



The Montessori Bell

Term 3, 2026



Co-Principals' Message

Dear Families,

Term 3 is always a busy term for students and staff. With routines and lessons well established, there seems to be room for more projects and deeper work, and we observe more innovation and collaboration from students. A wonderful example was the Upper Primary play – put together as a joint Great Project, complete with sets, props and costumes, and performed for multiple internal audiences.

Amongst many other things, teachers take time to meet with every family, the Bushland Sub-Committee is busy working in the bushland to get ready for summer, the Lower Secondary are preparing their final events and fundraisers for the year, and of course the Year 12 International Baccalaureate (IB) students are preparing for their final exams in November.

This term has been busy on the administration side as well, as we prepare to crossover to a new digital management system called TASS, which will provide better usability, efficiency and more options for parents to find the information they need. We are also welcoming a new member of the admin team Karolyn, who will take over from Alison as she retires in the coming months.

We hope you all received the *Strategic Plan Overview* recently, it is also available on the website. This document outlines our broad intentions for review and continuous improvement, and largely reflects work that is already underway behind the scenes.

One of the most visible aspects of our planning is the enhancement of the playground, and we enjoyed the children's celebrations as the demountable was removed in September. Work will be in stages and planning is progressing with the collection of ideas from students, input from staff, and the help of the Capital Planning Committee and two architecture students. We intend to provide more options for children to climb and play, as well as replanting and including features to provoke creativity and activity.

We look forward to seeing you at one or several of the events coming up in Term 4, and particularly anticipate the End of Year Celebrations and IB Graduation on the 4th December here at the School.

Thank you to all of our students, families and staff for another wonderful term, we hope you enjoy time for rest and connection over the break.

Kate Tottle & Michael Caldwell
Co-Principals

*Nurturing
curiosity,
independence,
and a lifelong
love of
learning.*





Message from the Board

It has been another busy and rewarding period for our school community, with several exciting initiatives progressing alongside our ongoing governance work.

Winter Warmer Community Gathering

The inaugural Winter Warmer was a wonderful example of what makes our school community special, bringing families and friends together to share an evening, enjoy good food and strengthen our connections.

The evening was a massive success, with more than 200 tickets sold and approximately 28 kg of jacket potatoes served! It was also terrific to see the community's commitment to minimising waste through reusable spoons, minimal disposables, a rinse and wash station, and container recycling.

A sincere thank you to the whole Community Engagement Sub-Committee, particularly Julie, Caroline and Randal, for leading the event, and to everyone who volunteered their time, prepared food, lent equipment, and helped with set-up and pack-down.

Strategic Plan

The Strategic Plan has now been shared with the wider school community, giving us a shared understanding of where we are heading and the priorities that will help shape our future. The Board will continue to monitor progress and provide updates as this work develops.

Board Development and Child Safety

A key focus of our recent training has been the National Principles for Child Safe Organisations, particularly Principles 1 and 6. This has provided an opportunity to reflect on our responsibilities and ensure child safety remains embedded in our governance, policies and practices. Thank you also to Wanda for her participation in recent training through the Association of Independent Schools of Western Australia (AISWA), covering effective governance, director responsibilities, strategy, risk and financial oversight.

Policy Review

Our policy review program continues, with the Board recently focusing on policies in the delivery of curriculum and management areas.

Board Recruitment

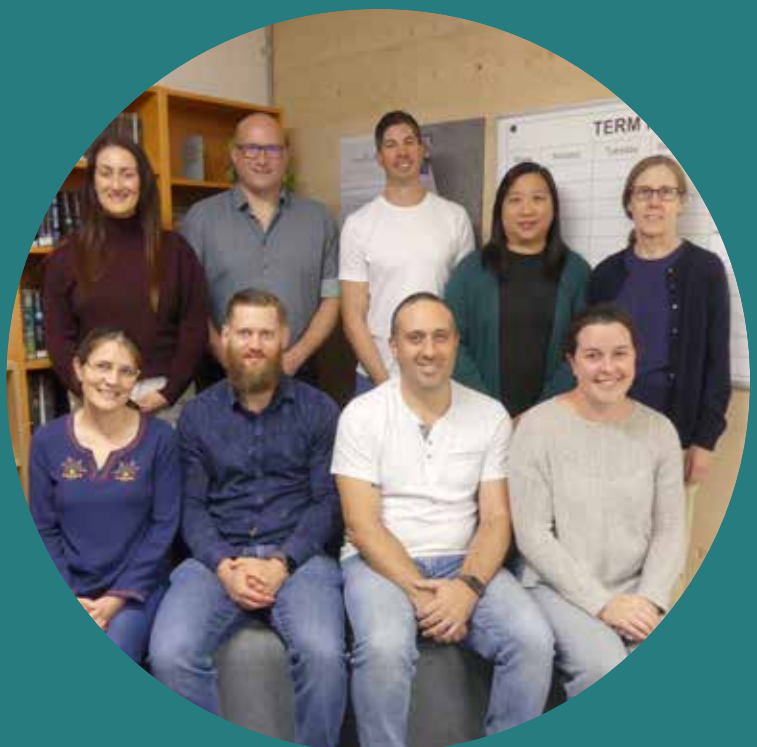
We continue to seek an **Independent Board Member** to complement the skills and experience already represented on the Board. If you know someone who may be a good fit, please ask them to contact chair_board@themontessorischool.wa.edu.au

Playground Initiative

The demountable has now been removed, paving the way for the playground initiative to move forward. We look forward to sharing further information as planning progresses.

The Board thanks our students, families, staff and wider community for their ongoing enthusiasm, care and commitment. There is a great deal of positive work underway, and we look forward to continuing to build on this together.

*Board of The Montessori School
Kingsley*



Highlights: Term 3, 2026

Our First Winter Warmer Was A Success!

What a wonderful evening our Winter Warmer Community Event was! It was fantastic to see so many of our families come together, enjoy some delicious food, toast marshmallows, listen to our talented band and simply spend time together.

A huge thank you to everyone who came along, purchased food, volunteered, prepared food, lent equipment or helped in any way. Events like this really do take a community effort, and it was wonderful to see so many people getting involved.

A Special Thank you to our students!

Thank you to our Lower Secondary students, who did a fantastic job managing the Hot Chocolate Station, and to our Upper Primary students, who helped manage the marshmallow sales throughout the evening. We love to see our students taking an active role in making events like these a success.



Bush Walks

Our annual Bush Walks were once again a special part of Term 3 and a much-loved tradition at our school. Families joined our students for a short walk through our beautiful bushland, taking time to appreciate the seasonal flowers, trees and natural environment surrounding our school.

The walks also provided an opportunity to learn more about the ongoing conservation work carried out by our dedicated Bush Sub-Committee throughout the year. It was wonderful to see families come together and share in this simple but meaningful experience with our students.

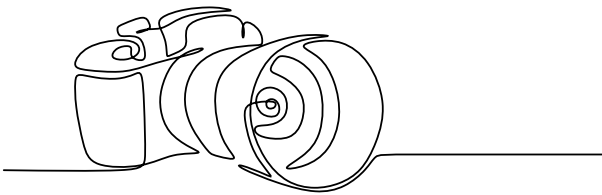
Thank you to all the families who joined us and helped make these walks such a lovely celebration of our connection to our bushland.



School Photos

This term, our School community came together for our annual school photos! It was lovely to see our students dressed up and ready for the camera, capturing a snapshot of our community at this point in the year. These photos will become a special record of the students, classes and friendships that make our School community so unique.

If you still have your order form at home but have yet to place your order, there's still time! Simply follow the instructions on the form to order your school photos.



Netball Club

Our Netball Club ran on Wednesdays and Thursdays this term, giving our Lower and Upper Primary students the opportunity to develop their skills, play together and enjoy some time on the court.

A big thank you to Sunny for running the club and creating such a fun opportunity for our students!



Chess Club

Our Chess Club continued this term and is open to all students across the School. Thank you to Jaromir for sharing his time and enthusiasm, and for giving our students the opportunity to develop their chess skills while enjoying a game with friends.





Planning for Our 2027 Senior School Trip

Our Year 9 and 10 families have begun discussions about next year's biennial School trip. The trip takes place every two years, with our Year 10 and 11 students travelling together as part of this special learning experience.

Thailand has traditionally been the destination for this trip; however, the School is always looking at how we can provide the most meaningful experience for our students. In consultation with families and, importantly, with our students at the heart of the decision-making process, we are exploring the possibilities for next year's trip and considering what destination and experiences will best support our students' learning, growth and independence.

