

PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE



TREETOPS

A Montessori and International
Baccalaureate School

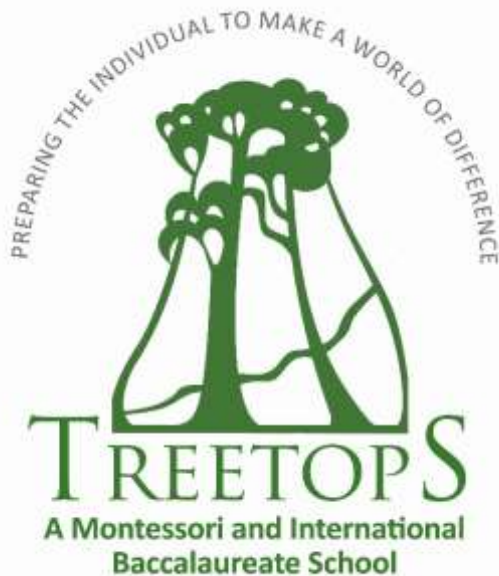


PROSPECTUS

Preparing the individual to make a world of difference

Welcome to Treetops School

A different approach for Primary and Secondary Education from Pre-Kindergarten to Year 12



Treetops Vision:

Preparing the individual to make a world of difference.

Treetops Mission:

Treetops provides a dynamic inquiry-based education that empowers the individual to reach their unique potential within a natural and respectful setting.

Treetops Ethos:

Treetops holds at its core the value of each individual child as a learner who is at the centre of the learning process. As a community we exist to facilitate the best possible educational outcomes through shaping our programmes in response to individual point of need.

Treetops Core Values:

Education is the shared responsibility of students, family and school.

Students are presented with a challenging and broad academic environment that encourages intellectual inquiry and critical-thinking.

Nurturing curiosity and creativity is the key to stimulating exploration and discovery throughout life.

Students learn best when they are actively engaged in authentic learning experiences.

Treetops is a Montessori and International Baccalaureate school situated in the incredible environment of Darlington, in the hills east of Perth.

Treetops' nurturing environment provides students with a broad, harmonious, and thorough education from Pre-Kindergarten through to Year 12. Treetops embodies the concept of being culturally Montessori in its operations, and identifies as being 'Montessori inspired'.

The Montessori method has longevity world-wide and integrates effectively with the International Baccalaureate Diploma Programme (IBDP) offered at Treetops.

The Diploma Programme (IBDP) has been offered at Treetops since 2007. Treetops School is the only accredited IBDP Year 11 and 12 provider in the Eastern Perth Hills region, and one of only a few schools in Western Australia to achieve this standard.

By combining the Montessori and International Baccalaureate philosophies, Treetops is uniquely placed to provide a different approach to Secondary education. Our non-comparative and non-competitive environment develops each student as an individual, and encourages them to reach their full potential.

From 2021, Treetops is offering Year 11 and 12 students the WACE General Studies programme as an alternative option to the IBDP.



Our Approach to Education

Montessori education is the result of the life and work of Dr Maria Montessori (1870-1952), an Italian doctor who devoted her life to children and their education.

It is a holistic and child-centred approach to education which takes into account all aspects of a child's developmental needs - physical, emotional, social and spiritual. The Montessori approach focuses on the whole personality of the child - the faculties of intellect, deliberation, initiative, and independent thinking. Montessori education emphasises the uniqueness of the individual child and acknowledges that children grow and develop at different rates.

Treetops uses the approved Montessori curriculum in our Children's House. Throughout the Primary years however, it is blended with the WA curriculum to ensure that students receive an education that is both true to Montessori and compliant with contemporary thinking in terms of the State and National curriculum standards.

In Secondary, Years 7 to 10, and the Year 11 and 12 WACE General programme, are delivered in line with the Secondary SCSA curriculum. However, the Montessori philosophies are still applied and are an excellent fit to the philosophy underpinning the International Baccalaureate Organisation's Diploma Programme (IBDP) which also runs in Years 11 and 12.

By combining the Montessori and International Baccalaureate philosophies, Treetops is uniquely placed to provide a different approach to Secondary education. Our non-comparative and non-competitive environment develops each student as an individual, and encourages them to reach their full potential.

Montessori Principles:

Montessori is an approach supporting the full development of the child as they progress from birth to adulthood. It is used in over 22,000 schools worldwide, and has a longer track record of success than any other educational approach in the world.

