



The Montessori Bell

Term 1, 2026



Co-Principals' Message



We have enjoyed a very positive and peaceful start to the year. Students, new families, and staff have settled into routines and there has been an abundance of deep work and creativity in every area of the school.

Term 1 is busy for teachers with settling new students, launching units of work, making final touches to the environment for the year ahead, and a lot of professional development courses. These tasks are the base of work but, in Term 1, teachers are also supporting formal assessments, such as On Entry Assessment and NAPLAN; writing individual education plans; preparing and hosting parent discussion events; writing report books; and holding parent-teacher meetings. We are grateful for their hard work and conscientious effort, always putting the child first and demonstrating the qualities of patience and trust.

We are delighted to see the Community Engagement Sub-Committee begin its work, and, as always, the Bushland Sub-Committee is taking leaps and bounds in their work to conserve our bushland. The Board directors are working, amidst the usual running of the School, on the final stages of the Strategic Plan.

We are looking forward to working on improving the front playground and outdoor play spaces this year. Staff have been consulted about their observations and wishes for a space that will provide a wide range of physical development as well as creative and collaborative play. With the assistance of the Capital Planning Sub-Committee, we will present some ideas to students and take their feedback and ideas into account as well. If you have any relevant skills or talents and you would like to volunteer to help, please do reach out through the School Office.

This year, we would like to challenge you! We are very fortunate to be positioned next to high quality pedestrian and cycle routes – connecting to Greenwood Train Station and broader Kingsley in the west, across to Greenwood via Hepburn Avenue in the south, and around Lake Goollelal to suburbs north and east of us. As part of the building project in 2024, we had to add over 70 new bike racks, so we have an abundance of secure parking for bikes and scooters. Some of these are located inside the staff carpark gates, and some are around the back of the Lower Secondary area. Walking, scooting, and cycling are great for health and wellbeing – especially when done with friends and family. We would like to encourage you all to consider ways you can support active, independent or social travel to school this year. Perhaps it's door to door, or perhaps it's meeting up a few kilometres from school and creating a 'bike bus' together!

Kate Tottle & Michael Caldwell
Co-Principals



Message from the Board

The Board has settled back into its work for the year, focusing on its core responsibilities to ensure the School is well positioned in both the short and long term.

As part of this work, a strategic planning session was held in late March, bringing together the Board and the School's leadership team to review progress and consider how we continue to shape the School's direction. The session centred on three key priorities: deepening our genuine Montessori pathway, ensuring operational stability, and enabling sustainable growth. These focus areas will guide School wide decision-making and help ensure continued alignment with the School's vision and values.

The Board thanks all our staff for a welcoming start to Term 1 and recognise their contributions to the School's annual plan. The shared approach to setting goals and objectives is essential to making clear decisions and executing them effectively.

It was terrific to see the Montessori Playgroup program commence on campus in Term 1. This initiative reflects the School's commitment to strengthening its Montessori pathway and broadening engagement with families at the earliest stages of their journey. We also extend our sincere thanks to the previous playgroup for their donation of materials, equipment, and funds, which has helped make this launch possible. The program is already proving to be a valuable addition, offering meaningful engagement for younger children and their caregivers in a thoughtfully prepared environment. Sincere thanks to Kate, Felicity, Bernice, and Kevin for their tireless work in bringing this initiative to life.

The Board also acknowledges the hard work and dedication of last year's IB cohort, reflected in their incredible results. This achievement is underpinned by a high-quality program, strong mentorship, and dedicated support. Thank you to our exceptional IB team, led by Katherina and Ashley, for their ongoing commitment to delivering an excellent program and supporting our students.

Board of The Montessori School Kingsley





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	Rachelle Edwards	Finance Manager
Julie Gravel	Assistant to the Co-Principals/Engagement Coordinator	Stephane Remse	Administrative and Accounts Support Officer
		Kevin McDonald	Grounds Person

If you would like to know more about our staff, visit our [website](#).



Teaching Staff

Our teaching staff, teachers and education assistants (EA), brings a wide range of qualifications and experiences to our school. Some have international teaching experience, some are alumni of our school, and all are trained in Montessori or International Baccalaureate methodologies.

Primary Level		
Pre-Primary 1 Ciara Foley Georgia Williams	Pre-Primary 2 Arianna Taffurelli Aishling Whittle & Hemali Vasanjee	Pre-Primary 3 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 Francesca Mannino		Upper Primary Advisory 2 Michelle Hayes & Leigh Franz-Evans Winnie Peng & Janice Aloysius
Secondary Level		
Lower Secondary Megan Beasley - Lower Secondary Advisers		International Baccalaureate Katharina Stillitano - IBDP Coordinator Ashley Dufty - IBCP Coordinator
Specific Area of Teaching		
Primary Bernice Oellermann ————— Cultural Enhancement Teacher Eavan Coughlan ————— Creative Expression (PP) Liz Bozsa ————— Creative Expression (LP) Anja Reid ————— Creative Expression (PP) Anja Reid ————— German (LP & UP) Sunny Steffanoni ————— Sports (PP, LP, UP) Maria Vaioleti Ponga ————— Wellbeing Coordinator		Lower Secondary Liz Bozsa ————— Creative Arts Kieran Ridgeway ————— Creative Expression Megan Beasley ————— English & Humanities Katharina Stillitano ————— German Jaromir Kulir ————— Humanities Emma Jennings ————— Mathematics Helen Del Frate Caldwell ————— Science Michael Caldwell ————— Sports Maria Vaioleti Ponga ————— Wellbeing Coordinator
Upper Secondary Diana Schuler ————— Biology / Chemistry Liz Bozsa ————— Creative Arts Jaromir Kulir ————— Creativity - Activity - Service / Geography / Theory of Knowledge Megan Beasley ————— English Katharina Stillitano ————— English / Extended Essay / German Ashley Dufty ————— History Natalie Morrison ————— Mathematics Maria Vaioleti Ponga ————— Wellbeing Coordinator		

If you would like to know more about our staff, visit our [website](#).

Events Highlights

Term 1, 2026



Di Filippo Marionette Performance

We welcomed the artisan puppet theatre company Di Filippo Marionette to our school. Students from all ages enjoyed the performance *Appeso ad un Filo* (Hanging By A Thread), a charming cabaret-style marionette show that used music, movement and beautifully crafted puppets to tell engaging stories without spoken dialogue. Older students in their final year of Upper Primary and in Lower Secondary also participated in two special workshops, where they learned how to animate marionettes and created their own simple puppets to take home.



help me to do it myself

Parent–Teacher Meetings

Parent–Teacher Meetings were another important part of the term, providing families and teachers with the opportunity to connect and reflect on each child's progress. We appreciate the many parents and carers who took the time to attend and engage in these meaningful conversations. Opportunities like these help strengthen the partnership between home and school, ensuring that we continue to support each child's growth and development together.

Moolanda Boulevard Bridge Opening

Several of our students joined the official opening of the new bridge over Moolanda Boulevard, along with Co-Principal Michael, who regularly cycles to school. The bridge restores an important link along the Robertson Road Cycleway and will make it safer and easier for many of our students and families to walk or cycle to school. We are grateful to the City of Joondalup and the project partners for supporting infrastructure that encourages active, healthy and sustainable travel in our community.