New Playground

This term, the demountable building was finally removed! The building was installed a few years ago to provide additional learning space while our Secondary Building was under construction, so we are now returning this part of the playground to our students.

Over the past few months, we have invited students to share their ideas and consulted with teachers about what they would like to see in the space.

Our next step is to work with designers to turn these ideas into plans for the space. We will then develop a staged approach to improvements, beginning with the former demountable site before looking at the wider playground. We look forward to sharing more as the plans take shape, so watch this space... literally!



Science Week

This term, our students celebrated Science Week, with this year's theme, Seeds of Science: Nurturing Knowledge for All.

Our Upper Secondary students embraced the theme by putting on an engaging science show for students from across the School.

The session began with a science quiz before moving on to a series of fascinating experiments. Students watched as our Upper Secondary students used gas to get a boiled egg into a beaker, extinguished a flame with an "invisible fire extinguisher" and demonstrated the effects of water tension. It was a wonderful opportunity for our older students to share their knowledge, spark curiosity and plant a few seeds of science across our School!



Parent Discussion Evening

Our Term 3 Parent Discussion Evening provided families with an opportunity to step inside the classrooms and see what their children had been working on throughout the term. Students shared a range of learning, including art projects, Mathematics books, current reading, Great Projects and favourite Montessori materials.

Parents also had the opportunity to connect with their child's teacher and learn more about their experiences at school.

The evening concluded with an engaging presentation from one of our Lower Secondary Advisors, who provided insight into adolescence as the Third Plane of Development and the unique social, emotional and developmental needs of young people during this stage.

It was a wonderful evening of connection, conversation and insight into the learning taking place across our School.

Third Plane of Development

In Montessori, adolescence is the Third Plane of Development, sometimes described as the birth of the social human. Young people are transitioning from childhood towards adulthood, exploring their identity, their role in society and the values they want to live by. Strong friendships and peer relationships become particularly important, providing a sense of belonging and security.

Brain Development

It is also a time of significant brain development. Emotions can be intense, while skills such as self-regulation, organisation, judgement and long-term thinking are still developing.

At the same time, adolescents develop a powerful capacity for empathy and connection — what Montessori described as a “new love for humanity.”

So, how do we support the adolescent?

Rather than simply telling them what to do, Montessori asks us to identify the need, identify the solution, and then enact the solution.

Importantly, this isn't separate from academic learning.

Academics?

These developmental needs are integrated into the work of the Lower Secondary classroom. Students are given opportunities to collaborate, solve real problems, take responsibility, explore ideas, make decisions and understand their place within a community — all while continuing to develop academically.

Our Advisor shared a wonderful analogy to explain why this stage of development needs patience.

Think of a tomato plant.

When a tomato plant begins producing flowers, we don't remove the flowers because we want the tomatoes to grow sooner. The flowers are not getting in the way of the tomatoes — they are the stage that makes the tomatoes possible.

Adolescence is much the same. The friendships, emotional connections, experimentation, questions, challenges, developing sense of justice and exploration of identity may not always look like traditional academic progress, but they are an essential part of the young person's development.

The tomatoes will come.

We need to nurture the flowers, give them time and create the conditions in which they can flourish.



Art Exhibition

This term, we held our annual Art Exhibition. This event is always a wonderful opportunity to celebrate the creativity and artistic achievements of our students across the School.

Families were invited to explore a vibrant collection of artwork, showcasing the diverse talents, ideas and perspectives of students from our youngest learners through to our senior students.

The exhibition provided a lovely opportunity for families to see the creative work taking place throughout the year and to come together as a school community. Thank you to everyone who joined us and helped make the afternoon such a special celebration of our students and their work.



The Formal

Did You Know Our Students Attend a Formal Every Year?

Our Year 10, 11 and 12 students attend an *Montessori Formal* every year.

The event brings together students from Montessori secondary programs across the Perth metropolitan area for an evening of socialising, dancing and connecting with friends from other Montessori schools. Some of our staff also attended, helping make it a lovely Montessori community event.

This year, our students enjoyed a river cruise from Barrack Street Jetty to Fremantle and back, with plenty of time for dancing, socialising and catching up with friends from other Montessori schools.

Being a smaller school doesn't mean our students miss out on these milestone experiences. Events like the Montessori Formal give our students the opportunity to celebrate, make memories and be part of a wider community beyond our School.

A lovely evening on the water and a special experience for our upper secondary students.



Crochet Club

Thank you to our Year 12 students for lighting a crochet spark in Lower Primary!

With a mix of sadness and pride, we have to say goodbye to Zoe and Kira. During Term 4, both will study and prepare for their final exams. It is not all bad news; before leaving, Kira and Zoe wanted to ensure our students could continue their crocheting journey. They proactively approached students and adults in the classroom to chat about how to keep the momentum going. Thanks to their thoughtful planning, the children can keep crocheting, sharpen their skills, and build their independence. To make this happen, we have agreed that the best approach is to place dedicated crocheting jobs on our Practical Life shelf. This keeps the activity accessible to everyone, and children can support each other.

Kira and Zoe have done a wonderful job modelling community and collaboration inside our classroom.

Thank you both for everything—you will be missed!

We wish them the best of luck!



• 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.



Volunteering

There are many different ways to be part of our school community, and volunteering does not always mean making a regular commitment or joining a committee.

Sometimes, it might mean lending a hand at an event. Other times, it could be sharing a professional skill, helping with a particular project, speaking to students or contributing your ideas and expertise.

There's More Than One Way to Get Involved

We are always looking for parents, grandparents and other family members who would like to contribute to our school community.

You might have time to help at an event, a practical skill that could be useful for a school project, professional expertise to share or an interesting career or life experience that could inspire our students.

Even if you can only help occasionally, we would love to hear from you.

Share Your Skills and Expertise

Our community is full of people with a wide range of skills, knowledge and experience.

If you have a trade, profession, hobby, artistic talent or practical skill you would be happy to share, we would love to hear from you. Your skills could help support a school project or activity when the right opportunity arises.

There is no ongoing commitment — simply let us know what you could offer, and we may get in touch when your skills are needed.





**VOLUNTEERS
NEEDED**

Getting Involved

Get Involved in Our Bushland

**Love being outdoors?
Want to help care for a special part
of our school?**

You don't need to be a bushland expert to get involved! Our volunteers help care for and protect our bushland through hands-on activities such as weed management, working bees and clearing firebreaks. There are also opportunities to contribute behind the scenes with planning, grant applications and reporting.

With more than 100 native plant species, our bushland is a wonderful part of our school environment and an important resource for our students to learn from and enjoy.

Every pair of hands helps!

Be Part of Our Community Engagement Team

**Enjoy bringing people together?
Have an idea for a great school event?
Or simply happy to lend a hand?**

Our Community Engagement Sub-Committee is all about creating opportunities for our school community to connect, have fun and get involved.

You might share an idea, help plan an event, assist with set-up or pack-down, or simply pitch in on the day. No event-planning experience is needed, and there's no expectation that you'll be available for everything.

It's a great way to meet other families, contribute to school life and help make our community events happen. We'd love to have you join us!

**If you are keen to volunteer or want to know more,
please contact us via the School Office**

admin@themontessorischool.wa.edu.au



Get your Coffee at the Honkey Nuts Café!

Start your morning with a great coffee while supporting our Lower Secondary students!

The Honkey Nuts Café is a student-run café operated by our Lower Secondary students as part of the Microeconomy Program. Through the café, students gain hands-on experience in catering, barista work and the many practical skills involved in running a small business.

Coffee: \$4

By purchasing a coffee, you are not only starting your morning with a delicious brew — you are also supporting our students' learning and their fundraising efforts. Profits from the café contribute towards the students' biennial Thailand Trip and help fund barista training for new students joining Lower Secondary.

So, next time you're at school in the morning, why not pop by the Honkey Nuts Café? Your morning coffee can help make a difference to our students.

Please remember to bring your own keep cup if you would like your coffee to go.

Our Student Baristas

Our students undertake barista training and put their skills into practice each week, from preparing and serving coffee to managing the day-to-day operations of the café.

Opening Hours

In Term 4, the Honkey Nuts Café will be open Wednesdays, Thursdays and Fridays from 8:10am to 9:00am.

Honkey Nuts

Save-The-Dates

Term 4

As we look ahead to Term 4, there is plenty to look forward to!

We encourage families to mark these dates in their calendars now and look forward to sharing these special occasions with you throughout the term.