The Montessori approach to education inspires children towards a life-long love of learning, utilising their natural developmental trajectory. Children become confident, responsible, independent learners, who trust in their own abilities. The inclusivity and positive social development facilitated by Montessori programmes forms the basis for a persistent attachment to learning and knowledge.

Montessori classrooms provide a prepared learning environment where children are able to respond to their natural tendency to work. Children have an

innate passion for learning, and Montessori classrooms encourage this. Through their work, children develop concentration and self-discipline. Within a framework of order, children progress at their own pace and rhythm, according to their individual capabilities.

Dr Maria Montessori, a physician, anthropologist and pedagogue, developed her unique method of educating children over a professional career that spanned fifty years. The Montessori approach was developed through intense scientific observation of children from many ethnic, cultural and socio-economic backgrounds from birth to maturity, and is based upon a deep understanding of child development.

Montessori Principles provide a framework for our school culture. The Montessori Principles are:

- Innate goodness of children;
- Natural urge to explore the world and to learn;
- Each child is unique;
- Children grow and develop at different rates;
- Focus on the whole child, physical, emotional, social, intellectual and spiritual;
- Each stage of a child's education should meet all those needs;
- Education should focus on the whole personality of the child; the faculties of intellect, deliberation, initiative and independent thinking.

Our teachers partner with parents and their children in learning journeys, an experience beginning in Children's House and culminating in Year 12 graduation.

The International Baccalaureate:

The International Baccalaureate Diploma Programme (IBDP) is recognised and respected by the world's leading universities.

Treetops has chosen the IBDP as our academically-rigorous Year 11 and 12 university entrance programme because of its student-centred, holistic and international approach to education. The IBO philosophy closely aligns with that of the Montessori philosophy in other areas of the school.

At the centre of an International Baccalaureate (IB) education are students with unique learning styles, strengths, and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional, and physical well-being. The aim is to develop inquiring, knowledgeable and caring young

people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

IB programmes emphasise learning how to learn and teaching students to value learning as an essential, integral part of their everyday lives.

As an IB school, Treetops:

- inspires students to ask questions, pursue personal aspirations, set challenging goals and develop the persistence to achieve those goals;
- develops knowledgeable students who make reasoned ethical judgments and acquire the flexibility, perseverance and confidence they need to bring about meaningful change;
- encourages healthy relationships, individual and shared responsibility, and effective teamwork.

Why Montessori & IB?

Treetops has chosen the International Baccalaureate (IB) because of its student-centred, holistic, and international approach to education. Montessori and the IB are closely aligned in philosophy, and also with our Treetops ethos, mission, and core values.

Montessori Qualities and the IB Learner Profile are complementary. Fundamentally, we are a school that greatly values child-centred learning approaches, with a strong focus upon the individual. Montessori Learning Principles and Qualities, along with the IB Learner Profile, are ideal vehicles to support our goals.

Montessori Qualities	IB Learner Profile
Curiosity	Inquiry
Engaging with Ideas	Knowledgeability
Independence and Problem Solving	Thinking
Communication	Communication
Respect	Principled Behaviour
Appreciation of Difference	Open Mindedness
Empathy and Service	Caring
Willingness and Courage	Risk Taking
Whole-child Development	Balance
Thoughtfulness	Reflection

During 2018, our teaching staff spent time considering what a Treetops' graduate looks like, and why Treetops is both a Montessori and an International Baccalaureate school. To define the attributes that we desire in our graduates, is to also explore what we value as a school.

Treetops Graduates:

Are life-long learners with highly developed critical thinking skills, cognisant of their strengths and weaknesses, who use that awareness to identify areas of growth to reach their full potential.

Model respectful, pro-social and principled behaviour to all individuals as they value everyone's unique contribution to local and globally-diverse communities and their environments.



Sugar Gums Playgroup

18 MONTHS – THREE YEARS

From the moment of birth, the individual is bombarded by a myriad of sense perceptions. Maria Montessori described this period of human development as the stage of the *Unconscious Absorbent Mind*. Through their senses, children discover their immediate world.

Sugar Gums Playgroup provides a Montessori playgroup environment, suited to the younger child. Children are free to manipulate this environment and experience age-appropriate activities under the guidance of a trained Playgroup Leader.

Our Playgroup Leader has extensive experience in Montessori and Early Years environments. She plans and organises the playgroup activities, and provides guidance to parents and caregivers to assist them to work effectively with their child to aid their ongoing development.

As a Montessori Playgroup, our focus is on respect for the child, fostering the child's independence, respecting the needs of others, and caring for the environment. Each child attending requires close supervision by their adult at all times.