Morning Tea with the Co-Principals

Throughout the term, families from several year levels enjoyed the opportunity to attend Morning Tea with the Co-Principals. These gatherings were held with Pre-Primary families, Lower Secondary families, and a combined session for Lower and Upper Primary parents, with Lower Secondary students assisting with the catering for their session. The relaxed setting provided a valuable opportunity for conversation, questions and connection within our school community.

Montessori Playgroup Returns

This term, we were delighted to bring back a long-standing tradition at the School: our Montessori Playgroup for children aged six months to four years. The response was so positive that we quickly added a second session to accommodate the growing interest from families. From next term, Playgroup will run on Thursdays and Fridays, continuing to provide a welcoming space where young children can explore hands-on materials, develop independence, and connect with our Montessori community.

Parent Discussion Events

This term, we were delighted to welcome families to our Parent Discussion Events across all levels of the school. Parents had the opportunity to explore different aspects of the Montessori program, from sensory materials in Pre-Primary to the Language curriculum in Primary and adolescent development in Secondary. It was wonderful to see so many families engaged in thoughtful discussion and hands-on exploration of the learning environment.



Looking for Invigilators

We are currently looking for people in the community who could volunteer their time to invigilate our International Baccalaureate examinations in May and/or October/November.

As an volunteer invigilator you need to:

- Have a Working With Children Check card;
- Be able to supervise examinations for anytime between 1hr - 2hrs30min;
- Feel confident around older students;
- Be prepared to read instructions regarding invigilation;
- Treat all information provided confidentially and with integrity;
- and ideally - but not required - have experience working in an educational setting;

If you are interested or know someone who is, please contact me via email:

ibdpc@themontessorischool.wa.edu.au

I look forward to hearing from you.

Katharina Stillitano

International Baccalaureate Diploma Programme Coordinator

Whole School Picnic

To celebrate the end of the term, our school community came together for a Whole School Picnic on the oval. Families joined students and staff for a relaxed outdoor lunch, enjoying time to connect and reflect on a wonderful term of learning. It was a lovely way to celebrate our community before heading into the term break.



Meet Our New Staff:

Helen Del Frate: Lower Secondary Science Teacher

This term, we are pleased to welcome a new teacher to our school community. We are excited to introduce Helen and share a little about her journey and what inspires her work with adolescents.

- 1. You have extensive experience in education and student wellbeing. How has that shaped the way you approach teaching?** Positive education and wellbeing are essential for supporting students in an era where constant exposure to social media has contributed to a noticeable decline in young people's mental health, including increased levels of depression and anxiety. In response to these challenges, I embraced the positive education approach pioneered at Geelong Grammar School which I introduced at my previous school. This approach emphasises the development of gratitude and optimism while supporting the overall wellbeing of students so they can thrive academically, regulate their emotions, handle setbacks, and set meaningful goals. Central to my practice is walking alongside students and being consistently available to listen, ensuring they feel supported and valued.
- 2. What inspired you to become a science teacher?** Being a Science Teacher affords me the opportunity to nurture curiosity and help students understand the world around them. Science encourages students to ask questions, explore ideas, and develop critical thinking skills that are essential for life. I hope to inspire students to nurture the environments around them.
- 3. What do you hope students gain from your science classes beyond scientific knowledge?** Studying science empowers students to make informed decisions about issues affecting society while inspiring a lifelong appreciation for the complexity and beauty around them.
- 4. Can you share an example of a science activity or learning experience you enjoy doing with students?** I always enjoy microscope work as it opens a whole new perspective to students as well as dissections where students dig deeper than simply looking at something superficially. Generally the "aha" moments for students when it all starts to make sense.
- 5. What do you hope students gain from your science classes beyond scientific knowledge?** Studying science empowers students to make informed decisions about issues affecting society while inspiring a lifelong appreciation for the complexity and beauty around them.
- 6. What do you think is the most important thing for adolescents to feel in order to learn well?** Feeling respected and understood by teachers and peers strengthens a student's sense of belonging, which is strongly linked to motivation and participation. When adolescents feel heard and valued, they are more likely to develop curiosity, confidence, and a genuine desire to learn.
- 7. What excites you most about working with adolescents, particularly in a Montessori environment?** I find it incredibly rewarding to observe students becoming self-motivated learners who ask thoughtful questions and make meaningful connections across subjects. Working within a Montessori environment allows me to build respectful relationships with students, encouraging responsibility, collaboration, and curiosity while supporting both their academic growth and personal development. I really enjoy the freedom Montessori education offers the students allowing them to take control of their own learning and the freedom to follow their own path.
- 8. Is there a particular area of science that you are especially passionate about? Why?** I am continually inspired by the wonder of the natural world and the remarkable way the human body functions. Beyond the human body, I am equally fascinated by how organisms are adapted to their environment. From vibrant marine ecosystems teeming with life to the stark beauty of the Australian bush.
- 9. What is one interesting or unexpected fact about you that our community might enjoy knowing.** I was always told that I am extremely innovative and remain calm in the midst of a storm. I completed a Diploma in Counselling to support students navigate adolescence.
- 10. What do you enjoy doing when you're not teaching?** I embrace the outdoors on my e-bike, particularly in our beautiful Southwest. My two grandchildren are the light of my life, and I also enjoy reading, spending quiet time with my needlework and painting.



Community Engagement

Parental and community involvement is a powerful way to support the wellbeing, confidence, and learning of our students. At The Montessori School, we value the connections between families, staff, and the wider community.

New Community Engagement Sub-Committee

Our newly formed Community Engagement Sub-Committee is a group of parent and community volunteers who help strengthen the links between our school and the wider community. They brainstorm, plan, and support initiatives and events that reflect the values of our Montessori community.

The Sub-Committee meets once a month outside school hours and works collaboratively to turn the School Board's vision into practical, enjoyable activities for students and families.

If you enjoy bringing people together, building community spirit, want to support our students and families, and are keen to volunteer, we'd love to hear from you!

For more information or to express your interest, please email:

communityevents@themontessorischool.wa.edu.au



Our First Event for 2026: Annual Scitech Family Night

The Annual Scitech Family Night will be the first event of the year, giving our students a unique opportunity to explore, discover, and engage with science in a safe, fun, and Montessori-inspired way.

This event wouldn't be possible without the support of our volunteers. From helping set up activities and supervising exhibits, to assisting with food and the bake sale, volunteers play a key role in creating a memorable experience for our students and families.

If you enjoy bringing people together, supporting our school community, and seeing students thrive, there are opportunities to get involved with this event—and many more throughout the year! To learn more or volunteer, please contact:

communityevents@themontessorischool.wa.edu.au

*Check out the next page
for more details!*



Family Night

Join us for a night of exploration, science, and fun as Scitech opens its doors exclusively for our school community.

This is a ticketed event, giving our school community exclusive access to Scitech. Students are free to explore and engage with the exhibits at their own pace, embracing the Montessori principles of independence and curiosity.

Parents can enjoy peace of mind, knowing that Scitech has secured the venue—doors are locked, and only our community can enter.

Feel free to bring your own food, and don't miss the bake sale treats available on the night. It's a perfect opportunity for students to learn, play, and connect with their friends in a safe, supportive environment.

Date and Time: Friday, 15 May, 5-8pm
Location: 1st Floor City West, West Perth

Get your tickets here:



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.

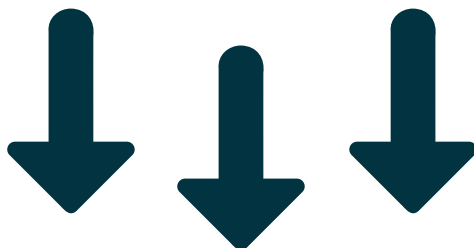


Communication & Complaints

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.