Wednesday, 21 October – Morning **Lake Goollelal Walk**

Our annual Lake Goollelal Walk is a wonderful opportunity for our school community to enjoy the natural environment surrounding our school and spend time together outdoors.

Thursday, 22 October – Evening **International Baccalaureate Information Evening Invitation**

Our Lower Primary and Upper Primary parents/carers are invited to attend our International Baccalaureate (IB) Information Evening. The session will provide an overview of the IB Diploma Programme and IB Careers-related Programme, and what these pathways can offer our students as they progress through the School.

Friday, 23 October – Evening **Lower Secondary Play**

Our Lower Secondary students will take to the stage for their annual play. We look forward to seeing their creativity, confidence and hard work come together in this special performance.

Tuesday, 3 November – Evening **Parent Discussion – Student Wellbeing**

Our next Parent Discussion will focus on Student Wellbeing and will be presented online by our Wellbeing Coordinator, Maria. Further information and the link to join the session will be shared closer to the date.

Monday, 16 November **Pupil-Free Day**

Please note that Monday, 16 November will be a Pupil-Free Day. Students will not attend school on this day.

Friday, 20 November – Evening **Lower Secondary Quiz Night**

Our annual Quiz Night is moving to a new venue this year – our School! We look forward to bringing our community together for an evening of fun, friendly competition and plenty of challenging questions.

Friday, 27 November – Afternoon **Clothing Swap Day**

One of our Year 11 International Baccalaureate students is organising a Clothing Swap to encourage more sustainable choices around clothing and fashion. Bring along pre-loved clothing in good condition by Friday, 20 November.

Entry will be a gold coin donation, with funds going towards a new recycling centre planned for the School. Bring your friends, browse the collection, and take what you like!

Friday, 4 December – Afternoon & Early Evening

End-of-Year Celebrations & International Baccalaureate Graduation

We will come together to celebrate the end of another school year, recognise the achievements of our students and proudly celebrate the International Baccalaureate Year 12 graduates as they mark this important milestone.

The afternoon and early evening celebrations will also be the opportunity to acknowledge and thank our valued school volunteers for their contribution to our community throughout the year.

A full program and further details for the event will be shared closer to the date.

We look forward to sharing a wonderful final term with our students, families and wider school community!



Montessori Playgroup

Playgroup continues to be a space where connection and community are nurtured and celebrated, and where the importance of the parent-child relationship is valued and respected.

As our program continues to grow, it has been wonderful to observe the relationships developing among both the children and their families.

The children's growing confidence is becoming increasingly evident as they move comfortably and independently within the environment, following their individual interests, exploring at their own pace, and engaging meaningfully with the activities on offer.

We have been privileged to witness many milestones and moments of development as the children continue to learn and grow. It has been a joy to celebrate these achievements alongside their families.

We look forward to another wonderful term together in Term 4.

*Bernice Oellermann
Playgroup Coordinator*





Pre-Primary 1 Class

We have had another busy and productive term in the Pre-Primary 1 Classroom. It has been lovely watching the seasons change, and we have enjoyed lots of bush walks to see the spring flowers and picnic lunches with Lower Primary each Friday. The children have been motivated to engage with outdoor jobs such as watering the plants, sweeping and washing the windows. The older children cleared out some garden beds and planted some flower seeds.

We began the term by learning about different types of weather and how the weather changes each season. The children had turns to go outside and record the weather each day, checking the temperature using a thermometer, the wind direction using a compass and ribbon, a rain gauge to check how much rain fell and looking to the sky to see if the clouds were cirrus, stratus or cumulus. We have also been learning about the Noongar seasons, and the children have learnt some Noongar vocabulary relating to weather and the sky.

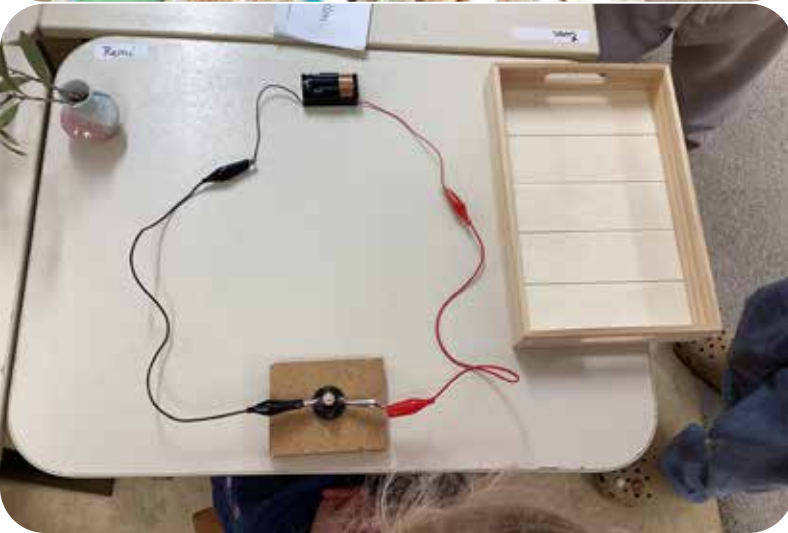
We moved on to electricity and conducted some experiments to create static electricity, and the children learnt how to build a simple electrical circuit. We tested various items in our classroom to check if they were conductive or non-conductive by adding them to the circuit.

The older children were very motivated to undertake a design project using our woodworking materials. They drew their design on paper and wrote a list of all the materials and tools needed. They learnt how to safely use tools such as a hammer, saw, clamp, drill and sandpaper to create their rockets, jets and castles.

In Maths, we have been working on fractions using the fraction skittles and insets, place value using the golden bead materials, and we have explored patterns in many ways. In our Montessori classroom, children are introduced to mathematical concepts through hands-on materials that make them concrete and easy to understand.

Thank you to the parents who volunteered to read for Book Week. I hope everyone has a restful break, and I look forward to another term with your children.

Ciara Foley
Pre-Primary 1 Teacher





Pre-Primary 2 Class

Our classroom community has continued to grow, with the whole class settling beautifully into the rhythm of our days. We had the pleasure of welcoming two new families, one of our students also has returned from a long trip overseas.

It has been wonderful to witness the children enjoying their daily work, building relationships, developing confidence and growing in independence.

Term 3 also coincided with the birthday of Maria Montessori, giving us another opportunity to reflect on the principles that guide our classroom: independence, purposeful work, respect for our environment and the joy of learning.

Practical Life has continued to be a big part of our days. We have added experiences such as making playdough on Mondays, cooking on Fridays, juicing oranges.

Sweeping, cleaning and caring for our environment remain an important part of our learning. The children are increasingly aware that they are active contributors to their classroom and are developing a strong sense of responsibility and ownership.

This term, we have also been exploring the natural world through our learning about weather and air and landform. The children have been observing, questioning and discovering more about the world around them, building their understanding through hands-on experiences and conversations.

Our bush walks have become more consistent this term as we prepared to welcome families on our Bushland School Walk. Spending time outdoors provides the children with opportunities to observe, move, wonder and connect with the natural environment.

Our Pre-Primary students have taken on a special T-shirt sewing project as part of our Design and Technology learning. This project has encouraged patience, concentration, fine-motor coordination and perseverance, while giving the children the opportunity to experience the process of creating something themselves.

Book Week was another wonderful opportunity to bring our community together. We were delighted to welcome families into the classroom to share stories with the children.

We also explored the wonderful range of Julia Donaldson's books, enjoying them in both English and Italian. Sharing stories across languages has been a beautiful way to celebrate literature, language and our diverse classroom community.

We feel grateful for the many moments of connection, discovery and growth we have shared together.

Arianna Taffurelli
Pre-Primary 2 Teacher





Pre-Primary 3 Class

This term in the Pre-Primary 3 Classroom, we were delighted to welcome two new students to our classroom. Both have settled beautifully into their new Montessori environment and quickly become part of our classroom community.

We continued our birthday walks and child timelines, creating meaningful opportunities for the children to reflect on themselves—who they were in the past, who they are now, and who they might become in the future. These simple conversations encourage a wonderful sense of identity, belonging and curiosity.

Book Week was another highlight. The children loved sharing their favourite books and stories, and we were very grateful to have seven parents join us to read to the class. We explored characters, settings and plots, while also noticing the important work of authors and illustrators. This connected beautifully with our Pre-Primary children, who have been busy writing and illustrating their own stories.

