



The Montessori Bell

Term 2, 2026



Co-Principals' Message

Term 2 is often touted as being the most energy intensive; it is usually the longest term (11 weeks for staff) and there are many events that occur: AGM, performances, volunteering, excursions, Montessori schools picnic, TAFE taster days. Add in reports to be written on top of our usual work and you can see why 11 weeks appears to fly by.

It represents the quiet culmination of a teacher's semester—the gathering of months of observations, daily interactions, deliberate pedagogy, and countless hours of unseen dedication, all distilled into a single document that captures each student's unique progress. Anyone with friends in education knows the familiar strain of "Report Season" and the collective sigh that comes with it. Often, schools and educators treat reporting as an exercise in compliance or an obligation to an external authority. We prefer a different narrative. At its core, a report is an invitation to reflect, no matter your role in the process. For teachers, this reflection is foundational. It offers a deliberate pause to take stock of our rich curriculum, celebrate the authentic learning taking place, and recalibrate for the needs of the classroom in the coming term. It is a natural mechanism for growth and a beautiful opportunity to honour the successes of the year so far. This leads beautifully into the pupil free week, where we will all spend time doing deep work that will set our environment up for the final semester.

For parents, there are parallel opportunities to reflect on the reports. There is a wonderful insight into the experiences of your child at school, to find out where there are areas of strength and joy, and, critically, to celebrate the successes of the semester. For some families, it is the first report, and so is a significant milestone in the job of raising your child, for others, it may be the 30th (or more) that they have received. In any case, it is a moment to celebrate, and a moment to reflect on the hard work your child has done and the wisdom they have gained.

Why do we insist on this reflection?

Reflection is critical for learning. It is the final stage in the learning process that lets us consolidate the work. It often gets overlooked, particularly when we are trying to rush or are trying to move on. But it should never be overlooked as it is part of the process for getting information from short- and medium-term memory to long term memory, critical for ensuring long term mastery.

Couple this with the Makuru season, the coldest and wettest time of the year where we shelter and take stock of the sun drenched months that have passed, and dream of the flowers that are still to come. It is the season of fertility, where animals pair for breeding, and seeds are germinated, setting the stage for the next period of growth. School is no different, we have done the work, settled into the year, and the long rest period will plant seeds for the productivity of the second half of the year. The season asks us to slow down and take stock, to spend more time together indoors and to quieten our busy lives.

I have always found Term 3 to be the most magical time in a school. Having settled into our routines, we know our environment intimately, we are deeply connected to our community, and the stage is perfectly set for a semester of deep productivity. Because we have intentionally prepared the environment and reflected on our observations, we are uniquely equipped to find joy in our daily work, ready for new life to burst forth when the flower season arrives. We hope this extended break provides you and your children with a well-deserved rest, and offers the quiet space needed to reflect on the next steps of your journey together

Kate Tottle & Michael Caldwell
Co-Principals





Message from the Board

The School's recent Annual General Meeting (AGM) was a wonderful opportunity to bring together members of the Board, staff, and parents to reflect on 2025 and look ahead towards future opportunities. The evening included presentations from the Co-Principals, Board Chair, Treasurer, and Sub-Committee Conveners providing valuable insight into the School's progress and future direction.

At the AGM, Wanda Anderson was formally elected as a Board Director, having previously been appointed as Board Secretary in November 2025 to fill a casual vacancy. We also congratulate Tash Tourabaly on her re-election as a Board Director.

The AGM marked the conclusion of Laila Miller's many years of dedicated service to the School community. As a Board Director and Bushland Sub-Committee Coordinator, Laila has made an outstanding contribution through her attention to detail in policy reviews, measured and insightful counsel, and genuine care for the School and its community. Her commitment and thoughtful leadership have been greatly valued and will be sincerely missed.

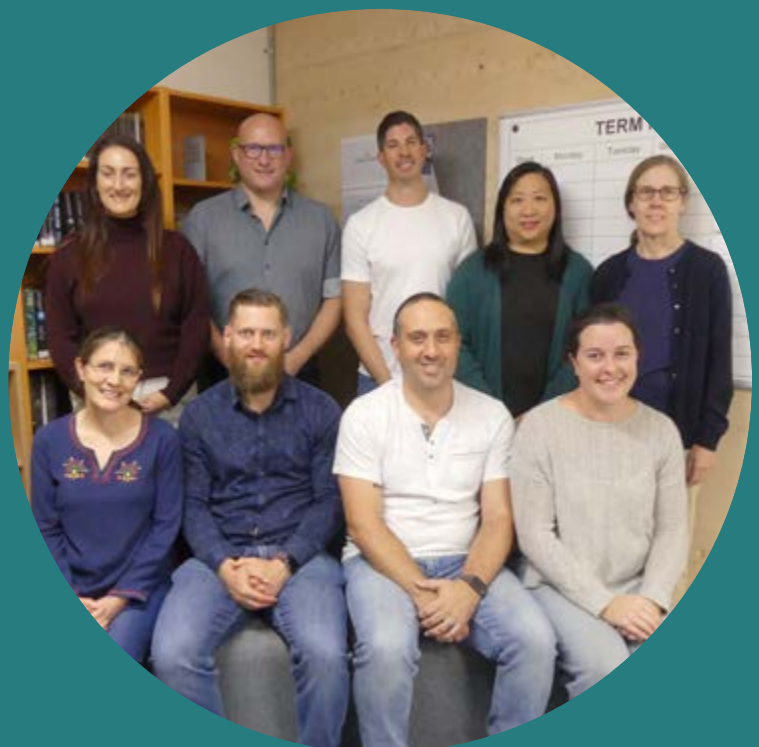
The Board was also delighted to recognise the significant contribution of former Board Chair Angela Chew by appointing her as a Life Member of the School. Life Membership is the highest honour that can be bestowed by the Association and is reserved for individuals whose exceptional and sustained service has had a lasting and meaningful impact on our community. Angela's nomination was put forward by the School's Heritage Directors in recognition of her outstanding leadership, dedication, and contribution over many years. Through her service, Angela has helped shape and strengthen the School, and the Board was pleased to acknowledge her contributions with this well-deserved honour.

During the AGM, the Board provided a preview of the School's emerging four-year Strategic Plan. Sustainability has been identified as a key theme that will underpin our educational programmes, environmental stewardship, and organisational operations. This focus reflects both our Montessori values and our commitment to ensuring the School continues to thrive for future generations. The Board is excited by the opportunities presented through our Co-Principal leadership model, which provides strength, continuity, and a shared commitment to delivering on the School's long-term vision.

The Community Engagement Sub-Committee (CESC) is also exploring initiatives to strengthen connections within our community. One area of focus is creating opportunities for father figures and male role models to become more actively engaged in school life. The proposed initiative would provide an informal forum where men in the School community can connect with one another, deepen their understanding of Montessori philosophy and practice, contribute their skills and perspectives, and support active involvement in their children's educational journey.

As part of our commitment to strong governance and diverse perspectives, the Board is currently seeking expressions of interest for an Independent Board Director. This role provides an opportunity for an experienced professional from outside the immediate School community to contribute specialist expertise, independent thinking, and strategic guidance to support the School's long-term success. We encourage members of our community to share this opportunity with suitably qualified individuals who may be interested in contributing to the future of our School. Further information on the role is available [here](#).

