Clippings
Newsletter for Treetops

UPCOMING DATES

EDITION 165

Monday 6th March
Labour Day Public Holiday
Tuesday 7th - Friday 10th March
Parent/Teacher/Student Interviews
Friday 10th March
Karri Excursion to Perth Mint
15th - 21st March
Harmony Week
15th - 27th March
NAPLAN Testing
Monday 20th March
Wattle Excursion to AQWA

PREPARING THE INDIVIDUAL TO MAKE A WORLD OF DIFFERENCE

TREETOPS
A Montessori and International Baccalaureate School

From the Principal

Dear Treetops Community,

The Carpark Blues! School carparks are the bane of every school and Treetops is no exception. Our recent growth in enrolments has exacerbated what was already an often-challenging school pick-up.

Unfortunately, there is no quick fix, or even a long-term solution, to significantly enlarging or improving our carpark. Like any other potential hazard, our school community needs to manage the carpark in the safest way possible, minimising or ideally eliminating hazards. To this end, I would like to draw your attention to the following risk management strategies employed by the school:

1. Students who require parental supervision are **not permitted** to leave the school site at the end of the day unaccompanied by a parent or an approved other adult. Typically, this applies to all students up to Year 4, unless otherwise agreed. Treetops manages this by having a duty person at the school gate every afternoon.

2. Where a student needs to leave the school site and access the footpath, there is a path for this purpose accessed from our Secondary building. This is the **only safe access** to the footpath and should be used by anyone, including adults, walking toward the Pines.

3. For students needing access to the road-side of the carpark or Beenong road parking area, there is a marked (zebra) cross-walk. This is the **only safe way** to cross the carpark. Please do not park your car on this zebra crossing!

4. We have a **10 km/hour** speed limit in the carpark.

5. If you park immediately below the school gate, please **take care when reversing.**

6. **Please comply** with the signage in our ‘kiss and drop’ zone.

Finally, if at all possible, please consider **parking at the Pines** and then walking your children to and from the school.

Thank you.

Stuart Harris

Primary School

Wattle

Maria Montessori emphasised that all children are naturally inquisitive and keen learners, and therefore natural scientists. Wattle students begin the year confirming that they are scientists who use their senses to explore the world around them. This was further consolidated with an incursion from the Australian Earth Science Education (AusEarthEd) unit. Students were introduced to a small white bead. They used their senses to explore the bead, then headed outside where the bead suddenly and unexpectedly became purple. The incredulous shouts of excitement were wonderful! Students were then led through the scientific process to determine what had prompted the bead to change from white to purple. Was it heat? Was it wind? Was it light? Students re-examined the bead with their own senses, then wore special glasses which split the white light into rainbows, and finally used a special UV light to determine that it was UV light which had changed the bead from white to purple. A wonderful learning experience for everyone.

Maria Montessori also emphasised that children gain a better understanding of the passing of time when learning is spread out in a line. Wattle students engage in many activities to support this learning, including Maria Montessori's Great Lessons which are part of her Cosmic Education.

Maria Montessori's First Great Lesson opens students' minds to question and research the beginning of time, the beginning of the universe, and the creation of Earth itself. Students engage in activities considering if there is anything colder than ice. Are some liquids heavier than others? What happens when simple chemicals combine? All students enjoy Maria Montessori's First Great Story.

Maria Montessori's Second Great Story is based on the coming of life. Wattle students engage in two activities based on this lesson. Maria Montessori's Prehistoric Felt Timeline enables students to gain an understanding of the time taken for life to evolve and develop. The black section is a time when no life existed, grey is the beginning and time of very simple life, yellow is the explosion of life in the oceans. The oceans became overcrowded and full of oxygen, so a fish developed two air sacs and pulled itself out onto land. The first amphibian had developed. The orange section is the Mesozoic Era, the age of the giant reptiles known as dinosaurs! Some of the smaller reptiles began to fly, these were the first birds. The green section is the age of mammals, and the tiny red section at the end of the timeline is the time of humans!

