acknowledge and uphold the Code when joining the School, ensuring a shared commitment to our community values.



Grace and Courtesy

Grace and Courtesy are central to life at our school. Through daily modelling and gentle guidance, children learn how to interact respectfully, communicate kindly, and move thoughtfully within their community. These lessons support the development of empathy, self-regulation, and a strong sense of responsibility for oneself, others, and the environment. Adults play an essential role by modelling respectful language, calm behaviour, and positive social interactions at all times. By working together, we help create a peaceful, inclusive community where every child feels safe, valued, and able to learn.



Complaint Management Policy

Open communication is an important part of a healthy school community. We value face-to-face communication, and our teachers, staff and Principal are always happy to speak with you to address any queries or concerns. Our Complaint Management Policy outlines clear pathways for raising concerns and encourages constructive dialogue between students, families and staff.

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



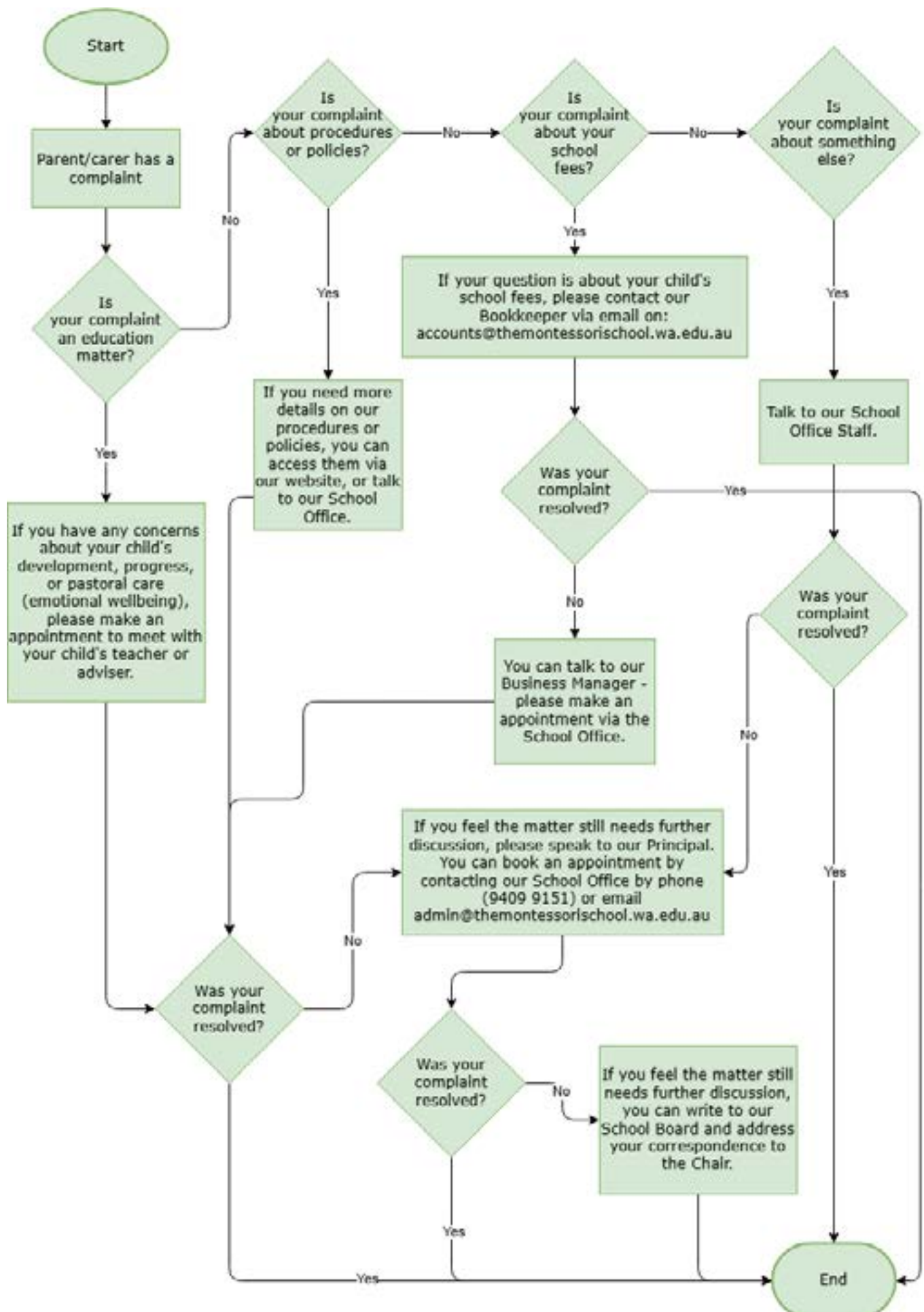
Student Complaint Process

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.

Parent Complaint Flowchart





Digital Technology

Modern electronic information technologies have much to offer our society and are valuable tools. However, like all tools at our disposal, we must be careful in the way we use them, and we need to ensure that they make a positive contribution to the child's intellect and independence. In addition, we must be aware of the dangers of misuse and the implications for the development of children.

The Montessori School is a low-tech environment with a planned and staggered introduction to digital technologies across the years. Our students are supported to be creators and innovators, rather than passive users of technology. Real, challenging work is valued and is what forms the child's brain and develops their executive function skills. There is plenty of time and importance placed on deep concentration in our environments, and certain "efficiencies" and the distraction that may be presented by digital technology can undermine the development opportunities we seek to provide. Additionally, we value face-to-face communication and our graduates and students are often recognised for their confident and clear communication abilities and interpersonal skills. Introducing screen interfaces and devices where they are not needed reduces skill development in direct communication.