Our science studies took us into space as we explored astronomy. The children learnt about meteors, nebulae, supernovas, comets, planets and stars. One favourite discovery was that “shooting stars” are not stars at all, but pieces of rock travelling through Earth’s atmosphere!

We explored our solar system and had a brief introduction to the Montessori Great Story, The Coming of the Universe. With a black balloon, black felt, a model of the solar system and plenty of sparkly glitter, it certainly captured everyone’s imagination.

From there, we discovered our “cosmic address”—our place in the universe. This concrete experience helped the children begin to understand how we are all part of a much bigger universe. They loved creating their own cosmic address booklets, with plenty more sparkles along the way!

Our space exploration continued with the Moon and its phases, as well as constellations.

One of the most inspiring parts of the term has been seeing our Pre-Primary children design their own woodwork projects. Watching their ideas come to life has inspired the younger children, who are already looking forward to having their turn.

Cristina Vivanco Ramirez
Pre-Primary 3 Teachers





Lower Primary 1 Class

What a wonderful term of learning we have shared! The children have been curious, creative and increasingly independent as they explored new ideas and followed their interests throughout the Montessori environment.

Our History and Science explorations have taken us from the past to the far reaches of the universe. The children have been fascinated by the Solar System, planet Earth, magnetism, the water cycle, and rocks and soil. A highlight was our walk to Gollelal Lake, where we observed, drew, and discussed the natural world, including what happens to the lake and soil when it rains. Geography remains a favourite, with map-making continuing to inspire many beautiful creations using the Montessori puzzle maps.

In Mathematics, money and fractions have captured the children's interest. The Shop Job, money cards and fraction materials have been particularly popular, alongside their ongoing work with Montessori materials such as the bead chains, the Pythagoras Board, the Long Multiplication Board and the 100 Board.

Our English work has been full of imagination. Through the Miniature Environment Jobs, the children have created characters, settings and stories, developing their writing from simple sentences into narratives with a beginning, middle and end. Our Book Week visit to Joondalup Library and meeting Cristy Burne provided further inspiration. It has been lovely to see the children proudly drafting, editing, publishing and sharing their stories.

The Arts have brought plenty of energy and joy to our days. Through Music, the children have explored rhythm, pitch, tempo and cultural expression. Thanks to River, one of our IB students working in her community engagement, they have also enjoyed regular Drama sessions, developing their voices, stage awareness, concentration, and confidence. Their 15 minutes with her have quickly become a much-loved part of the week!

We have also continued developing our Digital Technologies skills, learning to use technology safely, purposefully, and respectfully. Through the Keeping Safe Curriculum and Grace and Courtesy lessons, we have read books and had important conversations about personal safety, boundaries, safe and unsafe secrets, and online safety.

Above all, our Cosmic Curriculum reminds us that everything is connected. It has been a joy to watch the children make connections between nature, history, science, technology, stories and music. Their questions, discoveries and creativity are a beautiful reminder of how much there is to wonder about and explore.

Thank you for sharing your children with us!

Vicky Brown & Salwa Guirgis
Lower Primary 1 Teachers





Lower Primary 2 Class

A very happy and busy term is passing so quickly. We had an excursion, two incursions, screenings from Scitech and, somehow, managed some wonderful academic work in between!

The trip to listen to author Cristy Burne at Joondalup library was inspirational from two fronts: story writing and science exploration. Let's just say the children exploded (with enthusiasm) just as much as her experiment did!

Also, to celebrate Science Week, the eldest Lower Secondary children put on the most wonderful science expo, just for Lower Primary. A quiz and four amazing scientific experiments were tailored to the needs of our children and you can imagine the result – wonder, fun, excitement – all in a very respectful environment, entirely run and organized by the high school children themselves. (Having taught these children in Lower Primary some time ago, I felt so proud of them!)

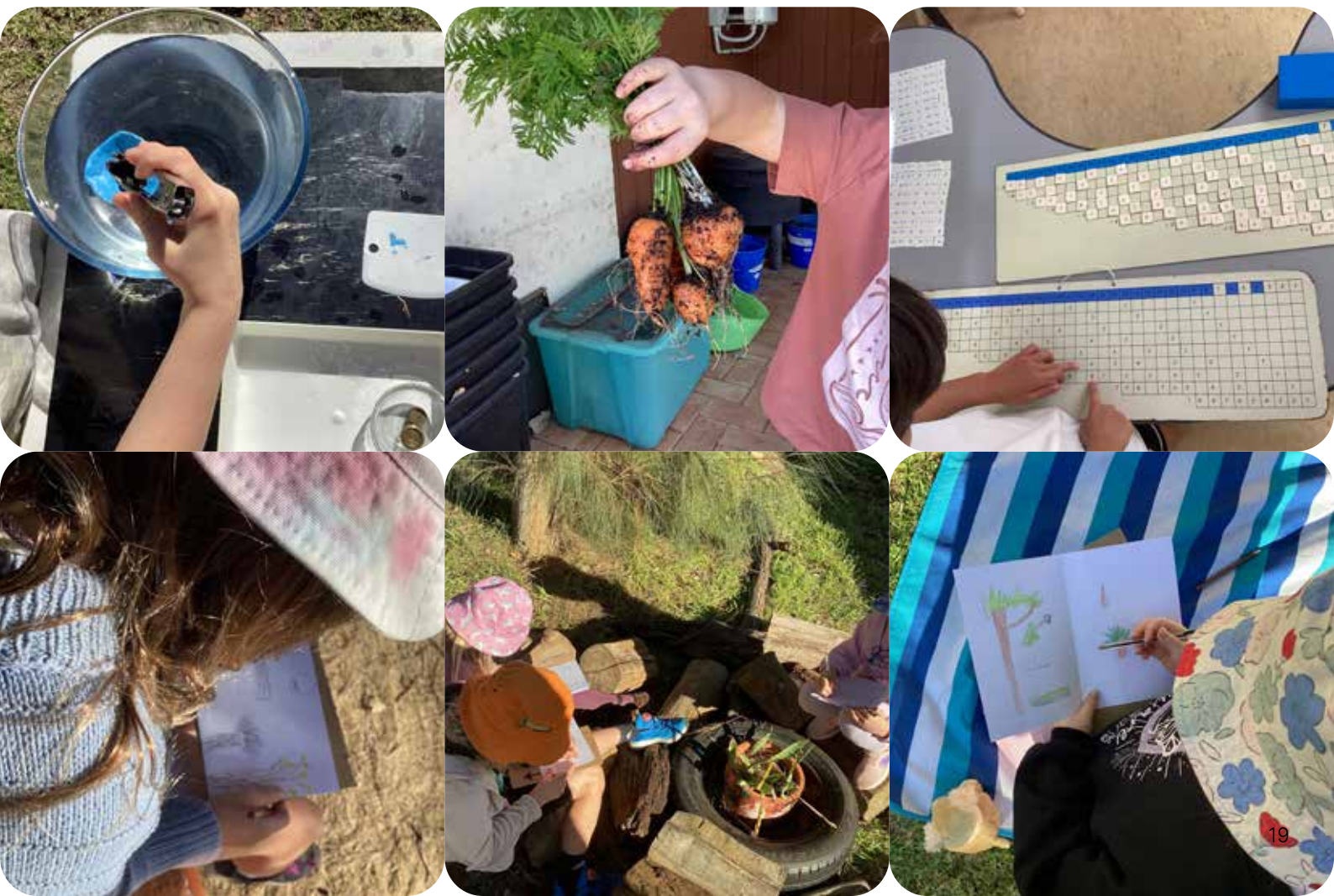
The eldest of our children also have had a valuable visit from the Wangara Fire and Rescue team to learn lifesaving skills and have fun at the same time. This formed part of our Keeping Safe curriculum delivery.

In addition to that, academically, the children are just blossoming. They are challenging themselves daily, purely through interest. The maths materials are very popular and there seems to be an explosion of reading, which has led to some wonderful research projects, displays and presentations.

The garden continues to bring much joy to the children. Many of them (very enthusiastically) tell me that they are also growing plants at home. Thank you to those parents who looked after the seedlings during the holidays, too. The Bush Committee has noticed the children's interest in plants and regeneration. We may work more closely with them in the future to protect the "buffer" between the vegetable garden and our precious bushland.

As always, a huge thank you, to you all, for providing such supportive Montessori environments at home: having tricky conversations with your child rather than discipline, nurturing their interests rather than providing rewards and punishments, speaking and listening with them rather than talking at them, providing firm boundaries of respect and consideration for others. Your work makes our work easy!