The Felt Prehistoric Timeline is then followed by Maria Montessori's Timeline of Life. Students study the timeline to see how plants and animals evolved, developed, changed, were affected by ice ages, and further evolved. The different characteristics of each animal class are discussed during these lessons. Wattle students are now studying life in the ocean in anticipation of their AQWA excursion.

Natalie Boyd-Ratcliff

Secondary School

Psychology

Year 11 students in General Psychology have been exploring historical and modern behaviour theorists in a bid to understand why humans behave the way they do. Topics covered have been packed full of disputes and ethical debate. So far we still haven't found the answer to some big questions like :

1. **Does Freud Have Rizz?** *(Charisma)*
2. **Is Maslow's Hierarchy of Needs in the wrong order with Social Needs being the most important need due to the brain being a social organ?**
3. **Can humanoid animatronics and Chat GBT fulfil social connection needs?**

Perhaps the biggest question to fuel Ethical Scientific research around the school, and recently covered on Channel 7 Sunrise, is

4. **Do more people store Tomato Sauce in the cupboard than the fridge and why?**

Stay tuned for more updates!

Selenee Van Der Steen

Science

Jarrah and Mallee students are wrapping up their *bee*-utiful new unit on Classification and Biodiversity bee-fore they commence the Ecosystem unit on food chains and food webs.

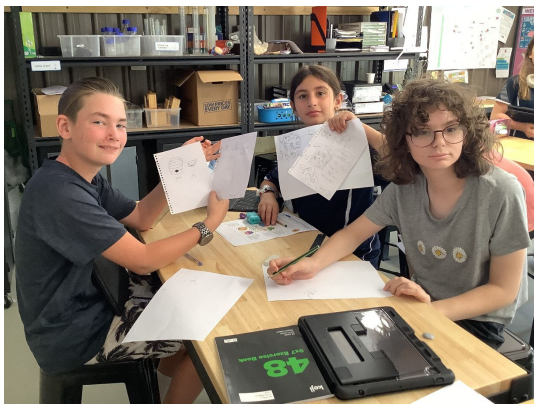
This unit focused on the important role bees play as pollinators within our ecosystems, and asked students to critically analyse media claims to determine whether bees are disappearing.

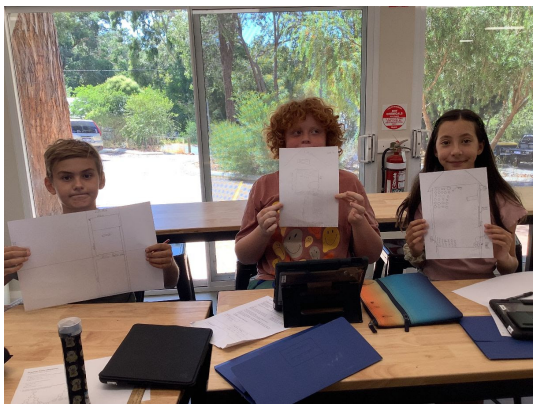
Students explored the impact of human activity on a range of wild bee species, and learnt why a reduction in the number of bee species threatens biodiversity and ultimately global food security. Presented with this confronting problem, for their final assessment task students are completing an engineering challenge where they must choose: save the bees or replace them!

Ask your student about their project, perhaps:

- Are all species of bee in trouble?
- Why does it matter that bee populations are declining?
- What can we do to protect the bees?

Don't worry if you've forgotten your *bee*-ology knowledge from high school – your child will be *buzzing* to fill you in.