Thank you to all who attended the AGM and contributed to the discussions and reflections shared throughout the evening. On behalf of the Board, we extend our sincere appreciation to our families, students, and staff for their continued engagement, trust, and contribution to our School community.



*Board of The Montessori School
Kingsley*

A white megaphone with a blue handle, pointing towards the right.

Highlights Term 2, 2026

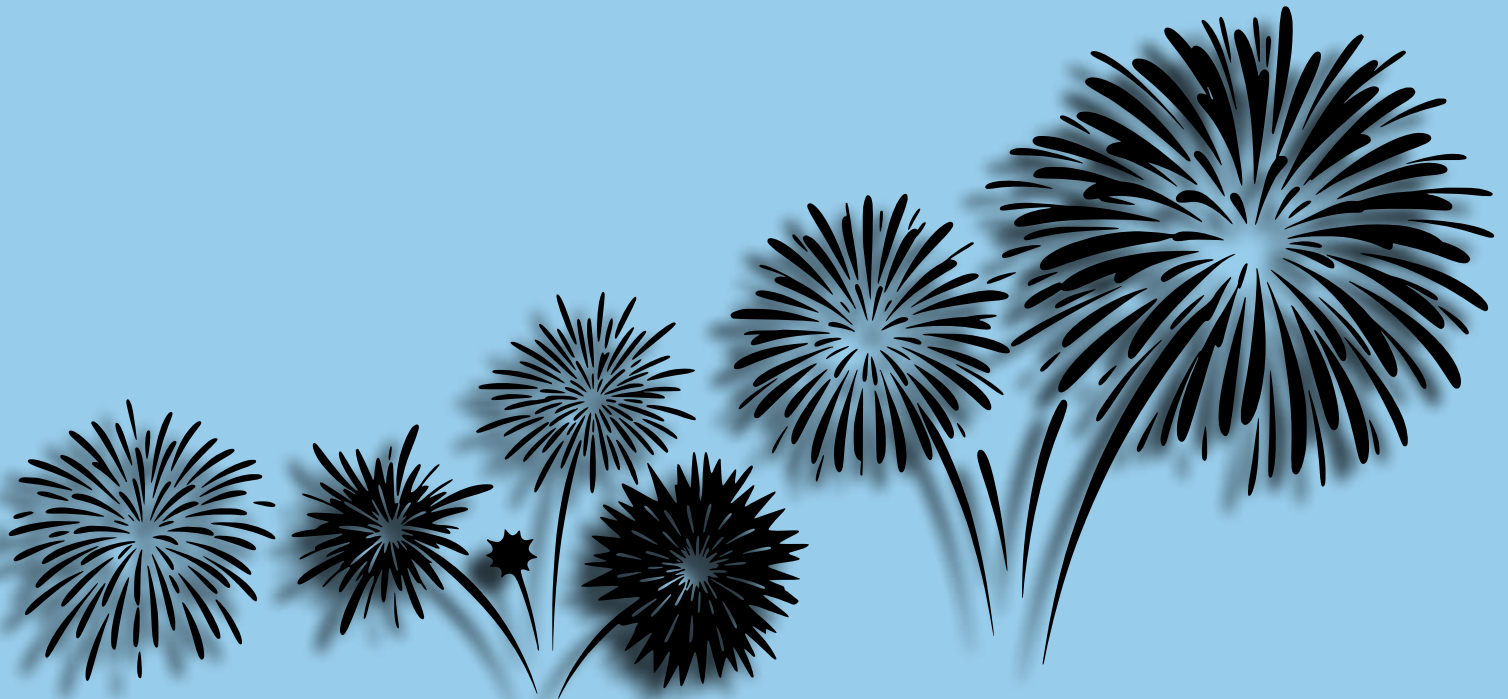
Our Annual Scitech Family Night Was A Success!

What a fantastic evening we had at our Annual Scitech Family Night, with 308 people in attendance!

It was wonderful to see so many of our families come together to explore, connect, and enjoy the incredible exhibits. From hands-on experiments to engaging shows in the Science Theatre, there was a real sense of curiosity and excitement throughout the night.

Events like this are always a highlight on our calendar, and it was lovely to see our community learning and having fun side by side.

A big thank you to our Community Engagement Sub-Committee for organising such a memorable evening, and to all the families who joined us—we hope you enjoyed it as much as we did!





Winter Warmer Community Event

When: Friday, 7 August 2026

Where: Our School

Time: 5pm to 8pm

Join us for a magical winter gathering to celebrate our school community!

Each term, we aim to create meaningful opportunities for families to come together, and this event promises to be a special one.

We'll gather at the School to enjoy simple winter delights such as toasted marshmallows, rich hot chocolates, warm chilli, and jacket potatoes with a range of delicious fillings — all served in a relaxed, welcoming atmosphere.

We can't wait to share the evening with you!

*The Community Engagement
Sub-Committee*



Bike Bus Anyone?

As part of the Schools desire to see more children ride to school, I would like to flag the idea of starting a "Bike Bus", potentially starting in Term 4, and at this stage just once per week, either a Wednesday or Thursday.

I have been riding to school occasionally starting around Carine Open Space and riding up the bike path alongside the freeway to school. I am amazed at how easy and safe it is. I do not cross any roads once I'm on the east side of Carine. This endeavour, for safety reasons, would need some parent input.

If you think you might be interested in this idea, either in taking part yourself with you child, or just for your child, please contact me on my email address: s.steffanoni@themontessorischool.wa.edu.au.

Sunny Steffanoni
Physical Expression Teacher



Parent Discussion Events

This term, we had the pleasure of coming together for our Parent Discussion on Respect: Grace & Courtesy.

A highlight of the evening was a video filmed and edited by our Year 10 students, featuring students from across all areas of the School sharing their perspectives on what it means to be respectful, to feel respected, and how they demonstrate grace and courtesy in their daily lives.

Their reflections were thoughtful and genuine, reminding us that respect is built through everyday actions, interactions, and the way we speak to and care for one another within our community.

Student Reports

As this is Term 2, your child will come home with their Semester 1 (Term 1 and Term 2) report on the last day of term. As a Montessori school, we do not use grades or numerical scores. Instead, we rely on ongoing observation, documentation, and a deep understanding of each child's learning journey to inform reporting. However, we are still required to assess and report against specific curriculum criteria.

These reports are designed to provide a clear snapshot of your child's progress over the semester, highlighting both their academic development and their growth in independence, confidence, and engagement with learning.

We hope you enjoy reading about your child's progress. We encourage you to read the teachers' comments carefully, as they provide valuable context and support for understanding your child's learning journey within our Montessori environment.



What does volunteering look like in the Bushland Sub-Committee ?

Join our Bushland Sub-Committee or to get involved in caring for our bushland on a casual, as-needed basis.

Our bushland is a unique ecosystem, home to more than 100 native plant species, and is recognised as a valuable ecological corridor. It plays an important role in our community. Volunteers can assist with valuable tasks such as supporting the annual weed control program and helping to clear firebreaks. No previous experience or plant knowledge is needed. Help with planning, grant applications and reporting can be done outside of school hours.

Through these efforts, the bushland continues to thrive, supporting biodiversity while also providing a meaningful space for learning, reflection, and connection. Any contribution, big or small, helps us preserve and care for this special environment for the benefit of our students and the wider community.