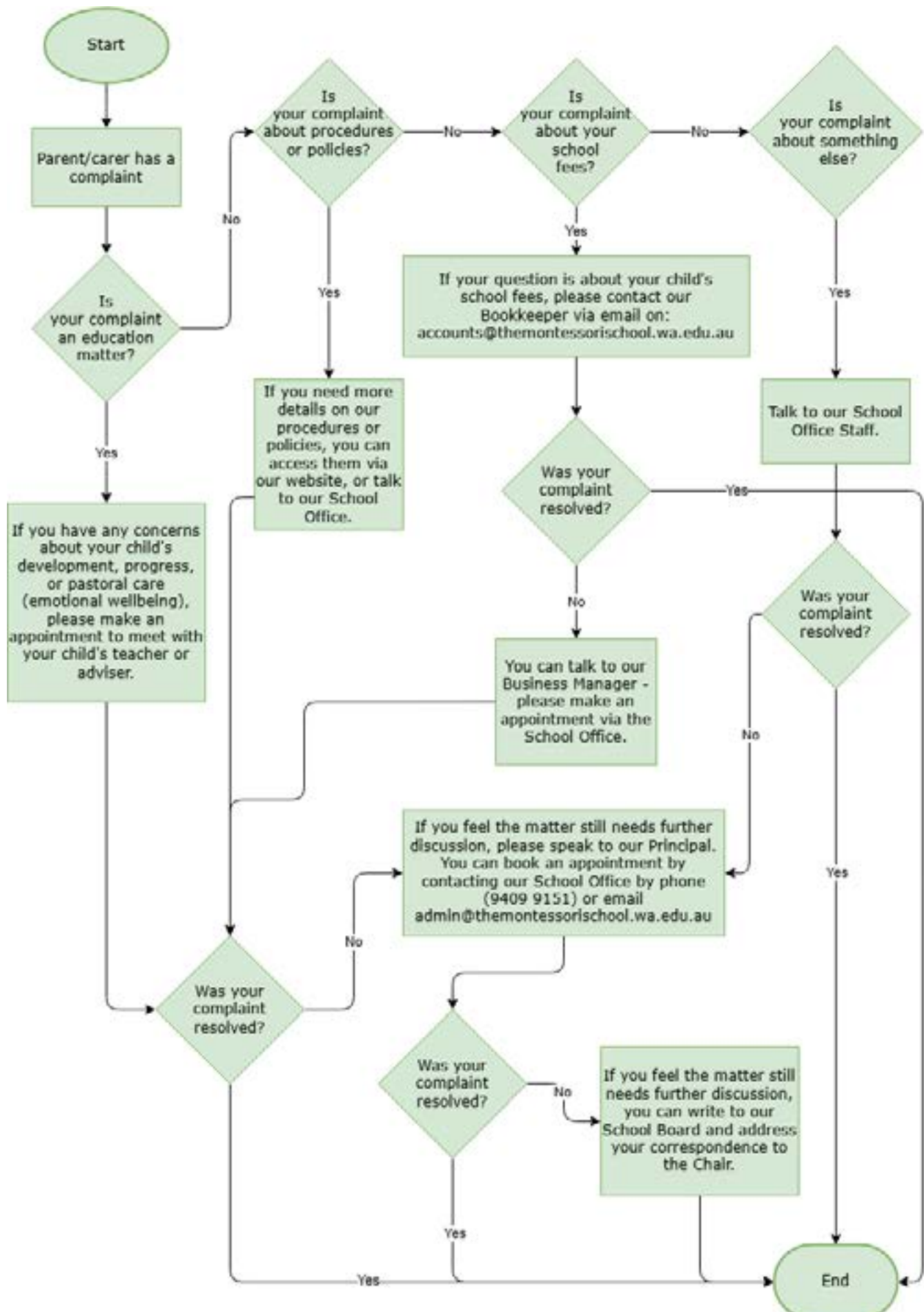
Families and students are encouraged to share feedback so that we can address issues and support positive relationships within our community. Wherever possible, concerns should be raised first with the class teacher, who can help direct the matter to the appropriate person if needed. Concerns may also be raised in writing, by phone, or anonymously, although anonymous complaints can be more difficult to investigate.

On the following pages, you will find flow charts outlining how families and students can raise concerns. The full Complaints Policy is also available on our School website.





Families Complaint Process





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.



Thank 
 you!

A big thank you to all our laundry volunteers for supporting this important part of our classroom life. Your contribution helps maintain the environment our students use every day.

School Laundry

At our School, students regularly use hand towels, tea towels, placemats and other linen as part of their daily classroom routines. These items need to be washed each week, and families are kindly invited to assist with this laundry as part of their valuable contribution to our School community. By participating in the laundry cycle, families help support the smooth running of the classrooms while fostering a spirit of shared responsibility and collaboration.

Personal Hand Towels

Children use shared hand towels throughout the day, which are changed regularly to maintain hygiene.

Classroom Laundry

Tea towels used for drying dishes, washcloths, placemats and other classroom linen are washed by families on a roster basis. This system helps share the responsibility across the community rather than relying on only a few volunteers.

Each family is typically rostered to take home a small basket of classroom laundry approximately two to three times per year. In Term 1, ten families will be rostered—one for each classroom—and the system will continue throughout the year.

Laundry will be sent home on Fridays and should be returned by Monday or Tuesday of the following week.

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

Montessori Playgroup

This term, we saw the return of the Montessori Playgroup on the School grounds. In the refurbished Shammai Building, two morning sessions were run during the term. The children have all settled into their new environment, exploring at their own pace as they follow their interests and engage with the purposeful activities. It has been a privilege getting to know and build relationships with the families who have attended playgroup this term. We look forward to another wonderful term together in Term 2.

*Bernice Oellermann
Playgroup Coordinator*





Pre-Primary 1 Class

Welcome back to a new school year. It has been wonderful getting to know all the new children and families that have joined our school. This term, we explored the world of Botany. We learned about the needs of plants, the life cycle of a plant, leaf shapes and the various parts of plants using our Montessori nomenclature cards. These cards are a classic learning material used in a 3-6 Montessori classroom to help children build vocabulary, classify knowledge, and connect spoken language with written words. They are often called "three-part cards", the children use these to make their "parts of" books. Nomenclature cards are sets of picture and word cards that represent parts of an object, categories, or concepts. Each set usually contains three parts which are, the control card (a card with a picture and its label together), The picture card (the same picture but without the word) and the label card (the word only). The children enjoyed painting and decorating their own pots which we used to plant some succulent cuttings. We watched some beans growing in a clear container, conducted an experiment to demonstrate how water moves through the stem of a plant. We have enjoyed some walks to learn the names of plants that grown in our bushland.

The children have enjoyed working with our Montessori puzzle maps and our globes this term. The land and water globe has the land areas covered with rough sandpaper and the water areas are a smooth blue surface. The continent globe is used to show the children the seven continents of the Earth. The puzzle maps are introduced as part of early Geography to help children develop a sense of the world and to understand where they live. The children are shown how to trace the puzzle pieces onto paper, paint or shade the pieces and label the countries or continents.