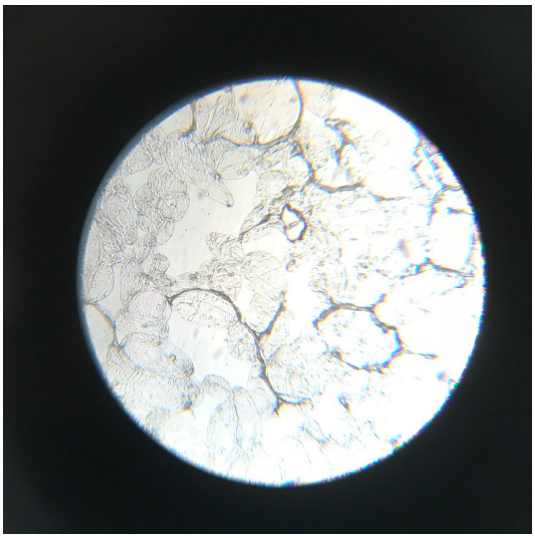
IB Biology

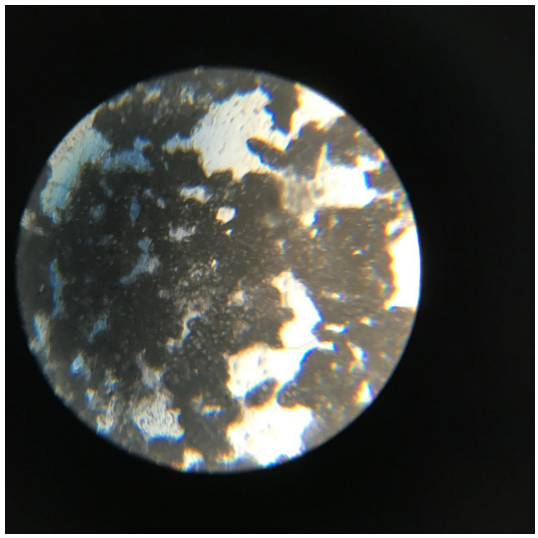
Our IB student is starting off her study of biology at the smallest possible level, molecular biology. This started with a deep dive into water, followed by building sugars with our molecular model kits. To finish off our carbohydrates unit, she completed a lab using a favourite lunchtime snack: the banana!

Most of us understand that bananas are the fruit of banana trees. Like most fruits, bananas (if ripe) are sweet. As you know from experience, most carbohydrates you come across are sweet. Try this little experiment for yourself:

Eat a plain (no salt or flavour) cracker and chew it for at least 1 minute without swallowing… does it start to taste a bit different?

Our IB student analysed how the starch in bananas will break down over time until they contain mostly fructose, making them perfect for smoothies and banana bread. She used iodine to dye the starch granules and examined the number in bananas at various stages of ripening - can you tell which is more ripe from the images of the slides below?