In Our Classrooms

In the **Pre-Primary**, there is no use of tablets or digital technology by students, with the occasional exception to view or listen as a group to relevant learning content such as clips from nature documentaries. Technology and design-thinking are taught through hands-on, design and practical skill based activities. Electronic entertainment and education applications (apps) or games use strong visuals to attract and hold attention, which can lead the child to expect stimulation from the real world to be strong and constant - and leaving them uninterested when it is not. Some tech companies have openly admitted that their designers use psychology and brain chemistry to make their devices or content all-consuming and addictive. The child can come to expect that someone or something else will provide information and stimulation, in which they don't have to think or engage with the material. Our classrooms are well equipped with hands-on materials that demonstrate and refine the child's real-world senses and learning, but these require time and deep concentration to be effective. Therefore, the use of screens or apps is counterproductive in our environment.

In the **Lower Primary**, the focus remains on design and hands-on technology learning, but the students are introduced to digital devices and systems, learning about how they work and when they are used. Basic understandings of algorithms and digital systems are taught alongside safety and responsibility for ethical use. Students may use the internet accompanied by an adult, or may capture their work in photographs or make short recordings if relevant to their project work.

In the **Upper Primary**, students begin to use digital devices more independently to support their work – specifically they use school-owned computers or tablets to access the internet for research, learn how to type, create presentations or other media displays, and are introduced to basic coding. There are specific lessons on safety and responsible use, and students are monitored carefully. Students with an interest in this area will often pursue more in-depth work and study of digital technologies, and become quite proficient.

In the **Lower Secondary**, students continue to use computers and tablets with managed internet access to support their learning and project work. More explicit discussions and lessons are held around ethical and safe behaviours. Students do not bring their phones if they have one into the classroom, and only use a limited number of school-owned and managed devices. Students read and agree to a code of conduct specifically about device usage.

In the **Upper Secondary** (Pre-International Baccalaureate and International Baccalaureate programmes), there is a higher requirement for computer access and so many students will have their own device to use both at school and at home. These devices must be subject to the same safety thresholds as school-owned devices and students are still required to sign an agreement for safe and ethical use of technology.



For families

At home you can support your child's development by aligning your practice with the school's approach. Real experiences that connect the brain with the hand in purposeful work are crucial to the development of the brain. Excessive screen time does not contribute to the child's development in a positive manner. Each moment that a child is quietly and passively watching television or a computer screen reduces the opportunities for their own experiences with real people and real things. In some applications, and for some students who may face challenges with more direct communication, digital technology can offer unique opportunities that can support wellbeing and self-development. However, educators, paediatricians, and neuropsychologists advise caution and a limited approach to use of screen time and digital technology.

The Australian Government recommends that children under two years have no screen time, with no more than one hour per day for children aged 2-5 years, and no more than two hours of sedentary recreational screen time per day for children and young people aged 5-17 years (Australian Institute of Family Studies website, 2026). For optimal development, a Montessori approach would suggest greater restriction - no screen time for children under 5 or 6 years and as little as possible thereafter. Being aware of the impact on emotional regulation, eyesight and posture are also recommended. If you observe your child's behaviour around the use of devices or screens, you can make informed decisions on what is best for them.

Safety

It is critical for families to understand and mitigate the risks that come with accessing the internet or using some digital technologies. Whatever the age of your child, you need to be aware of what they are doing with screen time and digital technologies: what they are watching, what they are doing online, how and with whom they are engaging, and how much time they are spending in passive isolation. Unfortunately, it is well documented that there are online predators who target children through online games, and there is also a high incidence of online bullying and harassment amongst students using messaging or social media platforms.

Effective and positive limits can be :

- Limited or no screen/device time before school
- Limited or no screen/device time immediately before bed
- Limited or no screen/device time during meals
- Joining in – watching alongside your child or playing games together
- Overall management of screen time during week (weekdays versus weekends)
- Selected programs, games or websites only
- Monitoring device use, employing parental controls and keeping time online in the more public areas of the house.

There are many other great recommendations that you can customise to your family available on the eSafety Commissioner website. For more information and up to date advice on apps, games and platforms, please go to www.esafety.gov.au



Health and Medication

Student health and wellbeing is a priority for all staff at The Montessori School Kingsley. In the interest of public health, we ask that you keep your child at home if they are unwell, particularly during the early stages of illness when they are most contagious.

This section outlines how we work together with families to support student health, including what to do if your child is unwell, managing medical conditions, and your responsibilities around providing emergency information and medication.

Emergency Contact

All children must have an emergency contact recorded at the School and you must advise the School if your emergency contact details change. If we cannot reach you in an emergency, we will contact emergency services.

Medication

Parents and teachers must adhere to the School's Medication Policy and Procedures.

Medication should not be brought into the School. Should special circumstances arise to make it necessary, parents must first discuss the matter with their child's teacher and complete an authorisation form from the School Office.

Action Plan

Action Plans pertaining to medication, allergies or medical conditions must be provided to the School. In the case of serious illness or potentially life threatening conditions, an Action Plan must be supplied by the parent. The Action Plan must include a recent photograph of the child.

Accidents and Incidents

If your child is involved in a minor accident or incident, an incident report will be written and will require a parent signature when the child is collected from school at the end of the day.

Illness

Parents will be contacted to collect children who are sick at school. In the interests of keeping our children safe, all visitors including parents must report to the School Office first and sign in prior to approaching the classroom to collect a child.

We strongly suggest that if you observe changes in your child's behaviour, such as feeling tired or out-of-sorts, that you consider it as a sign of oncoming illness, which is the most contagious time. Please keep your child home for some extra rest if they are overly tired or irritable.

A child who is prescribed an antibiotic medication must be on the medication for 24 hours before returning to school.

You must keep your child at home if in the 24 hours preceding the school day they have had a communicable disease, including, but not limited to, sore throats, serious colds, persistent cough, rash, or conjunctivitis.

If your child is experiencing diarrhoea, vomiting and/or a temperature, please ensure that they stay at home. Also, please note that children may return to school 24 hours after the last symptoms of vomiting and 48 hours after the last symptoms of diarrhoea.





Parent Responsibility for Medical Conditions

Asthma

- Inform the school of the child's asthma, triggers, and management plan.
- Complete the Asthma Student Record Form (includes medication, contacts, doctor's signature).
- Keep information up to date, notifying the school of any changes.
- Provide medication (clearly labelled and within expiry).
- Routinely check and replace medication as needed.