We were fortunate to experience a beautiful Marionette incursion, a truly memorable morning for the children. Harmony day was such a success, and I would like to thank the families who prepared a stall for the whole school to enjoy. We are all so lucky to be part of such a multicultural school. I hope everyone has a peaceful and relaxing break and I look forward to seeing you all after the holidays.

Ciara Foley
Pre-Primary 1 Teacher





Pre-Primary 2 Class

We have had a very busy and fulfilling start to the year in PP2. The children have been settling in, and we have been spending time getting to know one another while engaging with both our indoor and outdoor learning environments. It has been wonderful to see the children exploring the classroom with curiosity and growing confidence.

We have been learning about our new classroom routines and expectations, while also focusing on building a community where we treat each other with kindness and respect.

This term, our focus has been on Botany, and the children have shown great curiosity and enthusiasm while exploring this area of the Montessori curriculum. Through the Montessori botany materials, the children have been learning about the different parts of plants, such as roots, stems, leaves, and flowers, and beginning to understand how plants grow and what they need to thrive.

In addition to working with the classroom materials, we have also been busy gardening and bringing nature into our environment. The children have helped plant seeds, care for our plants, and fill our classroom with flowers. Our seed-sprouting experiments have been particularly exciting, as the children eagerly check on their seeds each day to observe the small but meaningful changes as new life begins to grow.

In the Practical Life area, we have introduced and reinforced activities that encourage the children to care for their environment and develop independence. These include lessons such as leaf polishing, watering the plants, and sweeping the outdoor area. The children have taken great pride in these responsibilities and enjoy contributing to the care of our indoor and outdoor classroom spaces.

Another activity that has been especially popular in the classroom has been our sewing jobs. The children have shown great interest in learning how to sew, carefully practising threading needles, making simple stitches, and completing small sewing projects.

The children have also been very engaged in the Sensorial area, where they explore shapes and sizes through hands-on materials that refine their senses and support their understanding of the world around them. Alongside this work, many children have been choosing activities that support pre-literacy and numeracy, helping to build strong foundations in language and mathematics through meaningful and engaging experiences.

It has been a joy to watch the children explore, learn, and grow together during the term.

Arianna Li
Pre-Primary 2 Teacher





Pre-Primary 3 Class

At the start of term, we focused on grace and courtesy lessons to help children settle and feel confident in classroom routines. These lessons supported both returning students and new friends. As you can see below, it's been a busy term!

LOTE (Languages Other Than English)

- Children learned “Kaya” to honour the Noongar people.
- For Lunar New Year, children learned how to say hello in Mandarin and learned about the Year of the Horse.
- Children also learned “Bonjour” in French.

History & Time

- Children used a DIY sundial, a simple device that uses the sun to tell time, to observe the passage of time and as an introduction to the clock.
- We recorded daily events, like lunches, birthdays, and days off, on our classroom calendar and loved counting down to exciting classroom events, such as the next friend's birthday.
- Birthday walks were a highlight! Children were excited to celebrate friends, see baby pictures, and reflect on each other's timelines, which fostered a strong sense of community.

Art – Primary Colours:

Children explored red, blue, and yellow, learning that these are primary colours used to create new colours. They really enjoyed working with the colour wheel to witness this.

Biology – Living and Non-Living Things, Plants and Animals

- Children learned that living things grow, eat, breathe, drink water, and can have babies, while non-living things do not.
- They explored plants and animals, discussing how animals move to find food while plants stay rooted. Children giggled at jokes about plants not being able to “go to the shops” or chase their prey!

Botany – From Seed to Plant

- We began with the seed, the beginning of all. Children learned that plants grow from seeds and how to care for them. They placed seeds in a bag with water and sunlight and observed them sprout, learning how plants grow and what they need.
- Children also began painting their own pots and planting flowers to take care for.

Geography – Getting to Know Our Planet

- Using the air, land, and water globe, children explored the three main elements of our planet.
- The continent globe introduced the largest landforms, also known as the seven continents.
- Children enjoyed the lesson about the transition from the globe to a map, learning that maps are flat representations of our round Earth. This helped them understand how we can see and study our planet in different ways.

Physical Science – Solids, Liquids, and Gases

Using a hands-on activity with children holding hands, they learned that molecules are packed closely in solids, a bit further apart in liquids, and barely touch in gases, helping them understand the states of matter.

Keeping Safe: We all have the right to be safe.

Feelings: Children explored different feelings: happiness, sadness, anger, fear, calm, or love, and discussed what helps them feel better. They also identified people they trust and learned how talking to them helps keep them safe.

Thank you for your support, and we look forward to another exciting term!

Cristina Vivanco Ramirez
Pre-Primary 3 Teachers





Lower Primary 1 Class

Welcome back, everyone, after a long holiday, and a special welcome to the new children in Lower Primary 1 this year. The children are settling into their routines, building independence, and exploring new ideas with curiosity and enthusiasm. The new children are slowly adapting to their new environment with the help of the older ones.

Our classroom community is growing as students learn to work collaboratively, care for their environment, and take responsibility for their learning.

In English, we started the term by reading the Fourth Great Story: The Story of Communication and Signs. The children have been developing their literacy skills through Montessori language materials and integrated learning experiences, especially strengthening reading skills through phonics, word study, and guided reading. They have been practising grammar and sentence structure using Montessori grammar symbols and sentence analysis. Expanding their vocabulary through storytelling, reading, and discussion and developing writing skills by creating short stories, journal entries, and simple research reports.

In Mathematics, as always, Montessori materials are fantastic, and the children are using the golden beads, Pythagoras board, division board and the chains to learn new mathematical concepts and practice existing ones.

In Cosmic Education, this term, we are focusing on geography, and the children are showing interest in drawing puzzle maps and answering comprehension cards. We have been exploring physics by investigating how the physical world works. Through Montessori experiments and hands-on materials, children are learning about: Forces and motion, Pushes and pulls, Light and sound and Simple machines and how they make work easier. Children have been observing, experimenting, and recording their discoveries, developing scientific thinking and curiosity. These lessons help students understand how physical forces affect objects in everyday life, especially the reading and experiments of the First Great Story: The Creation of the Universe.

This semester, we are learning about the elements of Drama. Watch this space.

An important part of our classroom is learning how to work respectfully with others. As part of our Grace and Courtesy lessons and the Keeping Safe Curriculum, children are practising:

- Themes for keeping safe (group norms, trusted networks)
- Taking turns
- Listening to others (active listening)
- Caring for classroom materials
- Resolving small conflicts peacefully
- Rights and Responsibilities (code of conduct, personal space, private and public)
- Safe and Unsafe (feelings, warning signs)

These skills help build a supportive and cooperative classroom community.

You can support your child's learning by:

- Reading together each day
- Encouraging your child to talk about what they learned at school
- Allowing time for independent activities such as drawing, writing, or building
- Practising practical life skills like cooking, organising, and caring for the home

These experiences help strengthen independence and confidence.

Thank you for your continued support.

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





Lower Primary 2 Class

All the new children have faced their individual challenges as they transitioned to a new learning environment. Making new friends, getting used to new adults, adapting to new expectations, learning new equipment and following new routines is a big cognitive and emotional load. The new children have demonstrated much resilience, self-management and self-direction in adapting to their new surroundings. I am sure it has been a testing time for parents and carers as they watch their child navigate an independent path into the unknown. Rest assured that your constant support, encouragement and adherence to the motto of “help me to do it myself” has been exactly what your child has needed to facilitate the learning of valuable life skills.