Sugar Gums Playgroup is a safe, fun, caring, and stimulating environment where children spend quality time with their parent or caregiver.



Playgroup sessions are held on scheduled mornings from 9.30am to 11.30am during the school term.

Children are eligible to attend Sugar Gums Playgroup from the age of 18 months to approximately 3 years. At 3 to 3 ½ years of age, children are usually developmentally ready to enter into our Children's House programme.

Places in every Playgroup session are limited to ensure a Montessori-prepared environment. Where there are no places immediately available, applications will be added to our waiting list.

To apply, please complete and return the Playgroup Application form to the school office, together with the application fee.

Children's House

PRE KINDERGARTEN – PRE PRIMARY

Our Montessori Children's House is made up of children aged from three to six. This mixed age grouping of children corresponds to Maria Montessori's theory of child development, which is based on three-year cycles. In this multi-age setting, the children learn from each other, and they learn because of each other. Younger children have the opportunity to look ahead and see what is coming next by observing the older children. Older children have the opportunity to reinforce their knowledge by sharing it with the younger children. This unique cycle of learning is designed to take advantage of the child's sensitive years between three to six, when the child can absorb information from an enriched environment.

Maria Montessori described this period of human development as the stage of the *Conscious Absorbent Mind*. At this point in time, the child's senses are more acute than they are at any other period in their life. While still absorbing impressions, the child is now becoming more active in the exploration of the environment and is attempting to perfect and refine certain skills. In this process the child is attempting to discover the order upon which the world around them is built.



We believe that the best educational programmes do more than just teach children how to count and recite the alphabet. In our Children's House, we aim to reach the children's hearts as well as their minds. Self-esteem and effective relationships are important goals for our programme. While encouraging independence, Montessori education also develops a respect and caring for self, others, and the environment. We guide children to reach their full potential.

We also want the children to be literate, numerate, learn about the world, problem-solve, think creatively, learn 'how to learn', and to instil in them a love of learning. We achieve this through the orderly, prepared environment created especially for the Montessori child.

In our Montessori Children's House, the children are provided with experiences in practical living; for example, cooking and cleaning (there is a kitchen area in which everything is scaled down to a size easily used by children). These real-life tasks provide a link between what happens at school and at home. There are a range of activities that improve the child's confidence, dexterity, and ability – walking, carrying, pouring, speaking, and particularly using the hands. We believe in order to best learn, there must be concentration. The most powerful link between a child and their focus is by fixing their attention to a task performed with their hands.

The child works with freedom of choice, without competition or coercion and always at their own pace, with each stone in the 'building' of education being well and truly laid before another is added. The Montessori materials have this dual-range purpose in addition to their immediate purpose of giving specific information to a child.

Our Montessori Children's House also introduces children to a wide range of sensorial materials with which they explore the world; sound cylinders for shaking and matching, sandpaper tablets giving the experiences of rough, rougher, roughest, a tower of cubes to demonstrate volume. These, and other, materials help the child to develop a sound base for language and mathematic learning.

This 'learning by experience' teaches children to work independently and helps to develop a high degree of self-discipline as well as an enthusiasm for learning. To the child, our Children's House is a world of independent discovery.



Is my child ready?

A Montessori Children's House places less focus on academic readiness and more on the child's ability to communicate, cooperate, and their willingness to accept and master new experiences. Whether a child can count, identify colours, or use scissors properly, are less important to us than the readiness of the whole child – we can teach them all the skills they need once they are in our Children's House.

As parents, you may sense that the time may be right for your child to come to school. Perhaps it's because they have exhausted their toys, or your child has experienced positive experiences away from you. You feel that your child is ready for new experiences, challenges and friends. This is when you know your child is ready to benefit and grow in the Montessori classroom.

Children's House Sessions

Children's House is ideally a three-year programme. Our three-year old Pre-Kindy children typically attend five morning sessions (8.45am – 12.00pm) each week. Children will commence to stay for full day sessions when the teacher and parent perceive the child is ready. This is often around the child's fourth birthday. It is a legal requirement that all Pre-Primary children attend full day sessions.

Specialist subjects including Music, Visual Art, Science & STEM, Physical Education, and Japanese are then part of the curriculum for the full-time students in Children's House.



Primary School

YEAR 1 – YEAR 6



Maria Montessori termed the second plane of development the *Intellectual Period*. This is the time when the child has a huge appetite for knowledge. According to Maria Montessori, the child is now on the threshold of reasoning - “Now they will occupy themselves with the how and why. They are beginning to become aware of the problems of cause and effect.” Children are also developing a moral sense.