Sue Hoolohan
Lower Primary 2 Teacher





Lower Primary 3 Class

We have had a busy term of learning! The students have been curious, creative and enthusiastic as we explored weather, geography, science, engineering and literature through a range of hands-on experiences.

Our weather investigations took us outside and into the world of data. For a fortnight, we recorded the weather each day and then plotted and interpreted our data. We learnt how to read weather maps and discovered some fascinating facts about high and low pressure systems. We found out that high-pressure systems rotate anticlockwise, while low-pressure systems rotate clockwise. We also became cloud experts, learning the names of different types of clouds and discovering that, surprisingly, not all clouds bring rain!

We then turned our attention to landforms. We searched for examples of different landforms around Australia and explored examples from other parts of the world. We discovered that our planet has an amazing variety of natural features, each shaped by different processes over time.

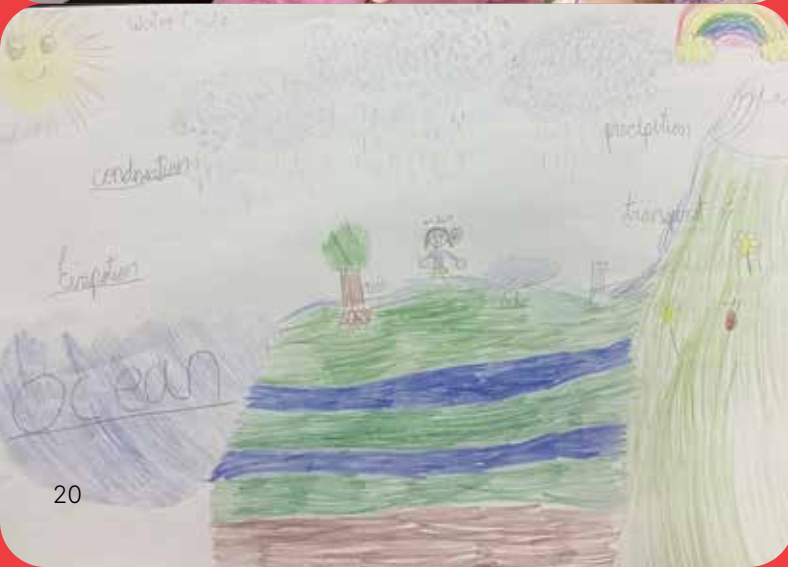
Our learning became even more hands-on when we became engineers and designed and built our own dams. The students quickly discovered that building a dam is not as easy as it looks! Making sure our structures were strong enough and, most importantly, didn't leak, required lots of problem-solving, testing and perseverance.

We also had an exciting Book Week trip to the library, where we were lucky enough to meet author Cristy Burne. Cristy encouraged us to take "safe risks" with our characters when writing stories, helping us understand how interesting characters can make our stories more engaging. She also amazed us with some fun science experiments. Her visit certainly reignited our enthusiasm for experimenting, and it wasn't long before our class was choosing the science experiment cards again!

Another highlight of the term was being invited into the Science Lab by the IB students. They had prepared a fantastic series of experiment stations for us to explore. We watched an egg magically make its way into a flask without anyone touching it, discovered how candles could be extinguished without blowing them out, turned a glass full of water upside down without spilling it, and created spectacular foam from a flask.

It has been a term full of discovery, creativity and plenty of "How did that happen?" moments!

Ashlea Fuller
Lower Primary 3 Teacher





Upper Primary Class

It has been a busy and inspiring time in the Upper Primary environment, with students embracing a wonderful range of opportunities to learn beyond the classroom and connect their learning to the wider world.

We welcomed Tom French, who spoke to the students about his role as a Federal Member of Parliament. He shared insights into the responsibilities of representing a community and helped students make connections between their classroom learning and the workings of Australian democracy.

Music has also been a highlight, with the West Australian Symphony Orchestra (WASO) cellist Melanie Forsythe visiting our classroom. The students were completely enraptured as Melinda Forsythe introduced them to her instrument, shared stories from music history and demonstrated the incredible range of sounds a cello can produce. She was also kind enough to play several pieces requested by the students, including Vivaldi and a bit of Coldplay. It was a wonderful opportunity to experience live music up close and to hear about the dedication and skill involved in being a professional musician.

During Book Week, we visited Joondalup Library, where we were fortunate to meet Australian author Norman Jorgensen. Norman captivated the children with fascinating stories from his life, including the remarkable experience of meeting Roald Dahl and spending a night in the very room where *Treasure Island* was written. He shared how he found his way into writing, where his ideas come from and the process he follows to turn those ideas into stories. His entertaining tales gave students an insight into the life of an author and inspired many to think about their own potential as writers.

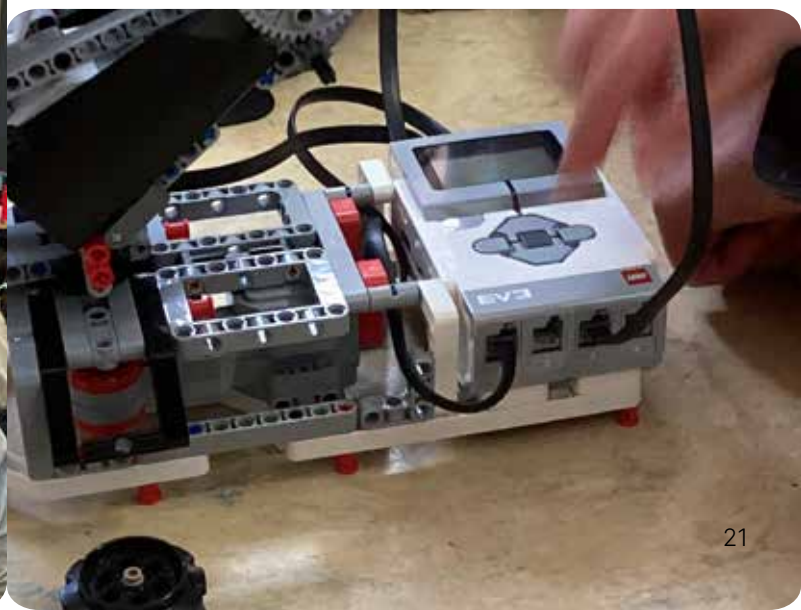
Back in the classroom, our budding engineers have been developing their skills in coding and robotics using LEGO Mindstorms. Students have been designing, building and programming their robots, learning how to give precise instructions, test their ideas, identify problems and modify their programs. Further students will be engaging with the Mindstorms next term.

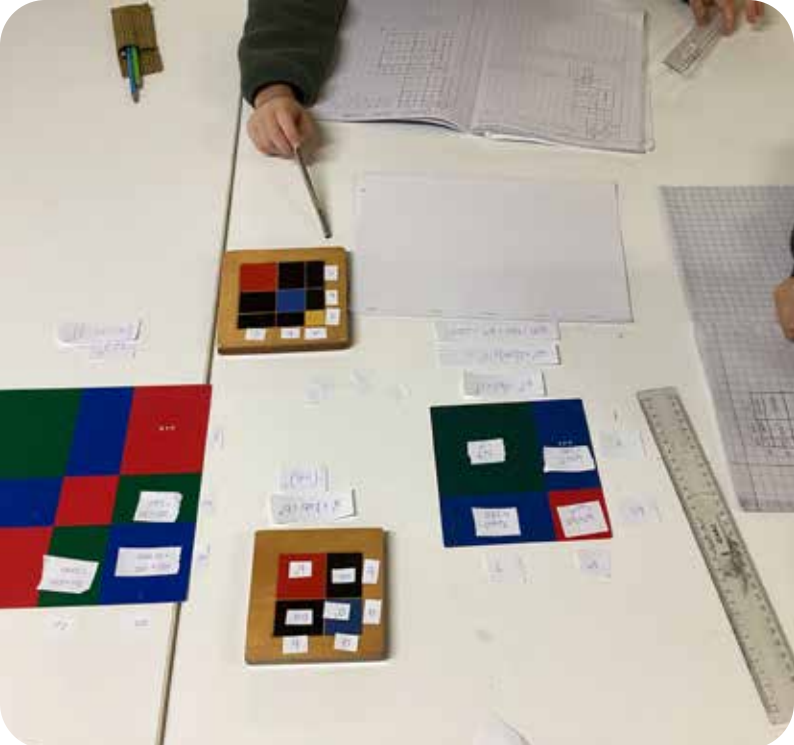
Alongside this, our scientific investigations have been keeping students busy as they develop their understanding of scientific procedures. They have planned and conducted experiments exploring light, electricity and forces, learning the importance of fair testing, careful observation, recording results and drawing evidence-based conclusions. Experimenting with circuits was a particular favourite.