The ‘old faces’ have had to hone new skills, too. No longer the youngest, they are now required to model, share knowledge, offer the hand of friendship, gently advise and demonstrate responsibility. As with all learning, this came more naturally to some than to others.

The cumulative effect of all the children’s efforts, together with the support that they have received from home, is a lovely working environment in LP2. Thank you.

Puppet making with Liz, self-correction of addition calculations using the snake game, pin maps, searching for patterns in multiplication using the long chains, building squares using the square chains, snacks outside with friends, story-writing, raking outside, geometric patterns and building replica animal habitats from research are some of the examples of the children’s chosen work this term. By far the most ubiquitous and popular choice, however, is reading.

Please remember, that we focus on the development of the whole child. The work of the child is a process of internal growth which we only “see” from observing the children’s engagement in chosen activities. Thus, although we “see” the pieces in the finished file, they are just remnants: the important work has been going on inside the child’s brain and body cognitively, physically, emotionally and spiritually.

NAPLAN was a real reminder of this. Although a valuable diagnostic tool that reflects literacy and numeracy content knowledge, it tests such a small part of a child’s development. Also, conceptual and sequential learning is our focus, rather than short term acquisition of curriculum content. We focus on conceptual learning and demonstrated mastery. The benefits of this are often not obvious until much later in a child’s educational journey.

*Sue Hoolohan
Lower Primary 2 Teacher*





Lower Primary 3 Class

Welcome to a new school year. Everyone has returned excited to be back and have made our new members feel welcome. The class has been curious, engaged, and enjoyed exploring new ideas through activities, experiments, and discussions

At the beginning of term, we listened to the First Great Story: Story of the Universe. We continued with this theme learning about the layers of the Earth. Students discovered the different parts that make up our planet, including the crust, mantle, outer core, and inner core. We also explored imaginary lines on the Earth, such as the Equator and the Tropic of Capricorn, and discussed how these lines help us understand location and climatic regions around the world.

The class has started investigating classification of rocks and how rocks are formed. We talked about igneous, sedimentary, and metamorphic rocks. Set up an experiment to show the effect temperature can have on growing crystals. There has been an interest all term in experiments which is helping us to understand scientific ideas and how scientists test their theories.

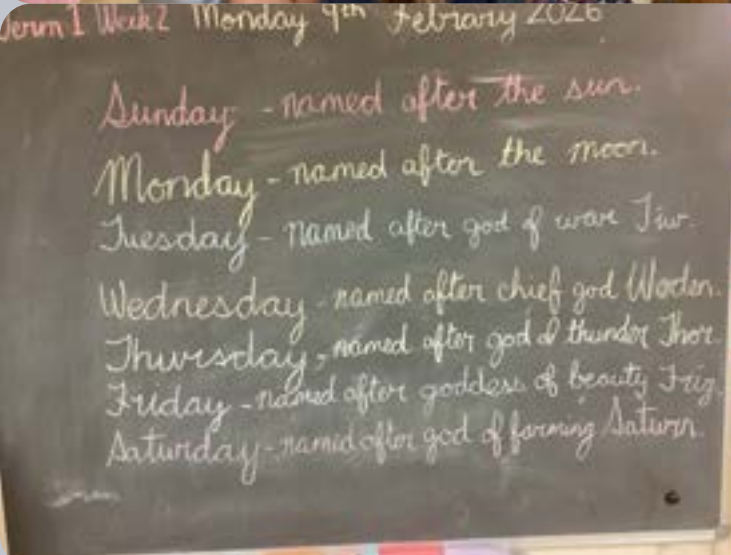
We also explored different ways of measuring time, not just reading a clock. Students learned about weekdays, months, and years, and how calendars help us organise events and understand longer periods of time.

The miniature environments have been a great way for to work with a friend or make new friendships all the while practising our writing and coming up with some interesting sentences.

Lead by the Year 3 students, the class took on the challenge of completing a 1,500-piece jigsaw puzzle, where most of the pieces have gold colouring. Considering this is only worked on for short periods and not every day to have it nearly complete in the term is an amazing effort.

It has been wonderful to see students asking questions, participating in experiments, and developing their knowledge about the world around them. From the teaching staff of Lower Primary 3, have a safe and fun holiday break!

Ashlea Fuller
Lower Primary 3 Teacher





Upper Primary Class

Hello parents of Upper Primary! The first term of any year can be challenging for our new parents, but since the children have some trials in the previous year, it makes the first few days go quite smoothly, and the children feel comfortable from the start.

We do spend extra time in this term presenting our Grace and Courtesy lessons, outlining how our classes run, rules and weekly routines. This helps a lot to settle the children and make them feel secure. It also places responsibility and trust on their shoulders, as they learn how to manage their time and work without constantly asking the adults. One of the aspects they really enjoyed was obtaining their 'Bush Licence'. We did a class walk along our fire break, talking about how to conduct themselves safely in the bush, observing plants and wildlife without touching and looking for signs of seasonal changes. We had some volunteers who designed and produced bush licence cards, complete with artwork, and after a little 'test', the child had their own 'licence' and are able to take themselves off (with two others) for a walk through the bushland when they need a break.

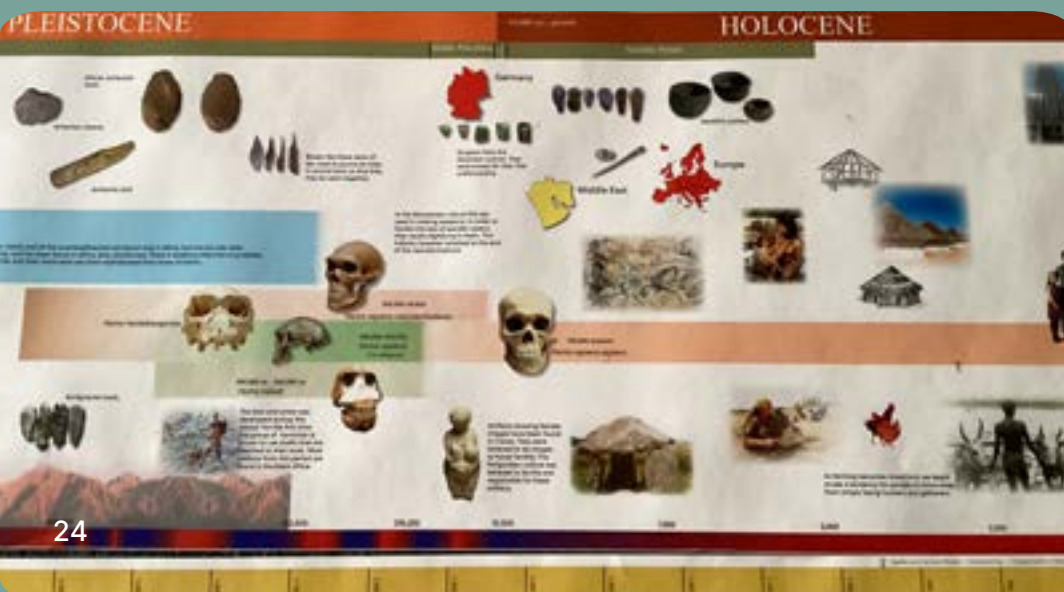
Our design lessons focus on the children producing a useful item, that can be redesigned from the previous year to make improvements. This is when the children make their own pencil holder, which has all the design steps included. From the initial sketch, to the scale drawing with all the measurements, materials, and colours, to the final making of a template, all steps must be completed. Once all that is ready, they select, cut and sew their final product. This is when discoveries are made such as the size may be too small or too big, there may be no space for an eraser, or the stitches are too far apart. All valuable to do a rethink and make a better design next time!