Allergy Management

- Inform the school of the child's allergies, triggers, and management plan.
- Provide a completed Allergy Action Plan, signed by a doctor and with a current photo.
- Update the school with any changes in allergies or management.
- Supply medication (labelled and within expiry).
- Check and update medication and Action Plan regularly.

Anaphylaxis Management

- Inform the school of any anaphylactic allergies, triggers, and care plan.
- Submit a completed Anaphylaxis Action Plan, signed and with a current photo.
- Notify the school of any updates or changes.
- Provide an adrenaline auto-injector, clearly labelled and in-date.
- Check and replace the auto-injector and Action Plan as needed.

Communicable Disease Management.

- Notify the school promptly if the child is diagnosed with a communicable disease.
- Follow exclusion guidelines and keep the child at home during the contagious period.
- Promote good hygiene practices at home to help prevent the spread of illness.

Informing the School

When your child is feeling unwell and you inform us through phone, email, or the SchoolStream App, we appreciate your consideration in sharing information about their illness. This information is vital to fulfill our responsibility to maintain a safe and healthy environment for all our students. Your assistance in providing this information helps us take necessary precautions without compromising your child's privacy.

Medical Certificates

For absences extending beyond five consecutive school days, parents are requested to provide a valid medical certificate from a registered medical practitioner to the School Office. The medical certificate should include the student's name, date of absence, the nature of the illness, and the expected duration of absence. This documentation helps the School maintain accurate attendance records and supports the student's return to school.





Wellbeing Program and Framework

At The Montessori School Kingsley, student wellbeing is thoughtfully and intentionally embedded into school life.

Our Wellbeing Program supports children and adolescents to develop emotional awareness, self-regulation, resilience, and respectful relationships, in alignment with Montessori philosophy and contemporary wellbeing research.

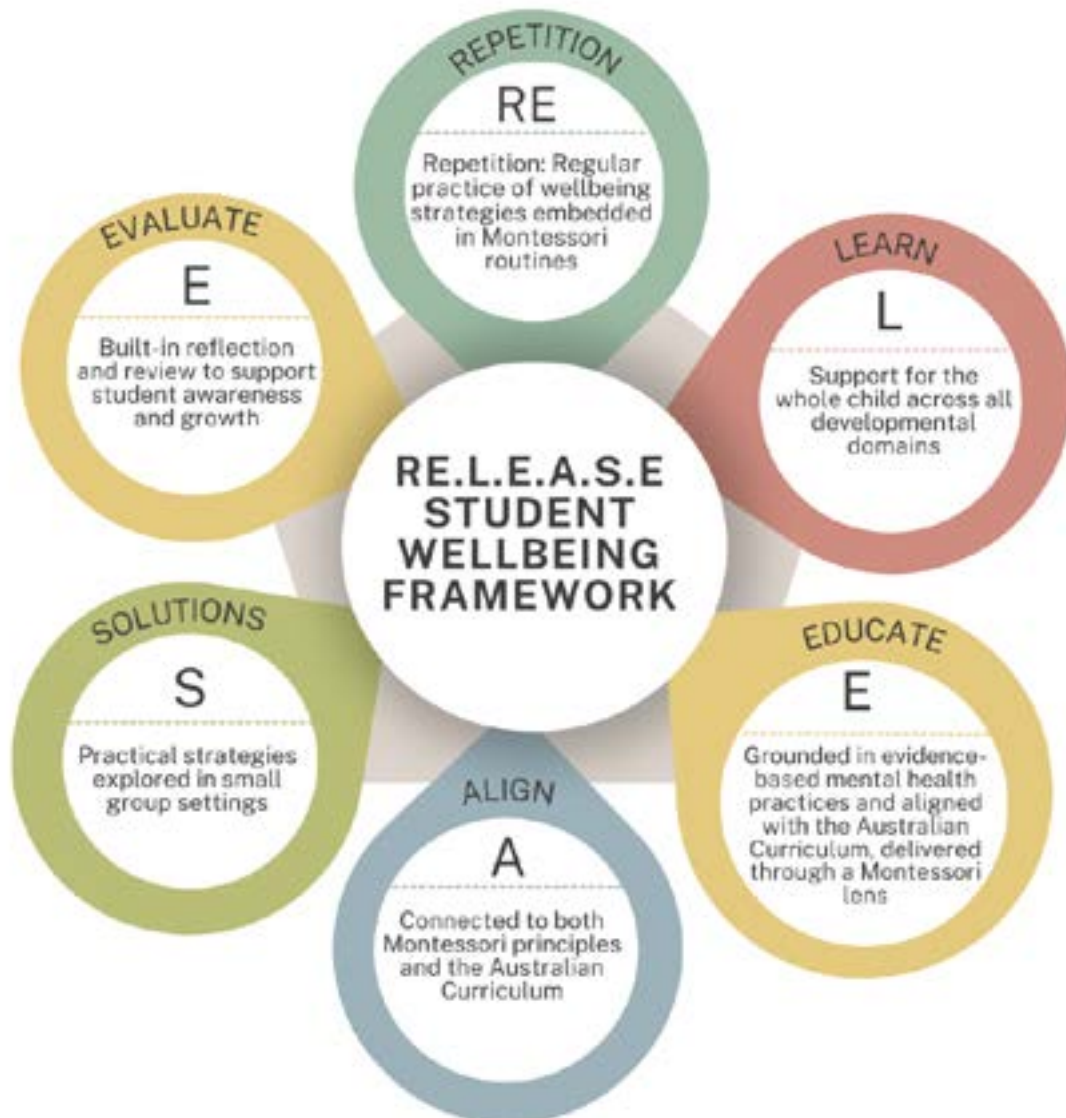
The following overview outlines the structure and focus of our wellbeing sessions across the School, and provides insight into the approaches and language students engage with as part of their ongoing emotional and social development.

Our Wellbeing Program emphasises how emotions influence relationships and decision-making. Lessons are guided by the RE.L.E.A.S.E Wellbeing Model, a framework developed for Montessori environments to help students build confidence, compassion, and resilience through practical strategies they can apply in everyday life.