Non-Government Schools Registration Visit

This term, the School welcomed a visit from the Non-Government Schools Registration Authority as part of our re-registration process.

The purpose of the visit was to review the new Secondary Building, along with several updated and newly created spaces introduced since the previous registration. Particular attention was given to areas such as the Lower Secondary undercroft, the enclosed verandah in Lower Primary, the Camp Australia space, the back of the School Office, and, of course, the new Secondary Building.

The visit provided an opportunity to showcase how these spaces are being used to support our students and wider school community.

International Baccalaureate Information Events

This term, we were pleased to host two information sessions to support families in understanding our International Baccalaureate (IB) pathways. At the first event, Lower Secondary and Pre-IB students and their families attended an evening session where they received an overview of senior secondary options, pathways beyond school, and specific information for current Year 10 students preparing for IB in 2027. The event also offered a valuable opportunity to meet our IB staff and hear from current and past students. At the second session, we welcomed parents and carers of Lower and Upper Primary students for a shorter morning presentation introducing the IB Diploma and Careers-related Programmes, along with insights into the Senior Years at the School. It was wonderful to see strong engagement across both events, with families taking the opportunity to ask questions and gain a clearer understanding of the journey ahead.



Thank you

A Big Thank You to Our Laundry Volunteers!

A heartfelt thank you to all of our laundry volunteers for supporting this important part of classroom life. Your generosity helps maintain the beautiful learning environments our students enjoy every day, and we are incredibly grateful for the time and care you give to our school community.

Get Involved

Parents often ask how they can volunteer, so we wanted to share some available opportunities.

Volunteer Your Time

There are many ways to become involved in our school community. Whether it's regularly or occasionally, we welcome parents, grandparents and family members to assist at events, support our programs, or help with projects.

If you're interested in contributing more formally, we also welcome volunteers for our sub-committees:

- Bushland Sub-Committee
- Capital Planning Sub-Committee
- Community Engagement Sub-Committee
- Finance Sub-Committee
- Risk and Compliance Sub-Committee

Share Your Skills and Expertise

Our community is filled with people who have a wealth of knowledge, skills and experience. We are building a register of parents and family members who would be willing to share their expertise or lend a hand when opportunities arise.

Whether you have a trade, profession, hobby, artistic talent or practical skill, we'd love to hear from you.

Microeconomy & Career Presentations

We also welcome parents and community members to speak with our Lower Secondary students about their careers, businesses and life experiences.

As a Montessori school, we value real world learning. Hearing from people working in different industries helps students explore future pathways and make meaningful connections to life beyond the classroom.

Presentations can be as simple as sharing:

- What you do and how you got there.
- What a typical day looks like.
- The skills and qualities your work requires.
- The challenges and rewards of your profession.
- Advice you would give to young people considering a similar pathway.

Whether you're a tradesperson, business owner, healthcare worker, artist, engineer, scientist, emergency services worker, entrepreneur, or work in any other field, we'd love to hear from you.

If you are keen to volunteer or want to know more,
please contact us via the School Office
admin@themontessorischool.wa.edu.au.

Outside School Hours Care Newsletter



June 2026

The Montessori School - Kingsley

Your
OSHC.

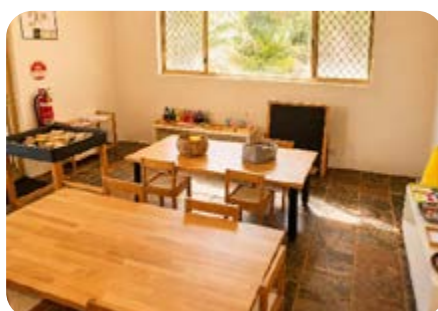


Exciting OSHC Update – Starting Week 9!

We're excited to be moving into a new OSHC space, Monday 15 June, designed to better support your child's independence, choice, and creativity.

Our program aligns closely with Montessori principles, with a carefully prepared environment where children can choose activities, contribute ideas, and explore their interests. We'll continue to make the most of the school grounds and embed sustainability and shared language consistent with the school's approach.

With a new Service Leader and refreshed space, we're looking forward to providing a more engaging and enriching experience for all children.



A message from your NEW Service Leader



Hi, I'm Molly and I'm excited to be the new Service Leader at The Montessori School.

I have experience in OSHC and as an Education Assistant from Kindy to Year 12, and I'm passionate about creating a safe, inclusive environment where children feel supported.

I look forward to embracing Montessori values and creating engaging programs that build confidence, independence and wellbeing.

Register free and book in 24/7 via our app

To attend our program, you must register your child. You can register an account with us at pp.campaustralia.com.au or by downloading our Camp Australia smartphone app from the Apple App Store or on Google Play. Once registered, it's easy to make bookings and manage your account.



Find out more and book now at www.campaustralia.com.au



Meet Our Staff

Kieran Ridgway

This term, we are pleased to introduce one of our Lower Secondary teachers, Kieran, who has been a member of our school community for many years as a Music, Drama, and Creative Expression Teacher.

Kieran first became involved with Montessori education by running band workshops at the School before joining our teaching team. Since then, he has encouraged students to explore their creativity, build confidence, and immerse themselves in the arts. His passion for helping young people discover the joy of creative expression is evident in every lesson.

That passion extends well beyond the classroom. We are proud to share that Kieran has recently been appointed to the Mundaring Bicentennial Scholarship Trust Board of Trustees, an organisation dedicated to supporting emerging young artists through initiatives such as the Robert Juniper Award for the Arts. His appointment was recently featured in the Darlington Review and recognises his significant contribution to the arts within our local community.

Kieran brings an impressive breadth of experience to this role. Having grown up in the Wheatbelt town of Moora before moving to Perth, he has been immersed in music and theatre since his teenage years. Throughout his career, he has contributed to more than 45 theatre productions as an actor, writer, director, music director and musician across both community and professional productions. He is also an award-winning composer, with his dedication recognised in 2022 when he received the Sheila Buchanan Award for Outstanding Music Direction in the theatre industry.

At school, Kieran's enthusiasm is contagious. He encourages students to think creatively, collaborate with confidence and embrace new challenges. His favourite word is "immerse," a fitting reflection of his philosophy towards teaching, music and life itself.

When asked about the best advice he has ever received, Kieran says, "Be truly yourself and relish in that." It is a philosophy that shines through in both his teaching and his creative work.

Outside of school, Kieran enjoys film, music, board games and video games. He owns a cat but happily describes himself as a lover of both cats and dogs.

We are incredibly fortunate to have Kieran as part of our community. His dedication to nurturing creativity in our students, together with his ongoing contributions to the wider arts community, make him a wonderful role model for young people.

Congratulations, Kieran, on your appointment to the Mundaring Bicentennial Scholarship Trust. We know you will bring the same creativity, passion and vision to the Trust as you do to our students every day.



Montessori Playgroup

We warmly welcomed several new families to Playgroup in Term 2. Our program has continued to grow, with both sessions now at capacity and a waiting list in place.

The children have settled beautifully into their environment, engaging in purposeful activities, exploring at their own pace, and following their individual interests. It has been wonderful to observe the relationships developing between children and parents, and to see the positive impact that social connection has on our families.

Playgroup continues to be a space where connection and community are nurtured and celebrated.

We look forward to another wonderful term together in Term 3.