Upper Primary has reinstated the celebration of birthdays in the form of baking a cake to share each month. At the end of the month, all the children who had their birthday that month will bake a cake with assistance, and then this is shared with the classes. To cater for children with dietary requirements we bake a second cake without gluten, eggs or dairy to make sure everyone can participate. So far, it has been working well. We continue with the tradition of making the birthday card and singing.

The year started with our retelling of the Great Stories, starting with the Coming of the Universe. There is always more to learn with each story and this year the children focused on the Birth of a Star and learnt about the life cycle of a star. The universe is always a fascinating topic for all and can be expanded into many physics subjects. The Coming of Life has a beautiful timeline and the children traced various life forms through the time periods and chose one to research and explain their adaptations. The Coming of Humans is another fascinating timeline including all the fossil discoveries, and the children became familiar with early humans and hominids through the ages, with the older children producing booklets and more details about each one.

Language has included our rigorous spelling and literacy program, grammar and learning about the literary devices used in poetry such as alliteration, onomatopoeia and personification. The children practised writing their own short poems too. The Discussion Night presented the language program across Lower and Upper Primary, and parents could have a try at the various activities on display.

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





Creative Expression

Pre-Primary

Our Pre-primary classrooms have been buzzing with colour, curiosity, and plenty of joyful mess as we explore creative expression this term. The children have been diving hands-first (and sometimes elbows deep!) into a range of playful, process based art experiences designed to spark imagination and celebrate experimentation.

We began with wacky printing, using toy cars, figurines, and a collection of well loved treasures from home. The children delighted in discovering the different tracks, textures, and shapes each object could make.

Next came the salad spinner art, where centrifugal force turned paint into swirling bursts of colour. This was followed by baking tray monotypes, a gentle introduction to printmaking that encouraged the children to explore mark making and surprise outcomes.

Our sensory adventures continued with shaving cream marbling, filling the room with soft clouds of foam and beautiful marbled patterns. We also created tape resist Easter eggs, where peeling back the tape revealed crisp, bright designs beneath the paint. To celebrate the season, the children used chalk pastels to blend and smudge vibrant green shamrocks.

It's been a term full of exploration, creativity, and joyful discovery. I can't wait to see where our artistic adventures take us next.

Eavan Coughlan
Creative Expression Teacher



Lower Primary

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

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

Liz Bozsa
Creative Expression Teacher



Upper Primary

This term, our upper primary students have continued their journey through the performing and creative arts. The Upper Primary 1 children are currently participating in visual arts lessons, while the Upper Primary 2 children are taking part in music lessons. All children also have access to art materials and musical instruments to go on their own independent creative journey.

Music

Our musicians have been making wonderful progress this term, with children either continuing their chosen instrument or taking on a new one. A highlight has been the introduction of ensemble playing, with students coming together in small groups to make music. It's a joy to see the confidence and collaboration that comes from sharing music in this way.

Visual Arts

In the visual arts, children new to the room have created their personal art folders to collect their creative work throughout the year. This term's focus has been on shape, space, and colour as foundational elements of visual art. Children have explored these concepts in a variety of lessons, including geometric drawings and paintings in response to famous artists, and experimenting with colour mixing through colour wheels and harmonious colour schemes. It has been wonderful to see thoughtful and visually striking work emerge from these explorations.

Anja Reid
Creative Expression Teacher





Physical Expression

I am so happy to be back and in my new role as Physical Expression Teacher.

I have been passionate about sport and exercise my whole life and have played a huge range of team sports including; netball, softball, hockey and basketball. I have also participated in many individual activities, such as tennis, yoga, swimming and zumba. I love to stay active and I hope to pass on my passion for sports and keeping active to your children.

This term the Lower Primary and Upper primary students have been learning hockey skills: how to hold the stick, pushing and trapping the ball, dribbling, shooting for goal and stealing the ball. Our sessions always begin with a warm up and stretching. We then move on to a game which involves cooperating with their group members. After the game we will do a range of hockey drills. We then settle our central nervous system through a variety of breathing exercises. Safety, inclusion and sportsmanship are integral in all lessons, and the focus is on participating, not winning.

We have had a few hot days and we had to stay indoors for these lessons. The older children researched heat related illnesses dehydration, heat stress and heat stroke. They worked in small groups to find out the signs, symptoms and treatment. Lower primary have learnt about the circulatory system and how exercise benefits our body.

With the Pre Primary children we work on Fundamental movement skills such as, static balance (one foot), climb and line walking. We play a variety of games and have stations set up for the children to choose from. These stations can include: balls, frisbees, basketballs, balancing beam, jumping, ribbon dancing, hoola hoops. Our hot weather lessons have included reading the Very Hungry Caterpillar and discussing the healthy food he eats and the sometimes food.

Have a great holiday!

Sunny Steffanoni
Physical Expression Teacher





Lower Secondary Class

A flourishing year lies ahead of the Lower Secondary cohort, based on the ground they've laid this term! The atmosphere is calm and students have taken to their work with a sense of purpose. As Montessori says, 'education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development.' Our 'arid transmission of knowledge' this term centred around the theme of 'story', and many wonderful discussions have been had. At this age, the 'necessary aid to human development' centres on the creation of an adult. Adolescents are emerging from childhood, creating adults who will take their place in society. For this reason, they need to practice being part of a society, deciding community norms, interacting with peers and taking on different roles as they do their most important work: answering their big questions of 'Who am I?', 'Where do I fit into society?' and 'How can I be of use?'

Much of Term 1 has been devoted to community building in a range of ways, often student-led. They have designed their Code of Civility for the year, thinking about how to achieve their goals of a society that respects all its members and the environment. They've put their hands up to help the community in a range of specialised roles, testing out where they fit and what contribution they can make. They've renewed old friendships and made new ones. Early in the term, our Creative Expressions teacher, Kieran, led a morning filled with team-building games and activities, and we took on new responsibilities around the school grounds. We are also building connections with the Year 6 students to ease their transitions into our space next year.

We've visited the State Library and the Art Gallery, catered morning tea, learned how to make and animate marionettes, survived NAPLAN, celebrated Harmony Day and fed the school with a much-loved Toastie Day, and now it's time for a well-deserved rest.

A tremendous thank you to all the incredible staff who support the Lower Secondary in so many ways! We wish all staff and families a wonderful and relaxing break over the holidays and look forward to welcoming you back in Term 2.

Megan Beasley
Lower Secondary Advisor





Lower Secondary Students' Perspective

English by India

The theme for Term 1 has been 'Stories'.

In English, we have been working through our booklets, focusing on writing stories and graphic novels in a form of creative, analytical or persuasive writing. We have also been working on plot mountains and grammar & punctuation. We are looking at doing a presentation at the end of the term on a graphic novel of our choosing from three options per year group. We will also be watching the movie "Twelfth Night" in the last week of the term and write a short summary for it.

Health By Elmina

This term, Emma has been teaching us about the main food groups and mindful eating with different ways to have a good relationship with food, She has also been teaching us how to plan budget friendly healthy meals and foods using online facilities.