Here’s a brief reminder of what RE.L.E.A.S.E stands for:

- RE – Repetition: Practising wellbeing strategies regularly to embed self-regulation.
- L – Learn: Lessons nurture the whole child—socially, emotionally, spiritually, physically, and cognitively.
- E – Educate: Sessions draw on evidence-based mental health practices, adapted for Montessori classrooms.
- A – Align: Lessons connect meaningfully with both Montessori philosophy and the Australian Curriculum.
- S – Solutions: Students explore practical strategies in small, safe groups where they can reflect, share, and personalise what works for them.
- E – Evaluate: Reflection helps students track growth and deepen their self-awareness.

Through this approach, Term 3 has been filled with moments of insight, laughter, and calm discovery.





Monitoring Progress

Rather than relying on standardised testing or competitive grading, our educators closely observe each child's development — academic, social, and emotional — using this information to tailor learning experiences to the individual. Progress is understood through consistent observation, engagement, and reflective assessment.

Individualised Assessments

Montessori teachers assess learning through daily observation, lesson records, and review of each child's work and behaviour. Feedback is immediate and often built into the materials themselves through auto-corrective features. Students work toward mastery, supported by individual guidance and a focus on self-motivation.

Assessment includes:

- Informal observations and one-on-one conversations
- Academic prompts that encourage deeper thinking
- Projects and performance tasks to apply skills in meaningful contexts

Progress is tracked against the Montessori National Curriculum, approved by ACARA and aligned with national goals. SCASA Achievement Standards

Communication with Parents

Families are encouraged to engage in ongoing dialogue with their child's teacher. Brief check-ins can occur at drop-off and pick-up, while longer meetings can be arranged by appointment. A formal end-of-year meeting is offered for all families.

Reports and Written Feedback

Mid-year and end-of-year written reports are provided for all students from Pre-Primary to Lower Secondary. These reports focus on the child's growth across multiple domains, including academic progress, social-emotional development, and personal attributes. Each child has a report book that follows them through their school years.

National Testing

While we do not use tests to rank or compare students, we participate in NAPLAN as required, and families receive their child's results when they become available.

International Baccalaureate (IB) Students

In Upper Secondary, students enrolled in the IB Diploma or IB Career-related Programme receive termly reports aligned with IB assessment criteria. These reflect the student's academic progress and personal development within the IB framework.





What does your child need at school?*

Our environment is very carefully prepared and maintained to meet the needs of the child during their specific period of development. As such, you do not need to provide any school supplies, as we provide the necessary material for your child's environment. Here's what your child will needs:

Clothing

We do not have a compulsory uniform; however, it is important that students wear clothes that are loose, comfortable, clean, practical, and appropriate to the weather and the type of activities in which they are participating (e.g., raincoat, jumper).

We try to preserve the School as a commerce-free zone. We, therefore, encourage parents to provide clothing and gear that does not advertise products or media characters.

Students with long hair (below the shoulders) should tie their hair back to reduce transmission of lice/nits, and to ensure that the student's vision is not obstructed.

Hat

Students must bring a broad-brimmed hat for outdoor work, physical expression, and play as we maintain a year-round 'no hat, no play' policy. Sunscreen should be applied before the child comes to school; however, please note that we keep sunscreen in each classroom for the child to apply.

Shoes

We want students to be comfortable, so we encourage them to wear comfortable, closed, walking shoes to allow full participation in all of the activities that occur throughout the day.

For inside the classroom, we ask that students bring indoor shoes, like slippers, which stay at School and your child changes into them when they arrive each morning.

On the days students have Physical Expression, they will also need runners or similar shoes.

Lunch Box

Lunch and snack are eaten formally, with children seated at their table with a placemat and plate. We encourage the provision of wholesome food and recommend using reusable containers. We ask the children to take home any food that they are unable to eat at School.

Please provide food that is in easily accessible containers in a chilled lunch box.

Please provide the appropriate utensils, such as spoon or fork for your child to eat the food you have provided.

Nut-Aware Policy

The School aims to provide a safe and supportive environment for children at risk of anaphylaxis. We, therefore, request that parents assist us by not sending nuts or any food containing nuts to school.

Water Bottles

We would like to remind you that your child needs to bring their own bottles of water. There are water filters in each building, so they are welcome to refill them during the day. Students can drink from their water bottles throughout the day. In each classroom, the bottles are all kept in one spot (either a basket or a box) so that the students have easy access to water as they go about their day.

At snack time and lunchtime, we ask that our pre-primary and lower primary students use a cup/glass, so we ask that you please provide a cup or a glass for them to use. Doing so not only teaches them about grace and courtesy but also helps with refining their motor skills.

Book Bag

We encourage students to bring books from home to share at reading time at our pre-primary level or, when they are able to read, students can bring books to read in class. As such, please provide a book bag for your child to ease transportation of their books.

Items of Interest

Some of our pre-primary, as well as lower primary and upper primary students, sometimes wish to bring small items of interest to show to the group and we are always happy to learn about our students' interests.

We also always take the opportunity to engage the interest of all children and items of the natural world and welcome items such as geological items, biological specimens, and other like items.

What not to bring?

Valuable items or personal property such as special toys, jewellery, expensive sports equipment, or video games should not be brought to School, as we cannot accept responsibility for loss or damage.

In addition, students should not bring mobile phones or smart watches.



Other Important Things To Know

Here is some general information, which we think you will find useful. If you have any additional questions, please feel free to contact our School Office on admin@themontessorischool.wa.edu.au.

Celebrations and Events

Each year, the School observes certain events and celebrations. You will receive information and where applicable permission slips before these events take place. One or two events per year may request a small donation such as a gold coin for a charitable cause, this is always optional but we hope families will be supportive. A favourite event is our Harmony Day celebration where families volunteer to present a stall of information, artefacts, language and food from their culture/country of origin. Children visit each display to look at the cultural items and learn a little about the culture of that country. If you would like to participate please contact the school office. Whole school social events are organised throughout the year and you will receive information through School Stream or email.