*Bernice Oellermann
Playgroup Coordinator*





Pre-Primary 1 Class

This term, our science topic was Zoology. We began by learning the difference between vertebrates and invertebrates. We then further explored the five classes of vertebrates (birds, fish, mammals, reptiles and amphibians) learning the different characteristics of each one such as what covers its body, does it lay eggs or have babies, is it warm or cold blooded, how does it breathe, etc. The older children completed some small research projects on their chosen animals. The younger children enjoyed creating various "parts of" animal books. We also learned about the life cycles of a frog and a butterfly. As we continue to explore the Noongar culture, we learned some animal names in the Noongar language and read Noongar stories about native animals.

In Mathematics, we have explored measurement in real and meaningful ways. We teach the children the correct measurement vocabulary such as centimetres, meters, grams, kilograms and millilitres and litres. The children have identified objects that are more or less than a meter, measured various objects in the classroom using a metre stick and longer distances outside using the trundle wheel. We explored weight using the balance scales and weight set, finding objects that weigh more or less than 100g. For volume, the children explored how much water fits into various containers.

The Montessori Sensorial materials such as the red rods, pink tower and brown stairs allow children to explore different dimensions, sizes and lengths, helping them develop a visual and tactile understanding of length. The early Practical life jobs such as spooning, pouring and sorting provide the foundation for understanding measurement. We also focused on Geometry this term using our beautiful Montessori materials such as the geometric solids, geometric cabinet and constructive triangles. The children learned to differentiate between 2D and 3D shapes and objects. They learned that two-dimensional shapes are flat and three-dimensional shapes have height. Everyone enjoyed making their favourite geometric solid using clay and painting them bright blue.

The children have been very interested in outdoor work this term and they especially enjoyed sweeping all the leaves that have been falling from the trees with the change in seasons. They enjoy looking after our plants and washing the windows. We continue to enjoy weekly picnics outside and walks through our beautiful bushland. I hope everyone has a peaceful and relaxing break and I look forward to next term.

Ciara Foley
Pre-Primary 1 Teacher





Pre-Primary 2 Class

We have had a fantastic Term 2. The children have settled in beautifully and are becoming increasingly familiar with our classroom routines and expectations. It has been wonderful to witness so many joyful days of purposeful work. We have seen children demonstrating care and respect for one another and for the environment. Busy hands, engaged minds, and a harmonious classroom flow have become a regular part of our days. Exposure to the animal kingdom has been our main focus, with growing knowledge developed around animal classification.

Welcoming Makuru and the winter season has also brought new learning opportunities into our classroom. The changing weather has encouraged deeper connections with our outdoor environment, and our veranda has been well used, even on cold days. Through exploration and observation, the children have continued to develop an appreciation for the natural world around them.

Our classroom community has grown stronger throughout the term,

We are so looking forward to the break and to a fresh start in Term 3, where we will be welcoming new children and families.

Arianna Taffurelli
Pre-Primary 2 Teacher





Pre-Primary 3 Class

Dear parents, this term has been vibrant and busy, with productive work across all areas of the curriculum.

We began by exploring the autumn season, noticing the changing colours of the leaves and enjoying walks through our bush area before the weather became colder and wetter. We continued our birthday walk celebrations with Hunter, and as it was the only birthday this term, it was a special moment for everyone.

Our cultural studies focused on Zoology, Physics, and Geography. The children learned about invertebrates and vertebrates (mammals, fish, birds, reptiles, amphibians), and the three states of matter: solids, liquids, and gases. A favourite activity was our water experiment, where the children watched steam rise from boiling water and discovered how heat changes a liquid into a gas. It wasn't magic—it was science!

In Geography, we continued learning about the Australasian continent, exploring its countries, animals, plants, flags, and people. These studies sparked many thoughtful conversations and connections to the children's own lives.

In Mathematics, we explored two- and three-dimensional shapes, measurement, counting, place value, and number formation. The children especially enjoyed measuring distances outdoors with the trundle wheel and discovering the enormous size of some animals such as the blue whale. Older children also worked with the Golden Bead materials to build and read large numbers.

As part of our Keeping Safe and Technologies curriculum, the children learned about safe and unsafe feelings, early warning signs, and trusted adults they can turn to for help. The older children also explored online safety through discussions and The Fabulous Friend Machine, learning how to make safe choices when using technology.

It has been a wonderful term full of curiosity, discovery, and learning. We look forward to another exciting term together and wish all our children and families a happy and restful school break.

Cristina Vivanco Ramirez
Pre-Primary 3 Teachers



Cultural Enhancement in Pre-Primary



Across Terms 1 and 2, Pre-Primary students explored the concepts of identity, family, diversity, and culture through our Cultural Enhancement program. This learning supported children in recognising, understanding, and respecting the diverse backgrounds represented within their classroom, community, and the wider world.

We began by exploring the characteristics that contribute to our individual identity. Students reflected on themselves, celebrating their uniqueness and discovering that diversity is something to value and appreciate.

Through meaningful discussions, we then explored family structures, identifying who belongs in our families and where they come from. Students learned that families can take many different shapes and forms, and each is special.

We also worked with the family tree information kindly shared by Pre-Primary parents. This contributed to a wonderful visual display on a world map in each classroom, highlighting the rich diversity of cultures within our school community.

In Australia, many families come from a wide range of cultural backgrounds. Whether born here or arriving from other countries, people continue to practice traditions that are important to their culture.

Throughout the term, we emphasised the importance of respecting all cultures. By learning about one another and sharing our stories, we build understanding, inclusion, and a sense of harmony within our community.

Bernice Oellermann

Pre-Primary Teacher – Cultural Enhancement





Lower Primary 1 Class

This term, our classroom was filled with curiosity, imagination, creativity, and discovery.

We started the term by listening to the Story of the Coming of Life. We discussed the timeline from a chemical perspective, which inspired children to investigate elements, compounds such as water, mixtures, the states of matter and their properties. They conducted a scientific experiment (the famous raw egg in a vinegar experiment). Every year, the children want to do it again, which validates the principle of repetition. They looked around the classroom for objects and discussed their materials and their properties. This activity helped them to decide which materials would be better suited as they continue to make props.

This term, we continued practising drama activities using their voices and movement, developing a character, and a setting for their puppet show. Chair dancing was introduced to them to learn to how to move their bodies, with limited freedom while sitting on a chair. Overall, it has been beautiful to observe their collaboration in creating a puppet show and scripts based on their interests, practising grace and courtesy, and developing their speaking and listening skills. They performed for their family members with confidence.

They have been using puzzle maps to study continents, countries and capitals, so we explored the interconnectedness of people and places around the world using the World Cup as a theme. Soccer is a very popular sport among some of our children. They are currently choosing flags from different countries to make a booklet.

Thank you for your continued support. We look forward to another exciting term of discovery, growth, and joyful learning.