Science by Ava, Izzy, and Soraya

In Science, our Science Teacher, Helen, has been teaching us about plants and animal cells, with a focus on the different parts of a plant. We have also been learning about the parts of microscopes and how it allows scientists to examine structures that are too small to see without magnification





Art & Creative Expression

By Arielle

This term the lower secondary students have been choosing between either Art or CE every Wednesday. For CE students have been choosing their own creative project for the term. They have a planning booklet that they fill in each CE lesson which Kieran reviews afterwards. For art, the students can choose their own projects that include some form of art. Liz provides lessons for certain art techniques when requested by students.

Sport

By Orlando

This term in Sport, the students have been doing free sport and exploring in new or already known activities. Some example of the sport the students have been playing is, basketball, soccer, dodge ball, cricket and volleyball.

Mathematics

by Jacob

This term, in Mathematics, we designed a fundraising stall to make money. We have learnt the skills of financial mathematics and are starting to learn algebra. We have learned lots of fundraising strategies like design and advertising. We have calculated the profit increases and sale percentages

Humanities and Social Sciences

By Ella & Emily

In Humanities and Social Sciences, the Year 7 students have been fixing their attention onto the Trojan War.

Megan has taught us about Homer and the Iliad, while also helping us understand the possible mythology aspect.

Also this term, we have been focusing on the topics of The travels of the Neanderthals and homosapiens, the history of language and it's origins, and famous immigrants.

Jaromir has taught us about how the Neanderthals and homosapiens thrived as well as how the Neanderthals went extinct, we learnt about the Vikings, British empire (ECT) and everyone presented a different topic as a group.

German

By Alyssa

This term in German, we learnt how to talk about different summer and winter sports. We also learnt how to describe our free time, such as what we do after school and on weekends, and our hobbies. We've completed worksheets and written texts about our free time.





Welcome

Upper Secondary Space

We extend a warm welcome to the Upper Secondary at The Montessori School Kingsley. This year, the number of students in Upper Secondary has nearly doubled with the intake of 11 Pre-International Baccalaureate (IB) students. We are enjoying working with these young adults as they continue to develop independence, responsibility, and collaboration within the community. We are growing our Montessori/IB community of IB learners and the oldest Montessorians at our school are currently showing the new recruits the way we operate responsibly in our common room and the communal kitchen.

Katharina Stillitano, Ashley Dufty & Jaromir Kulir

Pre-International Baccalaureate Programme

The first term of this year, you may agree, has passed us in a hurry. This was also a term that experienced a premiere in our Pre-IB (Year 10) class: the students have had a chance to attend a TAFE course one day a week, opting out from our traditional Friday's Microeconomy program. Most of the Pre-IB students took up this chance, and judging by their initial feedback, this Friday TAFE experiment is welcomed by most. Besides the expected value in developing existing or gaining new practical and theoretical skills, the students have been exposed to very new and different environments, no doubt a boost for social interaction abilities and confidence.

Looking ahead towards next year (yes, already) some students may decide to expand on their current TAFE course or even opt for a different one, this while attending the International Baccalaureate Careers Programme, which is now firmly imbedded in our school. Other students may opt for a full-scale academic vigour in our International Baccalaureate Diploma Program.

The Pre-IB year should prepare our students for both above outlined pathways. For most of the week, the students attend specialised classes led by our International Baccalaureate teachers. Homework, marked assignments/tests and deadlines become a norm in this year, this whilst keeping and building on some of the features that we do well in our younger years - independence, self-directed inquiry-based learning, as well as respect of self and others, to mention a few.

My Personal Observation.

Thus far, the 2026 pre-IB year has been such a pleasure to work with. The students have fully embraced the challenges, stayed positive and humble. Will this last for the rest of the year, will this last forever? Sure, it will. Good things happen to those who don't stop believing.

Jaromir Kulir

Pre-International Baccalaureate Advisor





Pre-International Baccalaureate Students' Perspective

Art & Creative Expression

By Zen

Creative Expression and Art were on Wednesday afternoon, and students could choose whether they want to spend their time doing Art or Creative Expression. Art includes projects like: painting, drawing, sculpting, while Creative Expressions consists of projects like: woodwork, music, or film.

Students seemed to enjoy Art and Creative Expression because there was a lot of freedom and opportunities to express themselves. It was also a nice break from the work earlier in the day. For example, some students enjoyed making clothing for Creative Expression, while one student worked on a wood and resin coffee table, and another enjoyed drawing vehicles in Art.

Humanities and Social Sciences

By Tom

This term in Humanities and Social Sciences, the students have studied different periods and the history of the Australian parliament, such as the Senate and the House of Representatives. The students have been working on a project where they picked an Australian icon and use persuasive speech to explain why they are the best Australian icon. We also watched the documentary *Australian Dream*, after which we had to answer three different questions about racial discrimination and whether Adam Goodes was fairly treated. We studied about the legislative branches in Australia and then we had to come up with 4 correct and incorrect points to the class which they had to guess which ones were correct and incorrect.

Mathematics

By Maud & Mia

This term we completed our unit on simple and compound interest in Mathematics. We are now moving on to linear equations and hope to begin studying quadratic equations next. We even played Bingo – practicing our skills in calculating interest. It was a highlight of the term and very enjoyable.

Science

By Zen

Science has so far gone very well among the students in the Pre-IB class. Majority of the students seem to genuinely enjoy the experiments that Diana has assigned us. For example: the popping tube experiment and calcium carbonate and acetic acid experiment have been particularly exciting for us. These experiments allow us to see reactions happen right in front of us increasing the engagement helping us better understand the stuff we're learning.

The tests, as boring as they may seem, are fairly enjoyable among the students. The students have been working attentively and studying hard before the lessons. We're always excited for what's to come next.

TAFE and Microeconomy (Fridays)

By Maud & Mia

On Fridays, several students attend courses at TAFE. Some travel to North Metro TAFE campuses while others attend South Metro campuses, using public transport to get there. Students have chosen a variety of courses, including Fashion and Textiles in Bentley, Developing Athlete in Leederville, Sampling in Perth, and machining and fitting in Thornlie.

Students who do not attend TAFE participate in our micro-economy program at school. Some of them also complete online courses such as Graphic Design and 3D Printing. They support the LS Café by teaching new students how to make coffee.





TAFE Certificate II Programme

During Term 1, six of our Pre-IB (Year 10) students took advantage of our inaugural Certificate II program. This program allows Pre-IB students to enrol in a TAFE course on Fridays during the year. The School instituted the program to allow students to pursue an area of interest outside the secondary school setting, experience a more adult learning environment, and earn a nationally recognized certificate by the end of the year. Our students are enrolled at both North Metro and South Metro TAFEs in courses such as Sport and the Developing Athlete, Fashion and Textiles, Engineering Foundations (Mechanical Pre-apprenticeship), and Sampling and Measurement. Two additional students in Pre-IB chose to pursue courses online—one in 3D modelling for laser cutting and 3D printing, and one in Fundamentals of Graphic Design. We are excited to continue to support students as they navigate the TAFE and online environment, learn new skills and discover potential careers!

Next term, our Year 9 students will begin participating in Taster Days at TAFE, exploring the different courses and career pathways available to them. These programmes take place at various TAFE campuses across the city and allow students to participate in activities related to a variety of careers. In Term 2, we are scheduled to explore Fashion and Textiles, Mortar Trades, and Chocolate Making!