Work Folders

The folder cannot represent all the work that a child has done as a great deal of work is done without pencil and paper. We ask that you show interest and care in a positive manner by talking to your child about the job or task, commenting on the work or relating the work to current events. Some work is captured in books that will come home when full. Work by students in Lower Secondary and the IB is captured in workbooks and the digital system, ManageBac. Their work can be accessed and discussed with school support and certain things are showcased throughout the year.

Excursions and Incursion

During the year, the students engage in educational activities through incursions and excursions. Teachers undertake a planning and approval process according to the school's Excursion and Incursion Policy. Parents will receive information of such events and parent participation may be requested for certain events.

Teacher Communication

Teachers are available to talk to parents by appointment before school between 8:15am and 8:30am and after school between 3.15pm and 3.30pm. If you need to send information by email please direct it to the school office at admin@themontessorischool.wa.edu.au and it will be forwarded to the relevant staff. We do prefer to meet face-to-face wherever possible.

Walk

We encourage classes to take advantage of our beautiful surroundings by going on nature walks. Sometimes classes walk around the school bushland, or may leave school grounds and go to Lake Goollelal or Shepherds Bush. Each year parents are invited to join walks at certain times to enjoy the experience with their child.

Birthdays

We celebrate our students' birthday with singing and good wishes and we encourage them to share this event with their teachers and classmates. As such, we present each student with a birthday ribbon and we sing our birthday song.

The student will receive a card with good wishes signed by the teacher and then will, accompanied by a friend, present the card to each adult in the school for the opportunity to sign the card. This student will take the card home at the end of the day.

Resignations

If you need to withdraw your child's enrolment, we require one term's notice, in writing, prior to the child's withdrawal.

Sibling Enrolment

If you need to enrol siblings of children that are already enrolled at our school, you need to complete our Sibling Application Form as soon as you can so that you can secure a spot for your child as we have limited places. You can access the Sibling Application Form on our website.

Places for 2026 have been allocated and places for 2027 are filling up fast, so please check with the School Office if you are not sure if you have lodged a Sibling Application.

Laundry Volunteers

Hand towels, tea towels, placemats, and other linen used by students are laundered weekly. Families are kindly asked to assist as part of their contribution to the School community. Each family will be responsible for a small basket of laundry approximately two to three times a year.



School Day

To ensure everything in the classrooms runs smoothly, we ask that you adhere to the following procedures pertaining to absences, arrivals and departures. Doing so will minimise the disruption to your child as well as the rest of the children in the classroom.

School Hours

Our School Office's hours of operations are 8:00am to 4:00pm.

Teaching in the different areas of our school differs:

- Pre-primary, lower primary, and upper primary levels: 8:40am to 3:00pm.
- Lower secondary level: 8:40am and finish between 3:15pm and 3:30pm.
- International Baccalaureate Diploma Programme: 8:30am to 3:30pm.

Term Dates

To find out about our term dates as well as pupil-free days, and public holidays, visit our **website**.

Absences

Application for extended absence, for reason other than sickness, should be made in advance, in writing to the Principal.

If a child is absent for any reason including illness or contagious disease, the parent or guardian should contact the School Office either:

- In person at the School Office;
- By telephone: 08 9409 9151;
- Via email: admin@themontessorischool.wa.edu.au;
- Via School Stream: use the form within the app.

If your child is unaccounted for by 10:00am, the School Office will contact you to notify you of the absence.

Visitors Sign-In

All visitors including parents that are on the school grounds between 8am and 4pm must report to the School Office to sign in and receive a visitor's badge before they proceed to the classroom.

Arrivals, Departures, and Punctuality

Students may be dropped off and collected inside the School gates at the designated times. Due to insurance requirements and the absence of staff supervision, students are not permitted to play in the playground before or after school.

Classroom doors open at 8:30am, and the school day formally begins at 8:40am with the class roll. Families are asked to ensure students arrive a few minutes before 8:40am so that the start of the day is not disrupted. Punctual arrival supports students to settle calmly and prepare for the routine of the day.

Students arriving after 8:40am must report to the School Office. Parents/carers are required to complete the lateness register and provide a written explanation stating the date, time, and reason for the late arrival. Students will be issued with a Late Pass, which must be presented to the teacher before entering the classroom. Late arrivals will be recorded in the School's attendance system, and persistent lateness will be followed up by the School.

Parents/carers wishing to collect a student during school hours must report to the School Office to complete the Early Departure Register, recording the time, date, and reason for the early departure. An Early Departure Pass will be issued and must be taken to the teacher when collecting the student. Early departures are recorded in the School's attendance system.





Learning Journey

A Journey Through the Planes of Development

At The Montessori School Kingsley, education is more than acquiring knowledge — it is a preparation for life. Grounded in Dr Maria Montessori's philosophy, our programs follow the natural stages of human development, known as the Planes of Development. Each stage is distinct and deserving of a carefully prepared environment, designed to meet the evolving intellectual, emotional, social, and ethical needs of the child.

From the sensorial and practical learning of the Pre-Primary Program, to the curiosity-driven exploration of Primary, the hands-on, real-world application of the Lower Secondary years, and the future-focused, globally recognised International Baccalaureate (IB) offerings in Upper Secondary, our curriculum supports each child's natural desire to learn, contribute, and grow.

Playgroup

Our Montessori Playgroup supports children in the First Plane of Development, a period identified by Dr Maria Montessori as a time of rapid growth, sensory exploration, and unconscious learning. In a calm, carefully prepared environment, children are supported to follow their natural instincts, build independence, and engage in purposeful play alongside their parent or carer.

Pre/Lower/Upper Primary

In the early years, children are immersed in a sensorial and practical world, building independence, concentration, and a deep sense of belonging through purposeful work.

In the primary years, curiosity is ignited through big-picture thinking, imaginative exploration, and concrete-to-abstract learning that spans culture, science, maths, and language.