Our Wattle (Year 1 & 2) and Marri (Year 3 & 4) classrooms provide students with a wide range of Montessori and other materials to help them explore and learn. The equipment is on shelves within easy reach of the students. Once the student has been introduced to a particular piece of equipment by the teacher and shown its purpose, the student is ready to take it from the shelf and use it. Social and personal development continues to be nurtured in both Wattle and Marri. Students in this age-range often work in groups, enhancing leadership skills and social responsibility.

In these classes, student interactions are with others whose age and abilities are varied and we believe that this helps our students to gain an appreciation for their achievements and the accomplishments of others, while being challenged by the achievements of their fellow students.

By the time students reach the age of nine, they begin to move away from the use of equipment and towards a more abstract exploration of the world. Students are encouraged to make connections between subject areas. Computers, iPads and other technologies are increasingly used as learning tools.

In our Karri (Year 5 & 6) classroom the academic curriculum is supported by activities and routines which promote independence and an understanding of their place in the world and their responsibility for it. Learning becomes incrementally more abstract, and the prepared learning environment increasing complex, as students ready themselves for Secondary school.

Specialist subjects including Music, Visual Art, Science & STEM, Physical Education, and Japanese are an important part of the curriculum throughout all of the Primary School.

Secondary School

YEAR 7 – YEAR 10

Our Secondary school builds on the foundations which have been laid down in the earlier years. Adolescents are thinking and working more like adults. It is an exciting and challenging period of physical, intellectual, and social growth for our young adults, and our academic programme is delivered to support this growth.

Students are well prepared by the education that they received in our Primary years to be motivated, self-regulating, and self-directed learners. Treetops provides a school environment where students feel secure and recognised. We offer them responsibilities, challenges, and opportunities discover where they may want to go as adults.

The WA Curriculum is used in Years 7-10. However, the Montessori philosophies are still applied, and we introduce the International Baccalaureate Learner Profile and philosophy to our students as they move through Secondary.

By combining the Montessori and International Baccalaureate philosophies, Treetops is uniquely placed to provide a different approach to Secondary education. Our non-comparative and non-competitive environment develops each student as an individual, and encourages them to reach their full potential.

Secondary students are an important part of our school community and essential members of the student body. They are expected to be full participants in all aspects of student and community life – the school encourages that students partake in many of the community service opportunities available to the school during the year. Aside from the academic studies, Secondary students are important role models for the younger students at Treetops.

During Year 10, students and their families are encouraged and supported to think about their Year 11 and 12 options. Together we consider the needs of the student, their future goals, and their current school engagement. In Years 11 and 12, students have the option of either:

- The International Baccalaureate Diploma Programme (IBDP). An academically rigorous pathway with direct entry to university; or
- Our tailored WACE General programme for students who may have employment or vocational training (TAFE) as their post-schooling goal.



Secondary School

YEAR 11 & YEAR 12

In Years 11 and 12, our students have the option of either:

- The International Baccalaureate Diploma Programme (IBDP). An academically rigorous pathway with direct entry to university; or
- Our tailored WACE General Programme for students who may have employment or vocational training (TAFE) as their post schooling goal.

IB Diploma Programme

Since 2007, Treetops has offered our Year 11 and 12 students the International Baccalaureate Diploma Programme (IBDP). The IBDP was chosen as our university entrance programme because of its student-centred, holistic, and international approach to education. Montessori and the IB are closely aligned in philosophy, and also with Treetops' ethos, mission, and core values.

The IBDP is a two-year programme that runs over Years 11 and 12. Students choose a total of 6 subjects from the IBDP subject option groups of:

- Studies in Language and Literature
- Language Acquisition (Ab initio)
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

We may also use the on-line provider Pamoja Education (UK) to deliver on-line IBDP courses to increase the number of Humanities subjects we can offer to our IBDP students.

IBDP students also complete the IB Core subjects of: Theory of Knowledge (ToK); Extended Essay (EE); and Creativity, Activity, Service (CAS).

The overall aim of the IBDP is to develop internationally minded people who, by recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IBDP is, of course, more than just a university entrance qualification; it is a preparation for life and many successful IBDP students go on to something other than study at university.

Successful completion of the IBDP will give students both a Diploma certificate and an ATAR (Australian Tertiary Admission Rank) Score. The IBDP provides direct entrance to Australian universities with the achieved ATAR score, and is widely known and accepted as a qualifying programme to attend international universities.