International Baccalaureate Career-related Programme

This year, two students in Year 11 have chosen to undertake the International Baccalaureate Career-Related Programme (CP). This exciting programme is for students aged 16-18 who are interested in pursuing work or university after secondary school. Students completing the CP, must:

- Complete one or more vocational certificates (called the Career-Related Study)-this is usually a Cert II, III or IV at TAFE
- Study two or more IB Diploma Subjects at school, along with a portfolio-based course called Personal and Professional Skills.
- Plan and carry out a capstone research project (called the Reflective Project) related to an ethical dilemma in their chosen career pathway
- Study a second language (or language variety) & culture
- Plan, carry out and reflect on community service experiences.

The CP has significant flexibility and allows students to design their own learning pathway. For example, their choice of Diploma subjects may compliment their career-related study [e.g. a student doing Fashion may elect to do IB Visual Arts as one of their Diploma subjects). The flexibility of the program allows students to align their learning to their interests and passions. For example, students may choose to study a language and culture related to their own cultural identity and personal history or create a language study course focused on using their chosen language for business purposes. These types of choices allow for the development of deep knowledge and skill which is tailored for the student.

After completing the Career-Related Programme, students are eligible to go to University using a Portfolio or Experience Based Entry Pathway*, continue study at TAFE, pursue an apprentice or go straight into a career.

For our students starting in the CP, we have spent Term 1 finding our feet at TAFE and exploring our own identity in our Personal & Professional Skills and Language & Cultural Studies courses. We have looked at our own cultural and linguistic heritage and defined and explored our personal value system. Next term, in Personal and Professional Skills, we will be looking at expanding on our theme of identity and translating that into visions and goals as well as building a personal or professional brand. Throughout these inquiry units, students are not only developing skills, they are creating a portfolio of work that they can use to gain entry to the job market or to university. I am so excited to be teaching these courses and I am learning so much about myself (and the students) in the process.

*depending on the University, students may need to meet additional conditions for entry

Ashley Dufty
International Baccalaureate
Career-related Coordinator





International Baccalaureate Diploma Programme

One area within the International Baccalaureate's philosophy about teaching and learning is the development of soft skills or executive functioning skills. The 'set of skills that the IB considers to be at the heart of an efficient learner and member of a community are called "Approaches of Teaching and Learning".

According to research conducted by the IBO, while these skills form the foundation of all effective and successful learners, they are often underdeveloped in secondary students at the end of their schooling.

By incorporating those skills into the curriculum, the IBO is aiming to make them more transparent and therefore easier to access, develop and use.

The skills which form the Approaches to Learning are:

1. Self-management skills
2. Social skills
3. Communication skills
4. Research skills
5. Thinking skills

In our last parent Discussion Night, we shared with our Upper Secondary parents a few examples of how we develop these skills in our classes and manifest them throughout all subjects and programmes.

International Baccalaureate Assessments Explained

While the above skills cannot be assessed in isolation, they are also crucial for the successful completion of assessments in the IB Diploma (DP) and Career-related (CP) Programme. Assessment is an integral part of teaching and learning and one of the most important aims of assessment is to support curricular goals and encourage appropriate student learning.

The IB programs use two types of assessments: Internal Assessments and External Examinations.

Internal Assessments

Internal Assessments are monitored and administered by subject teachers and are often self-directed and cross-curricular in nature. Research, thinking, self-organisational and communication skills are needed to compose, conduct research, structure and argument and communicate the main findings. The investigation in science, exploration in mathematics, field-work in geography, historical investigation in history are examples of mini-academic papers in a supportive and prepared environment.

To give you an idea, here are some examples of past titles:

Field-work in geography:

- Comparing Northern Perth CBD, Western Australia, to the Core Frame Model: To what extent does Perth, Western Australia conform to the core frame model of cities?
- Land use in relation to distance from a train station in Clarkson, WA
- To what extent does the proximity of the beach affect the pattern of residential areas in Hillarys, Perth, Western Australia?

Investigation in science:

- To what extent do penicillin, hand sanitizer and hand soap affect the growth of E. coli when kept in the same conditions, and which of the hygiene methods works the most effectively?
- An Investigation into the Effectiveness of Different Methods of Preservation of Citrus Sinensis (Navel Orange) Orange on Maintaining its Vitamin C Content
- To what extent does the biodiversity (as measured by the number and types of aquatic macroinvertebrates found) and water quality (as measured by testing phosphate, nitrate, temperature, pH, dissolved oxygen, and electrical conductivity) differ between Galup and Herdsman Lake in Western Australia?





External Examinations

External Examinations are formal examinations that are marked by trained and qualified IB markers. The IB determines the dates of the two examination cycles they conduct twice a year, one in May and one in November. As the IB is a global association, examinations accommodate school calendars in both, the northern and southern hemisphere and since we live in the southern hemisphere, our school examination schedule we follow is in November.

The IB also releases very strict rules and regulations concerning the administration of those examinations, like timing of examination papers, stationery allowed in examination rooms, academic integrity and plagiarism, invigilation and setup of examination rooms. Each IB school offering the IB Diploma needs to adhere to these rules and at times, the IB even sends surprise visitors during the examination period to check how those rules are put in place.

To prepare for the final examinations our Upper Secondary students sit practice or trial examinations three times before the final ones – in Year 1 in term 2 and 4 and in Year 2 in term 2.

International Baccalaureate Marks and Grades

Assessments are mainly presented in written form and marked against criteria marks that students are familiar with. During practice assessments students either self-assess, assess each other's work or submit their work to their teacher.

It is the final examinations at the end of Year 2 and the internal assessment component which at the end comprise the final grade of the Diploma. The final points for the Diploma comprise of:

- each of the six subjects marked between 1-7 (with 7 being the highest mark) which means a maximum of 42 points,
- and an additional maximum of 3 points for a joined mark for Theory of Knowledge and the Extended Essay. Each of these are marked by a scale from A-E (with A being the highest mark)
- The highest score for a IB Diploma is 45 points.
(See: IBO - Psychology (first assessment 2027) - DP resources - Home - IB programme resources (accessed 13/3/2026))

Katharina Stillitano
International Baccalaureate
Diploma Coordinator





International Baccalaureate Students' Perspective

Elevate Incursion By Luca

This term, the IBs and the pre-IBs had an incursion about the use, problems and how to use AI by Elevate talks. The Elevate speaker started by handing out an interactive booklet about AI and generative content. The speaker had planned a few different interactive activities which the students liked much more than a normal lecture. In total the incursion showed to students both the strengths and flaws of using AI for personal and educational purposes.

Internal Assessments By Simon

During this term, many of the Year 12 students' Internal Assessments (IAs) have been underway in History, Biology, Geography, Psychology, Chemistry, and English. Some of these are experimental, as in Biology, Geography, Psychology, and Chemistry, while others are researched, these being History and English.

In the Psychology IA, for instance, Kira and I investigated the effects of cognitive interference with an experiment wherein students were assessed on the ease with which they could read different types of text. The rest of our IA consists of using statistical analysis to determine whether our results were significance, and connect our findings to the theory. Similar practices are used for the Chemistry, Biology, and Geography IAs.



Harmony Day By River

The Year 11 students organised the School's annual Harmony Day, which took place on Friday, 20 March. Families and members of our community represented their countries with small stalls, giving students the opportunity to learn about different cultures and traditions. In the morning, the Year 11 students also visited younger classes to explain the meaning of Harmony Day, and, after lunch, students explored the stalls and spoke with volunteers about their countries.








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