Lower Secondary

In adolescence, students seek meaning and purpose through real-world engagement, social contribution, and independent inquiry. They develop the confidence, awareness, and skills needed for adult life. Our specialist teachers and integrated curriculum foster self-discipline, initiative, and responsibility — key traits for life-long learning.

Upper Secondary

As students enter their final years of schooling, our approach evolves to prepare them for adult life — academically, practically, and personally.

Pre-International Baccalaureate (PIB) Year

Our Year 10 students participate in the PIB Year — a thoughtfully designed transition year that bridges Montessori adolescence with the academic rigour of the IB. Rooted in Montessori principles such as independence, personal reflection, and deep engagement, the PIB Year also cultivates the attributes of the IB Learner Profile.

PIB Year students:

- Study the Western Australian and Montessori National Curriculums
- Learn from IB specialist teachers
- Share classes and community activities with both Lower Secondary and IB groups
- Explore future careers through incursions, guest speakers, and a Certificate II at TAFE
- Learn in shared spaces with Year 11 and 12 IB students, fostering aspiration and connection

International Baccalaureate Diploma Programme (IBDP)

Offered in Years 11 and 12, the IBDP is a globally recognised academic qualification that develops critical thinking, intercultural understanding, and intellectual depth across six subject areas.

Its three core elements — Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service (CAS) — support personal growth and global citizenship. At the centre of the program is a focus on approaches to learning that help students thrive beyond the classroom.

International Baccalaureate Career-related Programme (IBCP)

Also offered in Years 11 and 12, the IBCP is a flexible, future-focused pathway designed for students planning to enter university, apprenticeships, or the workforce.

The IBCP combines:

- Two IB Diploma subjects
- A career-related study (usually completed at TAFE)
- Four practical, project-based core subjects that develop critical reflection, communication, ethics and research skills



Montessori Playgroup

Our Playgroup provides a calm, carefully prepared environment where children are nurtured as individuals while also experiencing being part of a respectful and connected community. Alongside their parent or carer, children are supported to follow their developmental instincts and engage in meaningful work at their own pace.

The Playgroup Environment

The Playgroup environment is designed to encourage independence, concentration and a developing sense of order. Children are free to choose jobs from a thoughtfully prepared space that supports early development.

Children may work at a table or on the floor, using mats provided to define their workspace. Materials are intentionally designed so that children can carry them independently, supporting confidence, coordination and responsibility.

Learning Through Play and Real Experience

Children learn best through hands-on, real-world experiences. Practical life jobs such as pouring, transferring, cleaning, and caring for the environment help develop fine and gross motor skills, concentration and independence.

Sensorial materials support children to refine their senses and make sense of the world through concrete exploration, while early language development is fostered naturally through conversation, song and shared experiences.

Rhythm of the Session

Each Playgroup session follows a gentle and predictable rhythm, supporting young children's need for security while allowing freedom of movement, choice and deep engagement.

The Role of the Adult

Parents and carers remain responsible for their child at all times during Playgroup. Adults are expected to model grace and courtesy, treating and speaking to their own child, and all others, with kindness, respect and calm language.

The adult's role is to remove obstacles that may impede the child's learning, remembering that the child is guided naturally by their own internal instincts. Rather than directing play, adults are encouraged to observe, prepare the environment, and support children's independence.

Typical Playgroup Session

- 9:00am: Session begins with outdoor play
- 9:00am – 10:00am: Individual work commences as the children engage with the environment and materials
- 10:00am – 10:30am: Pack away materials, wash hands and prepare the table for morning tea
- 10:30am – 10:45am: Engage with the environment and materials
- 10:45am – 11:00am: Pack away materials and prepare for songs and story time
- 11:00am: Session concludes





Pre-Primary Program

In Montessori education, children aged 3 to 6 are in what Dr Maria Montessori described as the Absorbent Mind stage — a time of extraordinary learning, where children naturally absorb knowledge, experiences, and the culture of their environment.

Fostering Independence and a Love of Learning

In our three pre-primary classrooms, children begin their lifelong journey of learning and self-development in a carefully prepared setting that supports intellectual, physical, social, and emotional growth. Each child is nurtured as an individual while also being part of a respectful and collaborative community.

Our environment is designed to encourage independence, concentration, and social responsibility. Children are free to choose meaningful work from five key areas:

- Practical Life
- Sensorial
- Language
- Mathematics
- Cultural Studies

This self-directed activity — whether pursued individually, in small groups, or guided by a teacher — lays the foundation for curiosity, resilience, and a lifelong love of learning.

Learning Through Real-World Experiences

From textural matching materials and cube towers to instruments and maps, sensorial learning connects children to abstract concepts through hands-on exploration. Practical life activities such as cooking, sweeping, polishing, and dressing frames help children develop confidence, coordination, and care for themselves and their environment.

In addition to classroom work, the children also participate in physical education, music, performing arts, and technology in ways that are developmentally appropriate, integrated, and joyful.

Toileting

Children must be confidently toilet-trained before commencing in the pre-primary program. This means they are able to use the toilet independently, including managing clothing and hygiene. Staff are happy to assist if a child has the occasional accident.

Clothing

For the first six weeks of school, we recommend packing a full change of clothes in your child's bag in case of accidents.

To support independence, we ask that children avoid wearing tights or leggings with feet, as these can be difficult for young children to manage on their own.

Daily Routine

Our daily rhythm provides a balance between structure and freedom, supporting children's need for consistency while allowing for choice and deep engagement.

- 8:30am – 8:40am: Arrival in the classroom
- 9:00am – 9:15am: Group lesson
- 9:15am – 11:30am: Free work period with individual and small group lessons
- 11:30am – 12:30pm: Lunch
- 12:30pm – 1:00pm: Outdoor play
- 1:00pm – 2:30pm: Afternoon work period
- 2:30pm – 3:00pm: Story or song time, followed by preparation for home
- 3:00pm: Home time





Lower Primary Program

Dr Maria Montessori described this stage of life — from ages 6 to 9 — as a “phase of uniform growth.” The 6–12 period, known as the Second Plane of Development, is characterised by growing intellectual curiosity and a strong sense of social awareness. Children begin to ask why and how, not just what, and they show an increasing desire to contribute meaningfully to their world.