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





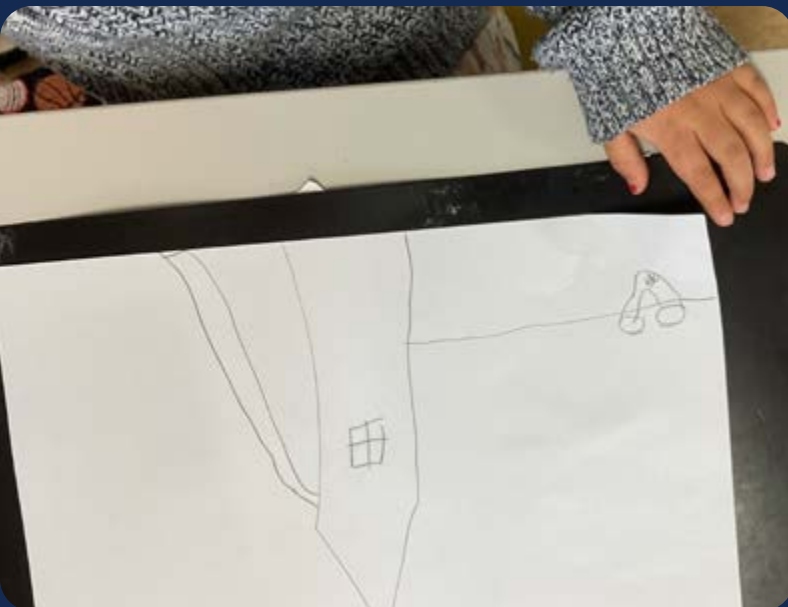
Lower Primary 2 Class

Firstly, I am sorry that I was not able to attend the Parents Information Night on Grace and Courtesy in the Montessori environment. I hope you all managed to attend. Even after being involved with the school for many years, as both a teacher and parent, I still find these nights deeply inspiring and validating. As I could not thank you at the time, I'd like to acknowledge all of you who join us in the pursuit of a peaceful world. It is not easy being a parent. (Even harder being a Montessori parent with all that waiting for them to do it themselves, all that patience listening to their perspective, all that thought behind our responses, all that temptation to give into rewards!!) Be assured that making efforts to embrace the Montessori philosophy at home, is paving the way for your child's independence and strong sense of self-worth. So, thank you.

In class, we continue to be busy with a whole host of active learning pursuits, using the Montessori materials to promote deep, conceptual understanding. It never ceases to amaze me how a child, after being given a lesson using the Montessori materials will turn and say, "This is really fun." It will be, perhaps, grammar, long multiplication, word study or division – some core, essential part of the curriculum but delivered in an enticing and deeply satisfying way. Dr Maria Montessori got it right in so many ways, even now.

The students worked diligently on their puppet show this term and were very excited to put on performances for their families as it was all their own work. It was lovely to see so many of you!

Sue Hoolohan
Lower Primary 2 Teacher





Lower Primary 3 Class

This term, we continued exploring how people use imaginary lines created by humans to locate places on the globe. We learned about latitude and longitude and discovered that these can be found in the back of an atlas. We also explored how different map scales provide different levels of detail. On regional road maps, locations are often identified using letter and number references, while local maps provide even more detailed information. We practised using legends and directional language to locate and describe features on maps.

Our class has been highly engaged in learning about countries participating in the FIFA World Cup. We enjoyed helping each other identify national flags and many students extended their learning by locating the capital cities of different countries.

We joined the Upper Primary students to create seed bombs, which will be distributed in the school bushland. This was a wonderful opportunity to work together while learning about caring for our environment.

In Science, we had great fun developing our measuring and mixing skills while making bath bombs and bath salts. The classroom was filled with wonderful scents, and everyone enjoyed seeing the results of their careful work.

We also challenged ourselves creatively by working in small groups to create puppet plays. Through this experience, we developed skills in theatre, communication, movement, perspective, and script writing while building confidence in performing for others.

Wishing you all a fun and relaxing break.

Ashlea Fuller
Lower Primary 3 Teacher





Upper Primary Class

This term, our Upper Primary students embarked on an exciting exploration of biomes, linking Biological Sciences with Geography and cultural studies. Each year level investigated different regions of the world and the unique environments, plants, animals, and cultures that thrive within them.

- Year 4 explored the biomes of Africa and Europe.
- Year 5 investigated the diverse biomes of North and South America.
- Year 6 studied the rich environments and cultures of Asia and Oceania.

Through these studies, students developed their understanding of continents, geographical features, interconnections between people and places, and the ways different cultures meet their fundamental needs using the resources available in their environments.

In Writing, students focused on creating informative texts, learning how to effectively compare and contrast different cultures. They researched similarities and differences in lifestyles, traditions, and the use of natural resources, developing both their writing and critical thinking skills.

Our Botany studies centred on the fascinating world of roots, stems, and tubers. Students examined the functions of different plant structures and observed how plants store nutrients and grow. A particular highlight was our sweet potato, affectionately named "Jeffery," which has been growing steadily since the beginning of the term and has become a much-loved member of our classroom!

Students also enjoyed a visit to the museum, where they deepened their understanding of adaptations and how living things survive in different environments. They completed a detailed jellyfish anatomy paper dissection, exploring the unique structures and functions of this remarkable marine animal.

To conclude the term, our Upper Primary students collaborated with the Lower Primary children to create seed bombs. This hands-on activity provided a valuable learning experience for all involved, encouraging teamwork, environmental stewardship, and a shared appreciation for the importance of plants in our ecosystems.

It has been a wonderful term of discovery, inquiry, and connection as students explored the relationships between living things, their environments, and the diverse cultures that shape our world.

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







Physical Expression

This term, the Pre-Primary children have continued to develop their fundamental movements skills, through games and activities. They have also had the use of various sports equipment in which they can play freely with. It is a joy to watch creativity in action in how they use the equipment and the games they devise together.

The Lower Primary and Upper Primary students have been learning netball skills and playing netball games. They seem to be enjoying this sport, with many of them not wanting to leave the court to change players.

With this in mind I would like to continue the tradition that Arianna started and offer an after-school netball session next term. By the time you read this I will have asked the children for expressions of interests. Depending on numbers, and of course, parent volunteer/s, I will probably offer it to both Upper and Lower Primary. At this stage I am not sure which day, but I will let you know at the beginning of next term.

Sunny Steffanoni
Physical Expression Teacher



Creative Expression

Pre-Primary

This term, the pre-primary children explored a range of playful, hands on art experiences that encouraged creativity, curiosity, and lots of joyful mess. They loved marble painting, watching the colours swirl and race across the page, and were delighted by our foil to paper colour transfer, where marker ink and a spritz of water created soft, magical prints.

We also created artworks using warm and cool colours, noticing how different colour families can change the feeling of a piece. We experimented with painting using circles of all sizes and had great fun trying out kitchen utensil painting - forks, potato mashers, spatulas, and more - each leaving its own unique pattern.

To connect with culture and storytelling, the children used Aboriginal dough cutters and stamps to create Aboriginal symbols in dough, exploring how symbols can share meaning. It's been a colourful, creative term full of discovery, laughter, and expressive young artists.

Eavan Coughlan
Creative Expression Teacher

Lower Primary

Lower Primary students were busy this term finishing puppets for their play. They designed and created their own characters using a variety of art materials including air dry clay, sequins and pop sticks. They then drew and designed their own badges using pencils and tracing paper to showcase their favourite book covers.

Liz Bozsa
Creative Expression Teacher





Upper Primary

This term, Upper Primary children have continued to engage with music and visual arts through lessons and opportunities for independent exploration.

Our musicians have continued to learn and practise their chosen instruments. Alongside practical music-making, children have explored orchestral instruments and listened to music from a variety of genres and historical periods, developing their understanding of the rich diversity of musical expression.