Our students also had the opportunity to step into the world of law by participating in the Francis Burton Law Education Programme. Some students participated in a mock trial involving the kidnapping of Peter Pan's children, taking on different roles within the courtroom and experiencing how a trial unfolds. Others attended the Magistrates Court and observed our justice system in action. These experiences provided a memorable and authentic connection to our learning about government, law and citizenship.

These experiences have given our students opportunities to question, investigate and connect their learning with the wider world. Whether they were sitting in a courtroom, listening to an author, programming a robot, conducting an experiment, learning about democracy or being transported by live music, our students have continued to demonstrate curiosity, enthusiasm and a genuine love of learning.

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





Cultural Enhancement in Pre-Primary

This term, we continued our Cultural Enhancement journey by exploring the information shared by our Pre-Primary families and engaging in meaningful discussions about the similarities and differences within our families. We learned about the many celebrations, traditions, and cultural practices represented in our school community.

These conversations brought great delight as the children eagerly shared their knowledge and experiences of family celebrations. The children were excited to discover that some of their classmates celebrate the same events and traditions. By sharing our stories and learning from one another, we are strengthening our understanding of diversity and fostering a greater sense of belonging within our school community.

Bernice Oellermann
Pre-Primary Teacher – Cultural Enhancement



Physical Expression

I hope this newsletter find you all fit and healthy.

We have been very lucky with the weather this term, and had almost all of our lessons outdoors.

For the Pre-Primary children, the main focus continues to be the fundamental movement skills. This term, we practised the gallop, underarm throw, and underarm roll. We work on these skills as a group and then we play few games. These games develop their ability to work with others, and teach them that games have rules and how to co-operate with each other.

After these group activities and games, the children were free to choose the sports equipment from the stations provided. These vary each week using equipment such as: basketballs, soccer balls, frisbees, hoola hoops, and, as of very recently, a mini trampoline. As it is the case in the classroom, the children are taught to put equipment back ready for the next person to use, and to wait if the piece of equipment they want is being used.

Lower and Upper Primary students are participating in basketball skills and a basketball game. As there is only ten on the court at one time the other children can choose from a selection of equipment that I set out. This term, I have given them the option of French cricket, badminton, elastics, totem tennis and smash ball.

The after-school Netball Club is going well with a larger number of Lower Primary students participating, as well as a number of Upper Primary students enjoying a game after school.

Have a great break!

Sunny Steffanoni
Physical Expression Teacher



Creative Expression

Pre-Primary

In Art, it's been a joyful, creative term full of discovery, colour, and imaginative little artists. Our Pre primary children explored colour, pattern, and creativity through a range of playful, hands on experiences. They loved experimenting with washable markers on kitchen paper, watching the colours spread and blend into soft, beautiful patterns when lightly sprayed with water. We also created beaded sculptures, threading colourful beads onto pipe cleaners and anchoring them into clay.

A great project was our lasagne mosaics, where the children used broken pieces of painted pasta and contact paper to build vibrant, textured artworks. For mindfulness, the children completed a calming "chasing the coin" drawing exercise, using a permanent marker to follow a coin around their page. They then painted the squiggly pathways with watercolour, turning movement into art. We also read *Elmer the Elephant* and created our own colourful Elmers using bleeding tissue paper, watching the colours soak and merge to form patchwork patterns just like Elmer himself.

Eavan Coughlan
Creative Expression Teacher

Lower Primary

Lower Primary students had a wonderful time observing our bushland come to life during the Noongar season of Djilba. This season is known for its clear sunny days where plants and animals are thriving after the heavy winter rains. Students enjoyed using ballpoint pen and pencils to create a 'Bush Book' of their favourite observations which included close-ups of bark and leaf textures. Children discovered that if they sat quietly in the bush, they would be greeted by galahs and magpies.

Liz Bozza
Creative Expression Teacher





Upper Primary

This term has seen another swap between our two Upper Primary groups, with Upper Primary 1 now taking on Music and Upper Primary 2 moving into Visual Arts.

In Upper Primary 1, the children have chosen a new instrument, or they continue with one they've already begun, and for some this connects with music learning they pursue outside of school hours. Alongside instrumental practice, children continue to have access to independent exploration in the Visual Arts, keeping that creative thread alive even as the focus of their lessons shift. We have also been developing listening and music appreciation skills, both through lessons and independent use of our music listening job, with children responding to music from a range of genres and eras through words or visual imagery.

In Upper Primary 2, having spent last term on Music, the children have now moved into Visual Arts, with a focus on textiles. Building on techniques such as embroidery and weaving, children are exploring a range of textile projects, including sewing on the machine, with knitting and crocheting also on the horizon. One project already underway is a set of placemats for all Upper Primary children, started by two UP1 children last term and now being continued in UP2. Alongside this, students chose a medium to present "a piece of art" for the whole-school Art Exhibition, whether a visual artwork or a music recording, and we were pleased to see their talents and skills showcased.

A particular highlight this term was a visit from a parent who plays the cello. They generously shared their own musical journey, their knowledge of the instrument and its history, and a live performance. It was a wonderful opportunity for children to hear a different voice and perspective within our music lessons.

Anja Reid
Creative Expression Teacher



Visual Arts in the Adolescent Years

Lower Secondary

The Lower Secondary (LS) programme introduces students to an inquiry lead approach, preparing students for the International Baccalaureate Visual Arts programme. Students are challenged to follow their individual interests and create their own projects. Peer-to-peer learning is encouraged to develop social skills and assist with building community. Students display artwork around the art room and the exhibition to promote supportive positive feedback and provide inspiration to others. Students are encouraged to freely experiment with different mediums with teacher assistance.

*Liz Bozza
Visual Arts Teacher*

Pre-International Baccalaureate

The Pre-International Baccalaureate (Pre-IB) Visual Arts programme builds on the Lower Secondary Program. Students continue to create individual art projects and begin to explore the meaning behind their work through symbolism, colour and art style. Inquiry questions are implicitly introduced through teacher and peer discussions through feedback and display of their artwork. Students are encouraged to explore artists, techniques, or mediums guided by their personal interests.

*Liz Bozza
Visual Arts Teacher*



Art Students' Perspective By Ava and Alyssa

This term in Art, some students in Lower Secondary have been focusing on their own individual projects. This includes sewing, sketching, painting, drawing, sculpting, digital art, and different forms of crafts.

Additionally, students are participating in the Art Exhibition, displaying their beautiful pieces.



Art Students' Perspective By Maud

This term for Art, we have been developing more of our own art style and a few students have been preparing for Art in the International Baccalaureate next year. We are excited to showcase what we have been creating throughout the term and year.



International Baccalaureate Visual Arts

The International Baccalaureate (IB) Visual Arts programme draws on an inquiry-led approach focusing on developing student's creativity and individual artistic style.

Students achieve mastery over their chosen art mediums through problem solving and critical thinking.

The Year 11 programme encourages experimentation and open investigation.

Year 12 students consolidate the meaning behind their artworks through research and individual project-based investigations.

*Liz Bozsa
International Baccalaureate
Visual Arts Teacher*



International Baccalaureate Student's Perspective

I am an International Baccalaureate (IB) Art student.

This past year, I have designed many outfits in my sketchbook, and I have even made a few. My fellow art student has worked on many projects like cosplays, drawings, and works with air-dry clay.

The IB Art Program is very open-ended in Year 11, while in Year 12, we work on projects that could be displayed in an art exhibition.

By River



Lower Secondary Class

Term 3 is always a calm and productive term, and this year we have fitted in more than ever, making the term race past like lightning!

Montessori describes the chief symptom of adolescence as 'a state of expectation, a tendency towards creative work and a need for the strengthening of self-confidence.' Our adolescents have really shown their creative side this term, blossoming with the extra creative work catalysed by having our wonderful Creative Expressions teacher Kieran here full time for five weeks and the showcasing opportunity of the Art Exhibition, where their artwork shone.