SPILL STATION

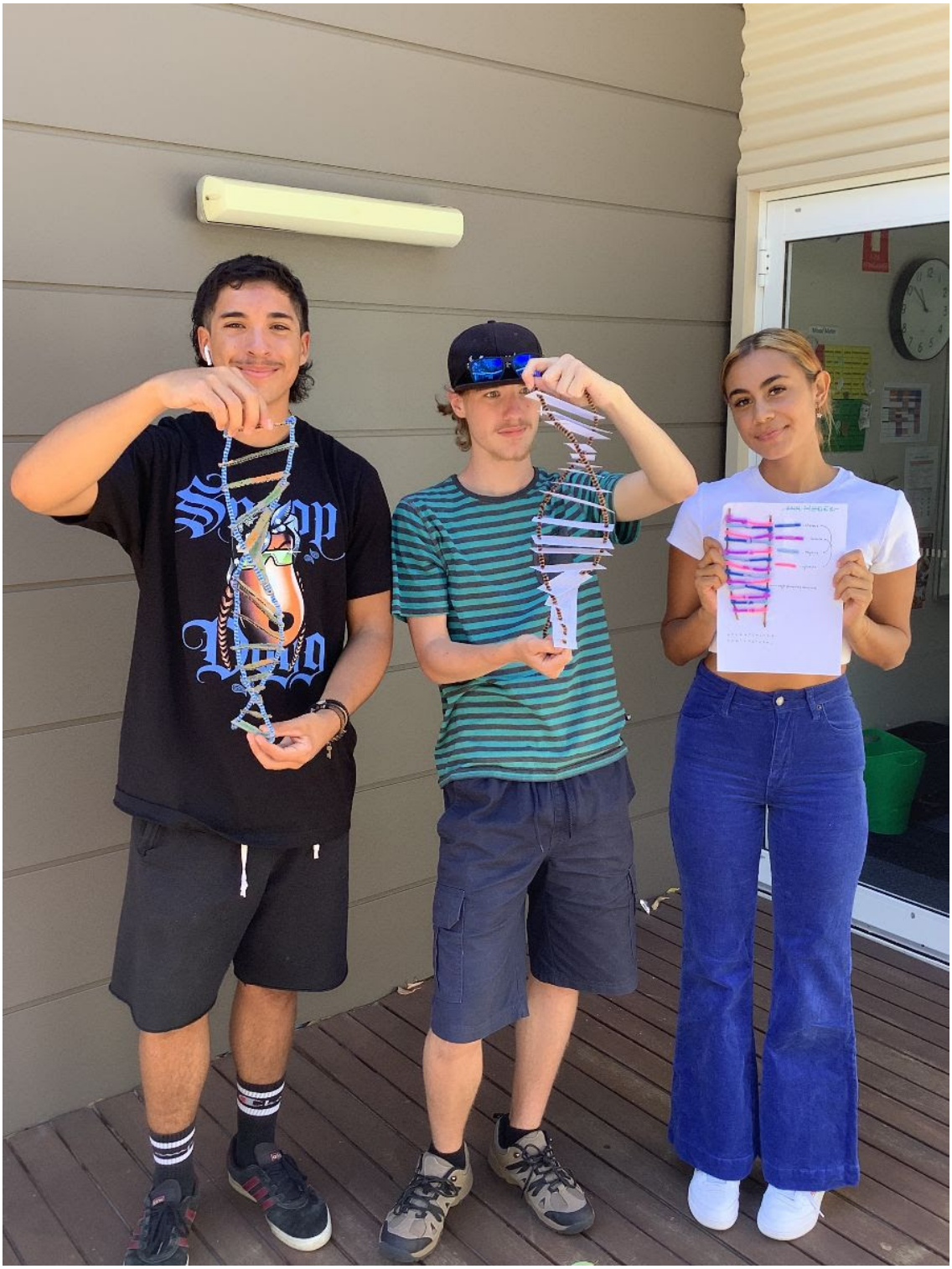
Year 11 WACE General Biology

Year 11 Biology students started with reviewing what makes something living, and the levels of classification. One of the classic tools that ecologists and field biologists use is the classification key and field guides. First, students learned to read and create simple dichotomous keys of their own, including one to identify the items in their pencil case. The major assessment task was collecting samples of plants and insects from the surrounding area, identifying them, and then creating two dichotomous keys of their specimens.

Year 12 WACE General Biology

Inheritance, Variation and Evolution – what a great way to kick off Year 12 with a unit that links the very tiny (the DNA molecule) with the amazing process of natural selection.