As part of our curriculum offering, interested students also had the opportunity to attend a rehearsal by the West Australian Symphony Orchestra (WASO), gaining a valuable insight into the work of a professional orchestra and experiencing live music in a unique setting. These open rehearsals are offered to interested students every year, while all children attend a WASO school performance once as part of their three-year cycle in Upper Primary.

In Visual Arts, our focus this term has been textiles. Children have been introduced to a range of textile techniques, including weaving, stitching, sewing, crocheting, and knitting. Through these hands-on experiences, children developed an appreciation for the skill and patience involved in textile arts. Rather than aiming for mastery, these activities provided children with a glimpse into different textile practices, allowing them to discover techniques that may inspire further exploration in and beyond the classroom.

Children also had the opportunity to visit the Art Gallery of Western Australia (AGWA). During their visit, they explored Cranky Pants, an interactive exhibition created in collaboration with UK artist Bruce Asbestos. Through its colourful pop-art environment, larger-than-life characters, and playful approach to identity and emotion, the exhibition encouraged children to engage with creativity, self-expression, and imagination. Children also participated in a guided tour of gallery highlights, with a particular focus on the West Australian Pulse exhibition. This excursion supported learning in the arts by encouraging observation, interpretation, and creative thinking, while providing an inspiring opportunity to experience art in a professional gallery setting.

Anja Reid
Creative Expression Teacher



Lower Secondary Class

Term 2 has given Lower Secondary students many opportunities to learn, adapt and reflect. One of the core features of Montessori adolescent is what she calls 'a school of experience in the elements of social life' (From Childhood to Adolescence). Our students have had a wealth of experiences in these elements this term, both academic and personal. These experiences help provide valorisation, which is what Montessori calls the process of learning, both through self-recognition and through the recognition of others, that they can succeed in life through their own efforts and on their own merits and that they are able to meet any challenge.

Academic elements of social life have included studying systems of government, a key structure shaping our society and social life, and communication (such as persuasive techniques and the role of art or literature as civic engagement). Important discussions around our responsibilities to others and ways we can support those in need have occurred in Health studies.

More personal experiences include learning to use and troubleshoot a new badge making machine, which has brought much joy. Creative work and self-expression are key features of adolescence, as Montessori observes in From Childhood to Adolescence, and students have been delighted to find a new avenue for self-expression through which, by selling the badges at fete, they can also develop economic independence, one of the primary means through which adolescents experience valorisation.

Students have taken important opportunities to go out in the wider community, befriending other Montessori students at the annual Montessori Schools picnic and visiting Parliament House. Our Year 9 students have attended a range of TAFE Taster Days, such as fashion and chocolate making, exploring ways they could fit into post-school society. TAFE lecturers were impressed not only by students' skills but also by their grace and courtesy, which always make them stand out.

As valorisation involves recognising one's resilience, challenges and setbacks are where the greatest growth and learning take place. A Bunnings sausage sizzle brought many challenges for our students to overcome, from organisation and logistics to communication and social skills. The misfortune of holding this event during WA's worst storm in 49 years nevertheless presented opportunities for students to practise adaptability, coming up with ways to fundraise from the leftover supplies and planning to negotiate with Bunnings for another opportunity.

We wish all students, families and staff a well deserved rest and look forward to what Term 3 has to bring.

Megan Beasley
Lower Secondary Advisor





Lower Secondary Students' Perspective

English by Ella

This term our class has chosen the theme Music. Most subjects have woven this topic into our lessons and assignments.

Megan has put some of the topic into our English booklet this term, where each student gave a speech on what song we think should be played once in class, creating a playlist of songs that hook the listener, and quite a few activities to do with poetry. We had grammar tests, lessons as well and looked at the different part of a newsletter.

Health By Alyssa

This term in Health we have been going over different scenarios regarding issues like bullying, cyber bullying, and overall ways to keeping yourself safe.

We completed a Food Safety Course, learning how to prepare food and clean up after in the correct, sanitary way.

We also put on short plays about harmful scenarios and what our responses would be and learned how to report issues the proper and safe way.

Science by Ava & Elmina

For science this term we learned about the physics of sound, how its produced and how it travels.

We've been working in booklets and doing experiments like making our own instrument and performing our own music pieces. We studied the autonomy of a human ear and compared our hearing to the hearing of other animals, such as dogs.

After we completed our booklets we learned about certain animals, the sounds they make and how they communicate.

Wider Community Section

We also welcomed incursions from the School's Finance Manager, Rachelle Edwards, who delivered two professional development workshops in bookkeeping and accounting to support the students in managing our business, Honkey Nuts.





Art & Creative Expression

By Cara & Willow

Every week, we got to choose between Creative Expression (CE) and Art. This term in CE, the students did many projects including using the laser cutter, cooking, guitar/music and we just started rehearsing the School play for Term 3.

This term in Art, we did projects including melty beads, costume designs, posters, resin, drawing, painting, sculptures, badges, bedazzling and sewing. Some of these projects were continuations from last term. In our art time on Fridays, we also make art pieces for fete.

Sport

By Abigail

In PE this term, the students have been doing a range of various sports including:

- Basketball
- Football
- Soccer
- Tennis
- Badminton
- Volleyball
- Frisbee

The students have been enjoying these activities and have been creating their own games involving actual sports. Occasionally, Michael (our Sports Teacher) has been putting the students in group/class games. One of those games is dodgeball. Sometimes, we go to the park and do sports there.

In conclusion, the students enjoy sport and are looking forward to continuing it next term.

German

By Pippa

This term in German, we have been learning about school materials and the school environment. We have also been making a German video about school. Katharina is our wonderful German teacher.

Mathematics

by Jacob, Grant & Declan

This term in math we students have worked independently through the struggles of algebra. Some of the age advanced students have been working the equations of linear equations, but the students focus this term has been algebra. There has also been somewhat of a focus in angles and mapping a town using the required vertex.

Humanities and Social Sciences

By Emily

In Humanities and Social Sciences (HASS) with Megan, we have been looking into the show "Yes, Minister", and discussing the episodes, writing summaries, as well as political history.

In HASS with Jaromir, we start and end most lesson by playing music from different decades and then discussing the band and era of music. We have learnt a lot about Australian politics and political parties. We have been assigned mixed age groups as our own political parties and will have a class election towards the end of term to decide on the class party.

Microeconomy

By India

In Microeconomy this term, we have been working on three main things; farm, food and community.

The Farm Group focuses on everything to do with gardening, building things, making plant pots, etc. This helps us learn how to use dirt and other outdoor things.

The Food Group cooks long table for the entire class every second week and plans it every other week. Each meal is simply scrumptious, and everyone definitely eats it happily.

And the Community Group makes things to sell at Fete that goes towards our international senior trip, which we have been raising money for since the start of high school and are all looking forward to.

Year 9 Career Tasters

This term, our Year 9 students were able to participate in two free Taster Days put on by North Metro and South Metro TAFE. Career taster days allow students to explore TAFE campuses, learn from industry experts about possible career pathways and experience fun activities related to the career taster that day.

We were able to participate in three taster days this term. Our first taster day was in Fashion and Textiles at the Bentley campus of South Metro TAFE. Students had a tour of the campus and were able to see classes in session, along with the school's fashion op-shop. Following the tour, students were given the opportunity to participate in designing their own outfit by our lecturer, Michelle, who took them through how designers sketch outfits, creating layers and textures. After lunch, students were able to design and take home some embroidery.