Cosmic Education: Understanding the Universe and Ourselves

The cornerstone of the Montessori approach at this stage is Cosmic Education — an integrated approach to curriculum that helps children understand the interconnectedness of all things. This broad perspective is introduced through the Five Great Stories, which serve as imaginative, narrative-based entry points into history, science, geography, mathematics, and language.

The stories include:

- First Great Story: Coming of the Universe and the Earth
- Second Great Story: Coming of Life
- Third Great Story: Coming of Human Beings
- Fourth Great Story: The Story of Language
- Fifth Great Story: The Story of Numbers

These stories awaken the child’s imagination and spark a love of learning that extends beyond individual subject areas.

Social and Emotional Development [and Belonging]

Children in this stage have a strong desire to form friendships and be part of a group. They are learning how to collaborate, resolve conflicts, and support others — developing essential interpersonal and emotional skills.

From Stories to Study: Independent Exploration and Research

Following the Great Stories, children are invited to explore topics of personal interest. They research questions and present findings — gaining confidence as thinkers, learners, and contributors.

As part of their studies, children also investigate the Fundamental Needs of Humans, helping them understand the diversity and commonality of cultures across time and place.

Learning Through the Prepared Environment

Children in this stage are naturally curious and highly motivated. Our classrooms are rich with Montessori materials that support the transition from concrete experiences to abstract thinking. Each lesson is tailored to the child’s interests and developmental stage. As children progress, they deepen their understanding of grammar, mathematics, science, and the arts, developing independence, focus, and perseverance.

Curriculum Overview

Our program nurtures this by offering rich opportunities to explore their own and others’ cultures through history, geography, language, the arts, and science. The classroom is carefully prepared to inspire purposeful work and deep concentration across all learning areas.

Daily Routine

- 8:30am – 8:40am: Arrival in the classroom
- 8:40am – 9:00am: Attendance roll and group lesson
- 9:00am – 12:00pm: three-hour work cycle with individual and small group lessons
- 12:00pm – 12:30pm: Outdoor play
- 12:30pm – 1:00pm: Lunch
- 1:00pm – 2:30pm: Afternoon work period
- 2:30pm – 3:00pm: Chores and home preparation
- 3:00pm: Home time





Upper Primary Program

The upper primary years (ages 9–12) represent a dynamic stage of development. Children move into a period of increasing independence, using reasoning, abstract thought, and imagination to explore the world around them. Building on the foundation of the lower primary years, students develop intellectually, emotionally, socially, and physically.

A Thirst for Knowledge and Intellectual Independence

At this stage, children are becoming socially aware and ethically minded. They begin to understand their role within a group and are eager to contribute meaningfully to their community. The program encourages this growing social consciousness through both individual and collaborative work.

Working Independently and Respectfully

Cosmic Education plays a central role. This integrated approach reveals the interconnectedness of all things and helps children make sense of the world. Reading, writing, critical thinking, discussion, and questioning are embedded in the work cycle.

Students have the freedom to choose their work within the classroom and across our broader natural environment — whether practising music in the bush classroom, tending the garden, or reading under a tree. Their independence is respected, as are their choices, which contribute to their growing confidence, responsibility, and self-awareness.

Curriculum

Throughout the week, children experience a variety of teacher-guided lessons and independent activities. Learning remains student-centred, with an emphasis on independence, self-direction, and meaningful effort.

This rich and balanced curriculum supports children's academic, social, and emotional development, offering depth and breadth across key learning areas.

The Primary Academic Curriculum Covers

- Language (English and German)
- Mathematics, Geometry and Measurement
- Cosmic Education (Humanities, Social Sciences, Science and Technologies)
- Creative Arts
- Health and Physical Education

Daily Routine

- 8:30–8:40am – Arrival of children in the classroom
- 8:40–8:45am – Attendance roll
- 8:45–11:30am – Morning work period with individual and small group lessons
- 11:30am–12:00pm – Outdoor play
- 12:00–12:40pm – Lunch
- 12:40–1:00pm – Independent or shared reading
- 1:00–2:40pm – Afternoon work cycle
- 2:40–3:00pm – Chores, pack-up, and plan checks
- 3:00pm – Home time





Lower Secondary Program

In the third plane of development (12–15 years), adolescents seek greater independence from their caregivers and begin to look outward, aiming to find their place in society and contribute meaningfully to their community. At this stage, our focus is on preparing students for adult life — academically, emotionally, and socially — through Montessori’s Plan of Study and Work.

A Holistic and Purposeful Approach to Learning

Montessori education at this level emphasises the interconnectedness of all things. Our project based learning approach builds on the skills of Upper Primary and nurtures students’ moral, social, and personal development while building academic skills.

Learning occurs through social interaction and purposeful work — students engage with theoretical knowledge while applying it in real-life contexts that matter to them and their peers.

Advisory and Mentorship

Advisory teachers support students’ learning and personal growth. Through regular check-ins and goal setting, advisors help students reflect on their progress, handle challenges, and build social skills. This support helps students feel connected and develop confidence and responsibility.

Community Meetings

Each week, students come together in Community Meetings to reflect on their experiences, discuss any conflicts, and work collaboratively to find solutions. These meetings promote respectful communication, empathy, and a shared sense of responsibility within the school community.

Working on the Land and in the Microeconomy

Dr Maria Montessori recognised that adolescence is the ideal time to develop economic independence and build on the foundations of community building and sense of contributions to the wider world. Our Microeconomy Program is a key feature of the Lower Secondary experience, with students rotating taking part in projects that support the community, school or fundraising efforts.

One example is our student-run café and enterprise, Honkey Nuts. Operated with a waste-free ethos, Honkey Nuts offers coffee, tea, and other beverages in reusable or compostable packaging and produces a variety of handmade products for sale. Through this business, students learn about sustainability, entrepreneurship, collaboration, and ethical decision-making.