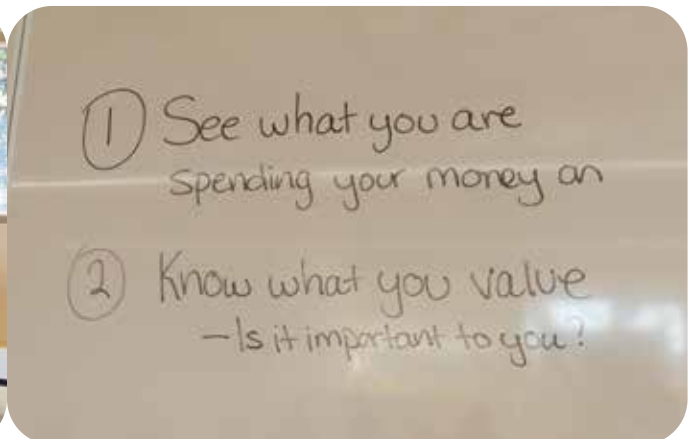
At this time of life, adolescents need to engage with the wider world, to learn where they fit in, what they can contribute and how capable they are of being a part of society. Our engagement with the wider world has increased this term, even though the season has made going out rather impractical. Instead, we have welcomed so much of the world into our space. We've continued our real-world learning, with a presentation on event planning that supports the ongoing work of planning the annual camp and quiz night, two incursions on financial literacy, an incursion on the financial maths and decision-making processes involved in choosing a solar power system and a legal aid incursion helping students learn about their rights. A sausage sizzle lunch was an innovative fundraising activity that allowed students to see their own capabilities, while the Pre-IB Science Week presentation showed students where they're heading. Incursions on archaeology and water catchment systems allowed us to mingle with next year's Year 7 students. A much-anticipated dinner dance with Perth Montessori started a new tradition of inter-school collaboration and social interaction. The Art Exhibition allowed our adolescents to contribute to the community through helping set up and pack away, while also showing themselves to the world through their wonderful artwork. A TAFE Taster Day gave some of our Year 9 students an insight into 3D printing and robotics.

The theme of 'pink' (chosen by the students themselves through a preferential voting system) has been explored through many subjects, as students learn about visual literacy, colour symbolism, the psychology of colour, pink geographical features and why pink appears in nature. Several long-term projects have extended their organisational, planning and time management skills.

During his practicum, Kieran gave lessons on music notation, drama, theatre lighting and South American music, all of which have been a highlight of the term. The changes to our usual schedule caused by this practicum provided students with valuable challenges in flexibility that they navigated with grace. Kieran's practicum culminated with some redesign of the LS space that has created a welcoming environment for music, with several new instruments that he gifted to us, and it has been delightful to see how enthusiastically students have responded, decorating it further to make it their own. The space is often full, with students exploring the piano, guitar and ukulele, supporting each other and showing deep engagement.

We look forward to the meaningful work Term 4 will bring, with a range of activities designed to fulfil the students' need for more time in nature, which they themselves have identified. In the meantime, we wish all families a relaxing and refreshing break until we meet again.

Megan Beasley
Lower Secondary Advisor





A Term of Incursions

Nearer to Nature

Our Lower Secondary students, along with our oldest Upper Primary students, welcomed Parks and Wildlife Service WA and Nearer to Nature for an interactive session on waterways and environmental management. Students explored how different types of land use can affect waterways and learnt about strategies to help protect and restore these important ecosystems.

Legal Aid WA

The students took part in informative sessions presented by Legal Aid WA, exploring cyberbullying, digital footprints, online behaviour, cyber safety, respectful relationships and the legal definition of consent. The sessions provided age-appropriate information to help students understand their rights and responsibilities both online and in everyday life.

Talk Money

Our Year 7 and 8 students took part in two Talk Money workshops exploring spending and saving choices, financial goals and the influence of social and commercial pressures. Our Year 9 and 10 students also participated in two workshops, exploring ways to earn money, build financial independence, navigate the workplace, read payslips and understand tax and superannuation.

Archaeology

Our Lower Secondary students also welcomed our oldest Upper Primary students to join them for an incursion with Archae-aus Education, exploring archaeology and Australian history through hands-on activities. Students took part in mini-excavations and examined Aboriginal and historical artefacts, discovering how archaeologists piece together clues to uncover stories from the past.

Solar Power

This term, our students welcomed a parent from our School community who works in the solar power industry. Students learned how solar power works, explored its environmental benefits and considered the financial mathematics involved in making decisions about solar energy. They also had the opportunity to explore how a solar cell works through a hands-on activity.

Writing Emails & Event Booking

Students were visited by a member of our Admin team, who discussed the importance of writing clear and professional emails. They also learnt about the process for planning school events, from incursions and excursions to their annual camp. These sessions help students develop the communication and organisational skills needed to work effectively with the School Office.



Lower Secondary Students' Perspective

Creative Expression by Elmina and Mani

In CE this term, everyone has a project of their choice; new or old. We have worked with our teacher, Kieran, to produce work as he guides us through the process of completing work, trying new things and overcoming roadblocks. CE has been a fundamental aspect and is a great opportunity to express creativity in many ways.

One of the students is creating a board game from scratch, learning all the techniques necessary to get them to their end goal, while other students are learning musical instruments, art forms, wood projects and animal care.

Overall, CE is a very enjoyable community building subject, that is favoured upon many.

Humanities and Social Sciences By India

For Humanities and Social Sciences this term, we have been learning two main areas: Pink geography and South American geography.

The first thing we worked on this term was finishing off a geography project inspired by the World Cup. We have each chosen a different country and made posters on its culture, food, dress, etc.

For the pink theme, we have chosen from either pink lakes, pink beaches, or pink buildings to research and turn our findings into either a brochure, essay report, or video.

For South American geography, we have been learning about migration, Christopher Columbus, Hernán Cortés, and music genre origins. Lastly, the most recent project we have done is we have all picked a random person from America who made a big impact on their country or the world and researched and presented everything we found interesting about them.





Health by Jacob

In Health this term, we have been learning about bullying and the line between banter and bullying. We have showed our workings in poster format and sheet work. We have spent time discussing the difference and how people can get confused, along with how to be better and how to identify it.

This has been useful to help create a healthy learning space in our classroom along with the benefits of easy learning.

German by Tristan

This term in German, we have been learning about Food and school subjects. We learnt about fruit and vegetables, and heartily debated about which was which. We've been learning about breakfasts from Germany and different countries. We made posters about some traditional breakfasts from other countries. We are also learning about shopping terms (piece, slice, bar, etc.) and how to use them and ask for things at a shop.

English By Emily

This term in English, we have been focusing on a movie poster analysis, looking at what kinds of techniques they used and why they might have used it.

The Year 9 students have also been looking at different topics for grammar and punctuation such as: prefixes and suffixes, unnecessary words, overused words, repetition and rhetorical questions.

The Year 7 and 8 students have been focusing on conjunctions, prefixes and suffixes, as well as looking at visual literacy.

Mathematics By Ameena and Arielle

This term in Mathematics, the Lower Secondary students have been learning about circles and triangles.

The Year 7 students and some of the Year 8 students have been focusing on how to find the area of spheres and circles. They have been using orange peels as an example of a sphere to find the surface area.

The Year 8 students have been learning about circles and how to use π (Pi) and how to calculate the area of different composite shapes.

The year 9 students have been looking at trigonometry and using the SOH CAH TOA method and Pythagoras theorem to solve the length of each side and angles of the triangles.

Science By Juliette

In Science, we have been learning a range of different things to do with pH, mainly the pH of different substances, and how things get their colour and how it serves them. We have done some tests in the lab and have had many successful outcomes and some learning lessons and we made our own acidity regulators.

Microeconomy By Ella

This term in Microeconomy, the Lower Secondary students have been doing projects for each Micro Group.

In the Community Group, we have made trinkets to sell at fête and continue to clean inside the Lower Secondary Classroom as well as the Art Room.

In the Food Group, we continue to make *Long Table Lunches* as a community event every fortnight.

For the Farm Group, we have been doing weeding around the fire break, grown some vegetables, water the plants around our building and the Quail Coop.

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

Not wishing to sound repetitive, I will skip the usual complaint about how fast time runs, that it feels like only yesterday, I wrote a welcome letter to Term 3 for the Pre-IB parents and students.

What are some of the Term 3 updates from the Pre-IB (Year 10)? Most, if not all of the students, have made up their minds about next year, including their subjects and subject levels. It is exciting to learn that nearly all students have decided to stay in our school community next year, whether as International Baccalaureate Diploma or Careers Programme students. What is, in my opinion, even more pleasing is that most pre-IB students remained committed to good work in Term 3, when the initial excitement and novelty sometimes fade. Knowing the students, I have little doubt that most will carry their positive work attitude into the rest of the year and beyond.