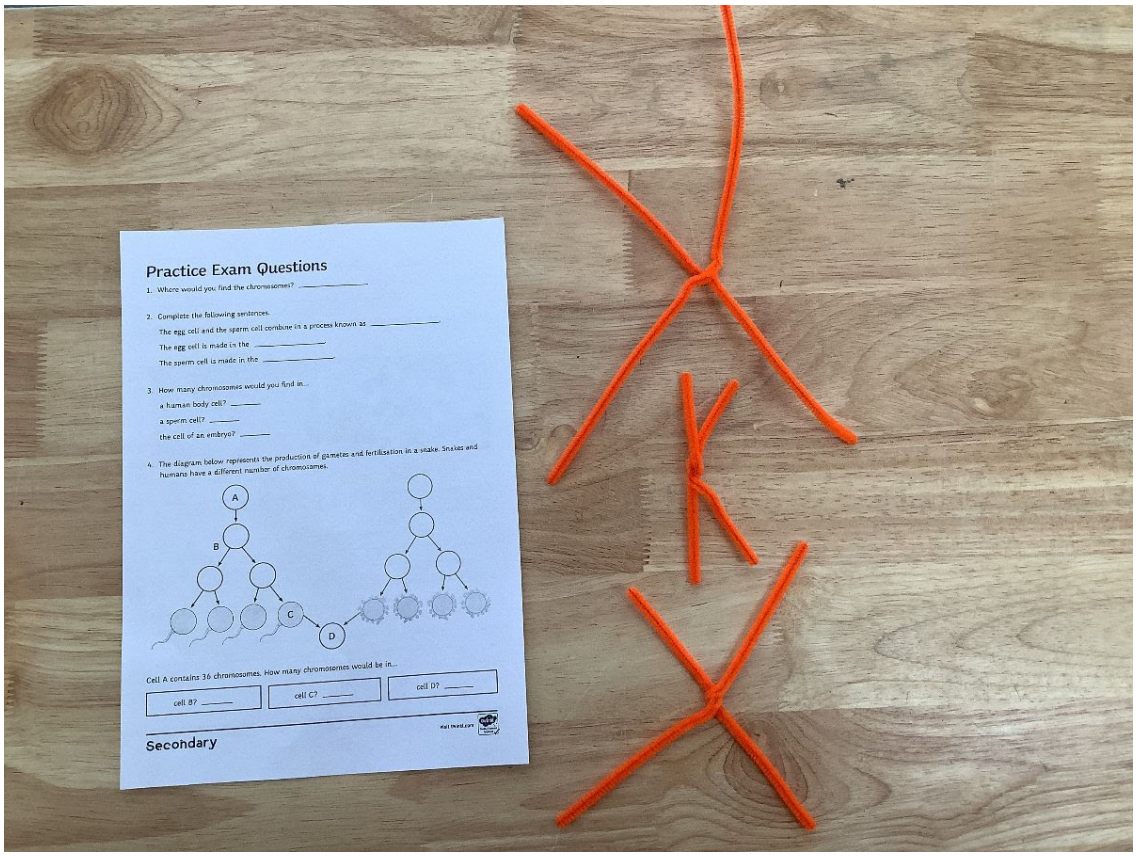
Students started out by making and presenting their unique DNA models.



We also re-used some of those wonderful pipe-cleaners to model the magic variation maker that is the process of meiosis.

The first assessment task was in the form of an extended response. An extended response in Science allows students to apply what they are learning about in class and research a particular real-life scenario. First, we read and discussed a few recent news articles about natural selection in action, including the discovery of a new species of African alligator, how a recent “polar vortex” in the U.S. has resulted in more thermal resistant lizards, and a species of lizards with shorter hind limbs and larger toe pads due to surviving hurricanes.