On designated Microeconomy cooking days, one group prepares a shared lunch for all students — no packed lunch is needed on these days.

The Lower Secondary Curriculum

Our integrated curriculum supports both academic rigour and personal development, providing meaningful learning across the following key areas:

- Language (English and German)
- Mathematics, Geometry and Measurement
- Humanities
- Science
- Creative Arts (Visual Arts, Drama, Music)
- Health and Physical Education
- Microeconomy

End-of-Day Routine and Sweeping

At 3:00pm, students pack away their work. A daily sweeping roster follows, as part of a student-led initiative to raise funds for the biennial Thailand trip. Each student is responsible for sweeping a designated classroom, and they are compensated based on the care and effort they bring to the task. Once all sweeping is complete, the day concludes with a formal farewell.





Lower Secondary Social Environment

The classroom is a vibrant social space where everyone experiences belonging, engagement, shared responsibility, and appreciation for the efforts of each member of the adolescent community.

Service

To develop social skills and independence, students participate in annual camps that promote social, emotional, and intellectual growth. Service is both an individual and group effort — from cooking together and helping with school events, to assisting younger children and tending to the bushland. These experiences teach students about social responsibility, cooperation, and balancing personal needs with community goals.

Students and staff agree that during secondary school, everyone will take part in both academic and practical activities that support a harmonious environment.

Camps

Each year, students attend outdoor camps at different locations to build community and life skills. Camps include service projects that support local communities. Students organise all aspects of camp life—from food planning to daily routines—and enjoy a variety of creative, physical, and social activities.

Curriculum

Our school follows the Montessori National Curriculum approved by the School Curriculum and Standards Authority (SCSA). Designed for multi-age classrooms, this curriculum focuses on the interconnectedness of knowledge rather than isolated subjects. It promotes problem-solving and integrates language, writing, mathematics, practical skills, and personal expression.

Teachers regularly meet with students to monitor progress and use planning tools to help students take charge of their own learning.

Lower Secondary Syllabus

The lower secondary syllabus is organised into three key areas: Self Expression, Formative Development, and Preparation for Adult Life. These areas work together to support the intellectual, emotional, and social growth of our students.

Self Expression

Personal expression helps students work through their thoughts and feelings by creating. Adolescents often feel strongly about the world and want to share those feelings. Through music, drama, visual arts, and language arts, students develop skills while exploring their own creativity. Weekly sessions allow them to build skills and express themselves, with further opportunities through projects and individual learning time. Language lessons also explore the beauty of language, including poetry, literature, and discussions like debates and speeches.

Formative Development

People need language, order, and social skills to function well in society. Our lessons build these skills through weekly classes in English, Mathematics, and German, plus project-based learning in Microeconomy, Seminars, and Creative Expressions. Each term includes a major project where students use what they've learned in plays, events, quiz nights, showcases, performances, and camps.

Students also practice ethics, social manners, and respect through community meetings, service work, discussions, leadership workshops, and guest speakers. Regular sessions also support mental and physical health.

Preparation for Adult Life

Understanding one's place in today's society is crucial for adolescents. Our curriculum helps students connect with the history, culture, and achievements that shape our world. Occupation and science sessions provide meaningful, integrated academic work, supported by additional science and project-based humanities classes with a focus on history and geography.

We prepare students for the future economy by fostering essential skills such as curiosity, initiative, self-motivation, self-discipline, communication, empathy, adaptability, and leadership. While these skills are harder to measure, they are vital for success in a rapidly changing world, alongside a strong knowledge base.

Upper Secondary Program

Our Upper Secondary programme continues your child's Montessori journey in an environment where they can live these principles daily. Students in Years 10–12 learn in our purpose-built Upper Secondary Building, opened in early 2025. With seven flexible learning spaces across two floors, it supports collaborative projects, independent inquiry, and a strong sense of community, keeping self-directed learning, critical thinking, and global citizenship at the heart of the experience.

Preparing Year 10 Students for Success in the International Baccalaureate

The Pre-International Baccalaureate (PIB) Year is an important transition year for our Year 10 students as they move from Lower Secondary into the International Baccalaureate (IB) pathway, whether they choose the Diploma Programme (IBDP) or the Career-related Programme (IBCP). It blends Montessori principles with the academic rigour of the IB, helping students develop independence, curiosity, and a love of learning.

A Bridge Between Montessori and IB

The programme is designed to connect Montessori adolescence with the inquiry-based style of the IB. It encourages students to be independent learners and to grow as inquirers, thinkers, balanced individuals, and caring community members — all key qualities in the IB Learner Profile.

The PIB Year

The PIB Year offers a rich experience supporting personal growth and academic readiness, including:

- **Curriculum:** Combines the Western Australian Curriculum for Year 10 with the Montessori National Curriculum, balancing academic and holistic development.
- **Specialist Teaching:** Many classes are led by IB specialist teachers, providing early exposure to IB learning and expectations.
- **Community Connection:** Participation in shared activities with Lower Secondary and IB groups, including incursions and Creativity, Activity, and Service events.
- **Career Exploration:** Study and career activities, including TAFE taster incursions, guest speakers, vocational excursions, and completion of a Certificate II qualification.
- **Shared Environment:** Learning and socialising in the Upper Secondary Building alongside Year 11 and 12 IB students fosters belonging, mentorship, and aspiration.

The PIB Year equips students with the skills, knowledge, and self-awareness to confidently progress into the IB Diploma or Career-related Programme.

More Than Just Preparation

The PIB Year is an enriching part of the Montessori journey. It equips students with the academic skills, study habits, and self-awareness needed to confidently step into the challenges of the IB Diploma or Career-related Programme — and beyond.





International Baccalaureate




Families of students enrolled in the International Baccalaureate Diploma Programme (IBDP) or the International Baccalaureate Career-related Programme (IBCP) are encouraged to refer to the International Baccalaureate Student Handbook. This dedicated resource provides detailed information about course requirements, assessments, expectations, and key policies specific to the IB programmes. It serves as a comprehensive guide to support both students and parents throughout their IB journey.



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