Our second taster day was at Joondalup Campus (North Metro TAFE) was in Chocolate making where we were guided by Chef Emily to make a chocolate shoe, use modelling chocolate to create roses and were able to take our amazing creations home.

We will continue our Taster Days next term by going back to Joondalup Campus and working in design with 3D printing and possibly to Murdoch for Hairdressing. We will also be looking at doing a three day 'Try a Trade' workshop at Balga in Term 3 or 4.

We hope that by participating in this program, students will be able to have fun, experience what TAFE might be like and then take advantage in Pre-IB (Year 10) of the opportunity to complete a Certificate II course at TAFE.





Welcome

Upper Secondary Space

Term 2 in Upper Secondary has been a full and fast-moving time, with students balancing assessments, planning their next steps, and staying engaged in their learning. Across Pre-IB, the IB Diploma, and the Career-related Programme, students have shown growing confidence, independence, and curiosity in a range of experiences. It's been great to see them continue developing the skills and mindset they'll need for the future.

Katharina Stillitano, Ashley Dufty & Jaromir Kulir

Pre-International Baccalaureate Programme

Term 2 has come and is going fast in the pre-IB class. Perhaps even faster than elsewhere, since the students have also been preoccupied with, besides their day-to-day work, their future. Many have been excited, or worried, or perhaps both, about their next steps.

Our regular weekly TAFE day has been appealing to some, and this can be combined with the International Baccalaureate (IB) Carriers Programme, which the school now offers in Y11 and Y12.

A popular choice for many appears to be our long running IB Diploma program. Even those who have decided for this, still have important choices to make in respect to their subjects and their level. The Diploma Course requires at least three of the six non-core subjects to be Higher Level.

Individual subject "what's been happening in term 2" has been described by the students themselves in this newsletter. An entirely new experience for the students was a week dedicated to mock examinations comprising all their subjects, in addition to smaller summative, more formalised, assessments that happened throughout the semester. In Humanities, for example, some focus was on understanding and interpreting assessment instruction and marking criteria.

As always, the key objective has been to nurture the individual as a whole: an independent, self-driven, inquisitive and friendly young person, one that can think critically and act unselfishly. Have we succeeded? We are, I am confident, travelling in the right direction, and we have another semester to get even further along on this exciting pre-IB journey.

Jaromir Kulir
Pre-International Baccalaureate
Advisor





Dabbling in Videography & Editing

Our Year 10 students played a key role in shaping the Parent Discussion Night through their thoughtful and creative work behind the scenes. They filmed and edited a powerful video featuring students from across the School, capturing diverse perspectives on what it means to show respect, feel respected, and demonstrate grace and courtesy in everyday life.

Their professionalism, collaboration, and attention to detail were outstanding, and the final piece was a highlight of the evening, resonating strongly with our parent community.

TAFE Certificate II Programme

This term, our Pre-IB (Year 10) students have continued their Certificate II courses with focus and enthusiasm.

Through weekly TAFE and online learning, they are building practical skills, growing in independence, and exploring future career pathways across areas such as Sport, Fashion, Engineering, and Design.





Pre-International Baccalaureate Students' Perspective

German

By Maud & Mia

This term, we have been learning about German music and films. As well as concretising word order, we have learned about verb endings for words associated with listening to Music and watching Movies. We have added many words describing music, films, and opinions to our vocabulary, and have started to write with more variety. As part of our mock exam in week 5, we completed listening tasks, grammar sections, and reading comprehension. Now, we are watching a German movie 'Balloon', about the escape from East Germany to West Germany, learning a little about German history as well as adapting our language skills to normal paced speech in movies.

Art & Creative Expression

By Marco

On every Wednesday afternoon in Term 2, for two hours, students have the choice on Art or Creative Expression (CE). Art and CE are quite similar, as both involve making an independent project, but there is a bit more freedom in CE. For students, Art and CE are a place where they can express themselves and have a break from stressful tests or work.

- Examples of CE: clothing design, instrument playing, or woodworking.
- Examples of Art: drawing, painting, or sculptures.

Humanities and Social Sciences

By Sam

This term in Humanities and Social Sciences, we have been focusing on improving our knowledge of how other places and cultures can be sustainable and survive in harsh climates. We have been watching many different episodes of the documentary The Human Planet, first starting with episodes on surviving in the Arctic and gradually moving onto episodes on water, and how people use ocean to their advantage.

English

By Lola

In English this term, we have been focusing on two different plays. The first play we studied was William Shakespeare's Julius Caesar. We looked at how politics affected his writing and what role different characters played in the story. The next play we looked at was Hamilton, learning about different literary devices used in the music, the relationship between Hamilton and hip-hop, and how these relate to the telling of the story.

Mathematics

By Tom

This semester in Maths, we explored many aspects of math such as interest (compound and simple) linear, exponential and quadratic equations and surds and radicals. In Term 2, we had two tests on these topics to know where we are on them.

Sports

By Caleb

For sport this term the Pre-IBs have had free sport time, and many have chosen to participate in basketball. Some of the students have also chosen to play catch and athletically sit down.

Science

By Katie

This term in Science, we have been working on Biology. We have learned about gene expression and topics like genetics. We started with DNA, looking at the process of DNA replication and protein synthesis. Next, we moved on to cell replication and genetics, learning about meiosis, mitosis, inheritance and dominant and recessive genes. In class we often work hands on and play learning games. For example, we made a DNA helix model out of candy and some candy creatures when learning about meiosis or sometimes play challenges in teams to test our knowledge on the topics.





International Baccalaureate Career-related Programme

As part of the International Baccalaureate Career-Related Programme (IBCP), students undertake:

- A TAFE or other professionally recognised qualification
- Two or more Diploma subjects at school
- A Personal and Professional Skills course at school
- Community Engagement (formerly Service Learning)
- The study of one additional language and culture
- A Reflective Project exploring an ethical issue within their chosen career.

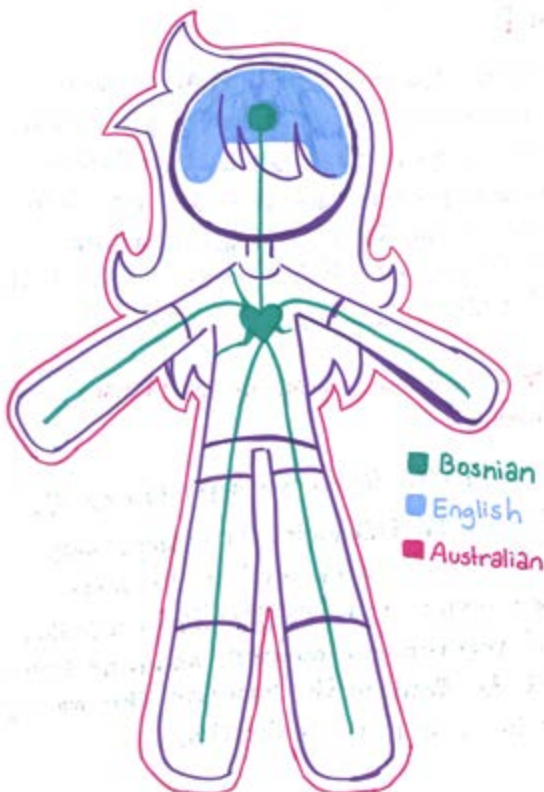
This Semester, the theme for both Personal and Professional Skills as well as Language and Cultural studies has been identity. In the Personal and Professional Skills course, students have explored their own identities by identifying their personal values and how these have been shaped by their history, culture, and social circles. They interviewed family members to create a 'profile' of their own values system and their families' value system. In Language and Cultural Studies, students created a language and cultural portrait, identifying the various languages they speak, their families speak, and the cultural backgrounds they come from, and how this impacts their everyday lives. They also explored the relationship between language and power, as well as the benefits of learning another language.