WACE General Programme

The WACE General programme is aimed at those students who are wishing to go to TAFE, or move towards employment, at the completion of Year 12.

General programme students choose 6 subjects to study across Years 11 and 12, or 5 subjects plus a VETiS (Vocational Education and Training in Schools) course.

Students choosing the VETiS option attend a TAFE campus once a week for the duration of their VETiS course. Their school timetable is adapted to allow for their VETiS course, and this study counts towards their WACE graduation.

Successful completion of the WACE General Studies programme will give students a WACE graduation certificate.



Family Involvement at Treetops

Treetops firmly believes that a partnership should exist between the school and family. At Treetops, we treat all students with respect and promote a high level of independence within each student. We encourage families to promote these values in the home environment. We recognise that the parent/guardian is the most important person in their child's life and we aim to create a partnership in which parents are involved in their child's education. In the Primary years, parents are invited to assist with a variety of activities within the classroom, for example, cooking and craft.

Written reports are provided twice a year and each student's progress is discussed with parents each semester at parent/teacher interviews. In addition, parents are actively encouraged to speak with staff regarding how the classrooms operate. Parent Information Sessions are also offered throughout the year, and at the end of Term 1 and Term 3, each Primary class holds a Parent Day to invite parents into the classroom for the morning or afternoon.

At the end of Term 2, we hold a Shuukai (Japanese word for 'gathering') where each class presents to parents and their peers a representation of the term's learning, such as a song or play. At the end of each year we hold a Family Gathering. This is a reflection and celebration of the learning that the students have achieved during the year, and includes the Year 12 Graduation. It is an opportunity to celebrate our unique community and also provides an opportunity for families and staff to socialise.

Our Parents and Friends Committee is a dedicated group of parents who take on a range of activities to support the running of the school. This can range from running a sausage sizzle on the night of a school function, making and selling 'Fruity Ice Creams' on Friday afternoons, assisting with our stall at the Darlington Arts Festival, or participating in other activities that arise throughout the year. Parents and Friends is not just about fundraising, it is a forum for sharing ideas and discussing issues that may be relevant to parents and the school. Everyone is welcome to join the P&F.

The school has a system of Parent Liaisons who welcome new parents, introduce them to existing parents and help them to settle in, directing any of their queries to the appropriate person to assist.



The Enrolment Process

The first step in our enrolment process is to visit Treetops for a tour of the school with our Principal. The tour will cover all areas of the school from the youngest students in our Children's House through to our Secondary students and IBDP candidates. Each tour takes about an hour, and there will be opportunities to ask questions throughout. Tours work best if you are able to attend as a family, including parents, guardians and children.

All tours are individual and are available by appointment.

After your tour, if you decide that Treetops is the right fit for you, we invite you to submit an 'Application for Enrolment' form to place your child's name onto our waiting list.

Please ensure that you read our Enrolment Policy document before submitting your completed application.



Principal, Stuart Harris

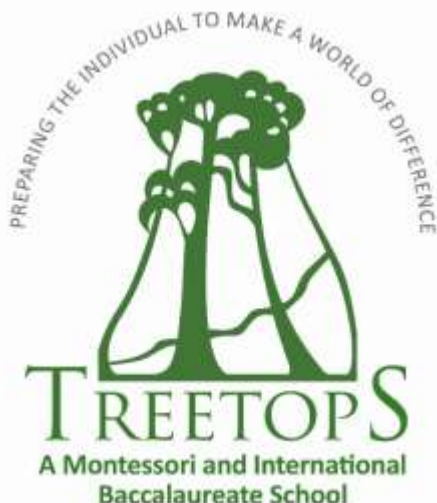
Please note that in order to process your application, we need:

- payment of the application fee;
- a copy of your child's birth certificate;
- a current Australian Immunisation Register (AIR) Immunisation History Statement;
- any and all other documentation requested on the application form.

When a place becomes available, the school will contact you with an offer of enrolment, and organise an orientation session if required.

Please bear in mind that we typically have only limited places available during the school year. Our major intake of students is for the start of each school year. However, we can offer intake throughout the year should places become available.

For further information, please contact the school office between the hours of 8:30am and 3:30pm, Monday to Friday, or send us an email.



Treetops Montessori School
12 Beenong Road (PO Box 59) Darlington WA 6070
t: 08 9299 6725

office@treetops.wa.edu.au

www.facebook.com/treetops.worldschool

www.treetops.wa.edu.au