Kim Steimer

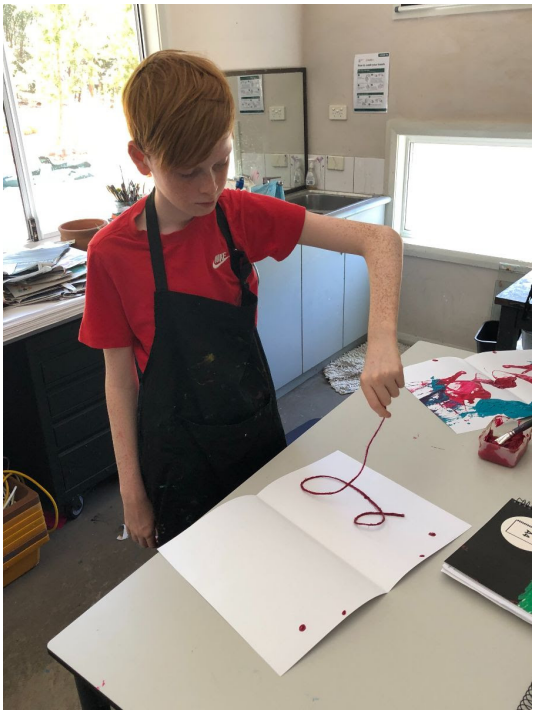


Specialist Subjects

Art

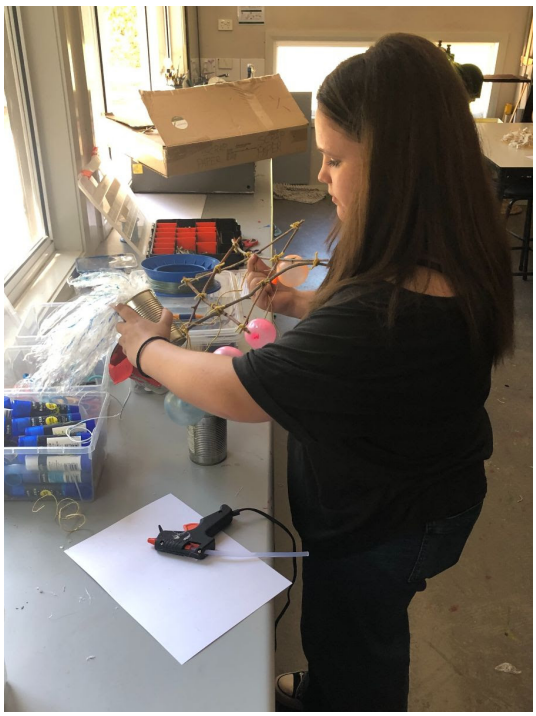
Marri and Karri students are currently making masks in Art class. They first looked at what types of masks people use, why people use masks, and explored different styles of masks from around the world. They are currently creating their designs, experimenting with materials, and making prototypes before commencing on their final project.

Mallee and Jarrah students have been learning about Surrealism and experimenting with the many different Surrealist techniques such as collage, autonomous drawing, photography, dreams, and juxtaposition. They are currently finishing up their reflective presentations, and will soon be starting on their final project based on their preferred techniques and processes.



Wandoo students are creating kinetic artworks – artwork that has movement or the illusion of movement, that often relies on influences outside of the artist's control. They have been exploring different types of techniques and processes in groups, from the more traditional mobiles, anamorphic art and Op Art, to various digital processes such as Augmented Reality and AI art. They will soon be commencing their final project based on the kinetic art methods they find the most interesting.

Peter Zylstra



Community News

Gilbert's Fresh Support Our Schools Program

Gilbert's Support Our Schools (SOS) Program donates 1% of the money spent by you to your nominated school every time you shop at Gilbert's Fresh Market (stores in Midland, Willetton and Hilton). Treetops is part of this program - it is free and available to all customers, and you can sign up in-store.

CALLING ALL YEAR 7-12 GIRLS

The Hills Rangers are holding an
OPEN TRAINING SESSION
for year 7-12 girls
Even if you're not registered but wanting to see what girl's footy is all about, come along & give it a go.

Wednesday 15th March
5pm - 6.30pm
Mt Helena Oval (Elsie Austin)

For further information call
Tarryn- 0439 931 194 or
Faith- 0419 397 967

If your wanting to register your daughter to play go to PlayHQ & search Hills Rangers. Please contact our registrar Lee, for any transfer's or further information registrar@hillsrangers.com
If your needing a payment plan for fees please contact our treasurer Jade for information treasurer@hillsrangers.com

THE UNIVERSITY OF WESTERN AUSTRALIA

UWA OPEN DAY

SUN 12 MARCH | 10AM–3PM

Join us on campus and discover how you can achieve your study and career goals with us. Explore our campus and talk to our academics, graduates and get to know what UWA has on offer.

More information and register here

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zero2hero®

CALLING THE YOUNG LEADERS IN YOUR LIFE!

Do you know an inspiring young leader who'd make a great mental health ambassador? If so, encourage them to apply for Camp Hero LEADERSHIP!

We're calling 15 - 18 year old change-makers to join us for this 5 day experience of a lifetime, that will equip them with the skills to become a mental health leader in their community.

Be quick - there's less than 2 weeks left to apply!

WHEN
Monday 10th – Friday 14th April 2023
Monday 17th – Friday 21st April 2023

WHERE
Nanga Bush Camp, Dwellingup W.A.

An Introduction to myfuture (for parents and carers) Wednesday 08 March 2023

This webinar will be an introduction/refresher to the myfuture career information service. The presenter will demonstrate how the platform can be a useful tool in career and transition planning, highlighting resources that are most relevant to your child/ren. This will include reference to myfuture's psychometric career interest test (My career profile), the occupation and course information, videos, pathway infographics, and resources mapped to the Australian Curriculum Work Studies sub-strands. This webinar aims to provide attendees with confidence to support their child/ren with their career exploration.

Register now: https://attendee.gotowebinar.com/register/3567438472923116887