As part of the theme of identity, students in Personal and Professional Skills identified their dreams (career, life, and personal) and created vision boards about what they hope life will look like in 5-10 years. We then asked ourselves how we can achieve these big dreams over time as a way of practicing how to set smaller, achievable SMART goals. We explored the benefits of having a growth mindset and how we can face challenges, find support, and turn challenges into learning and growth opportunities.

In Language and Cultural Studies, students identified a language and culture they would like to learn or deepen their understanding of. They set SMART learning goals, identified resources, and designed learning engagements to help them meet those goals. Next semester, as they complete the learning engagements, they will build a portfolio of their work and learning journey.

Our last inquiry of the semester in Personal and Professional skills focused on how we can communicate our strengths, skills, attributes, and interests in a job search. Students crafted their CVs, applied for jobs, researched interviewing techniques, and role-played doing a job interview. Next semester, we look forward to exploring communication and change at work as well as building a personal brand.

Ashley Dufty
International Baccalaureate
Career-related Coordinator





International Baccalaureate Diploma Programme

Welcome to term 2! This term has been very much dominated by assessments, reports and Information about the International Baccalaureate (IB) programmes at our school. Since we included the Pre-IB students in the assessment cycle, they also gain experience of sitting formal assessments but within their classroom. The experience will develop an understanding of how assessments are conducted, structures; it will help students to learn to revise, prioritise and learn strategies to address examination questions.

While the Y11 students are finding their feet in their IB cohort and starting to get a grip on the depth and volume of study that needs to be completed in each subject, the Y12 students started Term 2 with a clear focus on assessments. As trial and final assessments became reality, so grew urgency and importance of study habits and efficiency.

Besides, the Pre-IB group has been invited to explore our IB programmes, attend an IB Information evening and make decisions about what pathways to take and what subjects they would like to study next year.

The Extended Essay

As part of their IB experience, the IB students also need to complete an Extended Essay (EE). This is intended to be a first encounter with academic writing in which the students, under the guidance of a supervisor, decide on a research focus, undertake research to explore issues and arguments regarding the chosen research topic and finally summarise their findings in written form, a very demanding and challenging task indeed. This term, the Y11 students will be introduced to the requirements and guidelines and will be expected to discuss possible research topics with their potential supervisors. The Y2 students, on the other hand, are in their final stages of completing the EE, as they are expected to hand in their final drafts by the end of this term.

Katharina Stillitano
International Baccalaureate
Diploma Coordinator





International Baccalaureate Students' Perspective

International Baccalaureate Trial Exams By Tomasz

This May, the International Baccalaureate (IB) students undertook their first IB level mock exams of the year. Students in the IB typically take exams twice a year once in May and again in November. For our year 11 students these were their first exams taken in the IB and most students had a positive experience with the exams. Personally, I believe that students can best prepare for the exams by doing consistent revision, ensuring they get a good night's sleep and bringing plenty of pens for the exam as they often run out of ink right in the exam.

The Extended Essay By Zoe

The extended essay is a 4,000-word essay produced by Year 12 students in the final year of the IB Diploma Programme (DP) on the topic of their choice. These are the topics chosen by me and the other Diploma Programme students this year:

- An investigation into the significance of social media as a cause of the 2011 Egyptian Revolution
- To what extent can differences in preferred interpersonal distance between Germany and other countries be attributed to cultural norms?
- The investigation of sustainable tourism in Hamelin Bay and surrounding areas in Western Australia

We have finished our drafts and are preparing our final submission to the International Baccalaureate Organization. We have all found the experience to be rewarding. Completing such a large project is daunting, and it forces us to learn to manage our time well under stress and get to know ourselves better. Personally, I have found the opportunity to research a topic in such depth to be very enjoyable.

Biology: Excursion to Perth Zoo By Kira

This term, the Pre-IB students accompanied the year 11 and 12 biology students on an excursion to the Perth Zoo. In this excursion, we learned about how Perth Zoo works in ex situ conservation to preserve endangered species through various methods. As well as being an enjoyable experience, this slotted nicely into the syllabus, as at the time I was studying the ecology units, specifically conservation of biodiversity.

Science By Luca

The IB science program at The Montessori School Kingsley consists of the IB Chemistry and the IB Biology courses, which are taught over the two years of the IB. The teaching of these courses are carried out in multiple different manners, the most common way that the sciences are taught in a presentation method of teaching with examples, diagrams and exercise questions.

How every lesson is taught will vary depending on what unit of the students are doing for that lesson. For example, a chemistry lesson on electron orbitals will have a presentation on the basics, different diagrams for the electron orbitals, and most likely it will end with a practice exercise to help students apply for the newly learned lesson. Contrasting this with a biology lesson on amino acids or a chemistry lesson on allotropes, which will be more hands-on with the students having to build the shape of an amino acid using Moly molds or plasticine.

Strengths of the IBDP's Approaches to Learning By Simon

In my view, the IBDP teaches a highly valuable set of soft skills that are massively helpful outside of school. For example, students can attest that critical thinking skills, communication skills, and self-management skills have proven valuable in the workplace and in youth organisations. The IBDP's focus on teaching these skills helps build students' character and skills, which gives us an edge against other secondary programs.



10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



It increases academic opportunity

Research* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



It's an international qualification

The DP is recognized globally by universities and employers.

7



DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.





Previous International Baccalaureate Students' Perspective



Ben H.

Generally, what I learned had benefits academically; however, I believe that the hours I spent helping with a few different projects around the school for my CAS hours (Creativity, Activity & Service) were good for improving my people skills. In particular, the time spent helping instruct some of the younger students with a minor construction project that we were undertaking at the time was 100% of benefit in relation to my confidence.



Eden G.

Learning to self-monitor is one of the most valuable skills of the IB for everyday life. Being independent and constantly reflective of your environment, actions, and behaviours, I believe, are mannerisms that take years to learn. Making myself reflective and a critical thinker are skills that are invaluable in daily and academic life. Additionally, IB made me knowledgeable at such a young age, it equipped me with knowledge, critical thinking abilities, reflective abilities, and independence, the IB was certainly challenging, but it prepares you for tertiary studies and gives you pride in your education.



Theo B.

I learnt a lot of things in IB, most of which have dissipated from my brain; however, one major concept that has stuck with me is from Theory of Knowledge (TOK). In TOK, we covered many ideas that I did not see any relevance for at the time. However now with hindsight, I can see how useful critical thinking is, not only in academic environments, but also in everyday life. It allows me to view media (something I do a lot of, studying film) and make my own judgements on what is being presented, without being brainwashed by all the biases that are so common in our society.








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