In "my" humanities, the topic of the term was World War 2 (WWII). The reason to commit the whole term to this historic event is that no matter how hard our societies would like to forget the traumatic events, WWII is still with us. That is evident in ongoing or resurfacing regional conflicts and in political lessons that remain valid today, when seemingly peaceful and even democratic societies were derailed onto paths of demagoguery and confrontation.

As usual, the students briefly described their Term 3 subjects. I hope they didn't forget to mention their contribution to Science Week. The pre-IB students prepared several science lessons and experiments for the younger classes, and the feedback from the younger members of our school community was truly positive.

Besides the academic engagement, there was, as there usually is in the adolescent groups, social engagement. The students went, along with our Lower Secondary classes and Perth Montessori High School, to a dinner dance party. The fun was not over yet, as the student also attended a river cruise for the Montessori Senior Student Formal.

What will next term bring? Many things—some less popular but recognised by students as important, such as the mock examination period. More popular activities will include the Upper Secondary camp, still being planned, the Theory of Knowledge Day evening, and the big decision about next year's senior trip. Some of the upcoming events will also be open to the current Year 9, as their move up to the pre-IB class is just around the corner. Yes, time runs fast. But we promised at the start that this would be accepted without complaint.

Jaromir Kulir
Pre-International Baccalaureate
Advisor





Pre-International Baccalaureate Students' Perspective

German

By Aneira

This term in German we looked at famous protesters and then later at grammatical cases, such as the nominative, accusative, dative, and genitive cases. Currently we are learning about rubbish disposal and the different types of rubbish you put in specific bin colours in Germany.

Art & Creative Expression

By Maud

This term for Art, we have been developing more of our own art style and a few students have been preparing for Art in the International Baccalaureate next year.

The students participated in the Art Exhibition, showcasing the pieces we have been creating throughout the term and year.

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 Mia

This term in English, we have been looking at World War 1 poems and learning how to annotate, analyse, and write commentaries on them and other literature. We have also been looking at how to properly write and structure an essay and how to create and annotate a bibliography.

Mathematics

By Marco

Every week on Tuesdays is our Maths lessons. This term, Emma, our teacher, has been teaching us about advanced trigonometry and some geometry. As of now, we have learnt about using sin, cos and tan for right angled triangles; finding the area for non-right-angled triangles and the sine and cosine rule for non-right-angled triangles. Students enjoy learning from Emma, as she gives an overarching view and makes sure to explain everything to people.

Science

By Mia

This term in science, we have been studying Biology, including Evolution and Natural Selection, finding out about the importance of maintaining a wide range of Biodiversity. Additionally, we organised and hosted Science Week for the Lower primary and Lower Secondary students, running quizzes, and demonstrations such as Egg in a Bottle, Upside Down Water, Invisible Fire Extinguisher, and Elephant Toothpaste. It was a great learning experience for us all.

Sports

By Sam

This term, during our designated Sport time, we have been completing a course called Keys4Life. This course is designed to help Year 10 students develop the knowledge and skills they need to become safe and responsible drivers. Throughout the course, we learn about important aspects of driving, including road rules, road safety, making responsible decisions, and understanding the responsibilities that come with driving a car. Keys4Life also provides students with a clear pathway towards obtaining their learner's permit when they turn 16. Overall, the course helps prepare students for the future by giving us a better understanding of what is expected of us as drivers and how we can stay safe on the road.

TAFE

By Thomas

This year, seven students have participated in a TAFE course at either North Metro or South Metro TAFE. Students have found TAFE interesting because of the practical, focused work. TAFE builds personality and character, which has been evident ever since the students started at TAFE. Students found the social side of it great because you get to meet new people who are interested in the same fields as you. Overall, it has been a positive experience.





International Baccalaureate Update

This term, we have been incredibly busy, coordinating and enrolling our next year's International Baccalaureate (IB) Year 11 students, as well as finishing all internal assessments. The IB Year 12 students have to complete one piece of an internal assessment in each of their subjects.

The kind of internal assessments differs for each subject:

- In English, students prepare an oral commentary based on two extracts of literary texts studied in class and in reference to a Global issue.
- In German, students prepare to describe a picture that is linked to a cultural aspect of the language they study. After their description, they continue a discussion with their teacher around the topic of the chosen image.
- In Geography, the students conducted field work.
- In History, the students completed a source analysis.
- In Biology and Chemistry, the students conduct investigations.
- In Mathematics, they explore mathematical problem in a 'real world' context.

Although the IB teachers and students were very much focused on finishing subject content and preparing for the IB examinations in Term 4. We also managed to enjoy ourselves at this year's Senior student Montessori Formal.



Language Acquisition in the IB Diploma

In the IB courses, there is strong emphasis on students to become open-minded, caring and aware of other cultures. That interculturalism is an embedded feature of the languages courses. There are two different language acquisition courses in the IB Diploma. To be awarded the Diploma, students have either completed a language ab initio course, which assumes no or very little prior knowledge of the language when students start in Year 11, or a Language B course. The latter is designed for students with some previous knowledge of the target language.

Structure

Both courses are organised into five themes:

- Identities,
- Experiences,
- Human ingenuity,
- Social organisation,
- 'Sharing the planet'

Each theme comprises of more defined subtopics that relate to the theme and provide students with opportunities to practice reading, writing, listening and speaking skills. Both courses are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language is spoken. They both learn to communicate in the target language in familiar and unfamiliar contexts.

Texts that are used in written and spoken form are:

- Personal texts, like emails, journal entries;
- Professional texts, like formal letters or emails, presentations, essays, proposals, reports, blogs;
- Mass media texts, like blogs, leaflets, articles, brochures, interviews, speeches, reviews, travel guides etc.

In addition to the above, Higher Level students will also read two literary texts in German. Part of their final examination is also based on the literary text in addition to the more general texts used at standard level.

Katharina Stillitano
International Baccalaureate
Diploma Coordinator





International Baccalaureate Students' Perspective

Science

By Luca

This term, the Years 11 and 12 students have been going through the Science syllabus at a faster pace due to the upcoming exams in Term 4.

The Year 11 Chemistry students have been doing periodicity, reactions at equilibrium, types of bonding (metallic, ionic and covalent), inter and intra-molecular forces. To better prepare for the upcoming exams, the students have been given exam style tests at the end of each unit to see if they can properly use the information that they have just learnt during the lesson.

The Year 12 Chemistry students, on the other hand, have been finishing up their chemistry IAs (Internal Assessments) after many long weeks of trial experiments and writing up their findings for marking by the IB. In addition to doing their IAs, the Year 12 students have been tirelessly mulching through the last areas of the chemistry syllabus, that being organic chemistry and organic chemical reactions which they have recently just finished and have now begun to revise the chemistry syllabus in preparation for their final exams next term.

In Biology, the Year 11 students have completed many units at a blazingly fast pace to try and get on top of the huge biology syllabus. In a single term the Year 11 SL (Standard Level) students have finished the units in neural signalling (which includes nerves, motor neurons, synapse and neurotransmitters), both the innate immune system and the adaptive immune response, gas exchange (both in animals and plants), and finally homeostasis (which includes glucose regulation, gas exchange, thermal regulation, etc.).

The Biology HL (High Level) students have also been doing the HL extensions of the SL units while covering HL exclusive units like muscles, the kidneys, photosynthesis, different types of messaging in the body (some examples being chemical, hormone, ligand and neural messaging) and a few other HL units relating to the immune response.

The Year 12 SL and HL Biology students have, after many hours of biology lessons, finished the syllabus and now have started to revise for the ever-looming final exams next term. This means the Year 12 students need to remember almost every unit in the biology syllabus.

The Formal

By Zoe

The IB and Pre-IB students attended the Montessori Formal this term. This is a fun annual event hosted by the Montessori secondary programs in the Perth-Metro area. This year, we went on a river-cruise from Barrack Street Jetty to Fremantle and back. We had a wonderful evening socialising and dancing on the boat. My favourite part of the event was catching up with my friends from the other schools.



Creativity, Activity, and Service

By Kira

This term, the Year 12 students have been adding their last reflections to their CAS before completely finishing it.

The term CAS stands for Creativity, Activity, and Service, and IB students must demonstrate they have consistently done all of these things throughout their time in the IB. Examples of CAS experiences done by the IB students this year include nail art (Creativity), running the school's waste wise committee (Service), and rock climbing (Activity). CAS is an important part of the IB program because it shows that the students are engaging in types of learning other than academic learning. It also ensures we take a break from studying to focus on other hobbies.



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