

ADOLESCENT PROGRAM MARGARET RIVER MONTESSORI HIGH SCHOOL

An Information Package for Prospective Families

4/6 Clarke Road, Margaret River Ph 08 9757 2564



Welcome! Kaya!

We would like to welcome you and express our gratitude for your interest in our highly regarded Montessori Adolescent Program in Margaret River. Read on to find out more about the first Montessori high school in the Southwest.

Lisa Fenton (MRMS Principal)



OVERVIEW:

- [The Montessori Philosophy](#)
- [Our Mission and Vision](#)
- [The Journey to develop our High School](#)
- [Your Legacy](#)
- [New Site](#)
- [Pedagogy of Place](#)
- [Big Picture Learning](#)
- [Senior Secondary Pathways](#)
- [Enrolment Process](#)
- [Contact Us](#)
- [30th Year Celebrations](#)

This package is designed to provide information to families who are interested to know more about how MRMS is providing a high quality secondary education for students in Margaret River and the surrounds. If you require further information, please contact the MRMS Office on 9757 2564 or email us at montessori@margmont.wa.edu.au

The Montessori Philosophy and what our School will offer

Margaret River Montessori School's central philosophy is to '**prepare our students for life**'. In line with the school's mission to prepare adolescents for adulthood and the real world, the new high school will immerse our students in purposeful learning by 'employing' **the local community as a 'teacher'** and linking with local organisations to provide students with real life experts and industry experience from a range of fields. Partnering with individuals and businesses within the region will supplement special programs and projects while supporting the plans to start with the provision of two teachers/guides to cover face to face learning for core subject areas.

We believe students will greatly benefit from this **multi-dimensional approach** to learning and the opportunities for mentoring, experiential learning and development of intergenerational relationships. We thus aim at creating the right learning environment where adolescents can develop **a sense of belonging** and feel safe.

Harnessing local skills within our area, for example, teaching students environmental studies by immersing them within the abundant tapestry of real-life forests, beaches, and wetlands that Margaret River has to offer, or utilising the many talented local artists to **extend the students' knowledge** of art and craft, will engage our students in really exciting opportunities and meaningful learning. Maria Montessori's philosophy referred to the adolescent years as a time for 'social mission', meaning that individuals are eager to understand humanity and **learn from and about one another** to discover what it takes to maintain thriving social relationships and develop an understanding of the contribution they can make to society.

In addition to strong community involvement, other key features of the progressive school include teacher-student collaboration in integrated inquiry project style learning, multi-age groupings to encourage opportunities for peer learning and teaching, an open plan Montessori learning environment with **uninterrupted work cycles and flexible break times**, access to the outdoors and range of assessment options and conditions will be provided for students. There is a focus on explicit teaching and application of soft skills – problem solving, growth mindset, creativity, critical thinking, solutions finding, innovation and independence.



Maria Montessori

"Above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of [adulthood] and becomes a member of society."

(Maria Montessori, From Childhood to Adolescence)

The Montessori Philosophy and what our School will offer cont.

The essential goal of the proposed Adolescent Program is to provide a secondary education for students in the Margaret River area and surrounds that is broad and holistic in nature, catering to the developmental needs of **the whole adolescent**, physically, intellectually, emotionally, spiritually and socially.

A key feature of any Montessori high school curriculum is **entrepreneurship** and MRMS students develop and run their own small businesses, in this way incorporating subjects such as economics, mathematics, accountancy, agriculture and/or animal studies to foster initiative, individual responsibility and group cooperation, thereby reinforcing the school's mission of preparing adolescents for adulthood in the real world.

We aim to provide an **inspiring, nurturing, collaborative and meaningful** educational program and environment that will encourage **compassion, independence, initiative and self-discipline** and successfully prepare the students to take on their part in life's ultimate aim – to create a better world.



The academic program is based on the National Montessori Curriculum for ages 12-15 (and later 15-18) and will be aligned to the WA K-10 Curriculum and Assessment Outline, as already approved by the School Curriculum and Standards Authority (SCSA). Student from Year 10-12 will learn via the Big Picture Framework and undertake the Big Picture Learning Credential in their final years.

Students have access to both **vocational and university pathways** when they reach Year 11 and 12 as the school grows.

Western Australia has the nation's highest number of Montessori secondary programs and MRMS's Adolescent Program runs off the back of the success of WA's other Montessori secondary programs.



The Adolescent Program has a strong influence on the child's personal growth in the areas of public speaking, the arts, sports, business, economics, entrepreneurship, environmental studies, out of school activities and work readiness skills.

The Adolescent Program also incorporates internships to ensure students gain real life experiences to guide their future career pathways.

Areas of study include: English, Mathematics, Science, Humanities, Physical Expression, Languages, The Arts, Social Justice, Micro Economy, Environmental Studies.

Our Mission & Vision

The Whole Person, Adolescence, and Interconnectedness

Our Mission - To provide a quality, innovative Montessori education in a safe, respectful and nurturing environment. Our child-centred, individualised approach motivates young people to be: engaged in the joy of life-long learning; inspired with a desire to be independent and achieve their best; filled with self-belief, acceptance of differences and willingness to contribute meaningfully to their community and the world.

Our Vision - To raise the next generation of thinkers - strong academically, creative, imaginative and confident in their abilities; aware, conscious of the environment and their place in a global world; spirited, with an understanding of themselves, their self-worth and the joys of kindness and friendship, with unbridled energy and a thirst for learning to last a lifetime.

We also work under the five pillars of:

- Reaching our full academic potential
- Nurturing the mind and spirit
- Developing the physical self
- Focusing on self-direction and intrinsic motivation
- Becoming a creative and independent thinker.



As well as being inextricably connected with Montessori Philosophy, our Vision and Mission as well as our Statement of Philosophy are underpinned by the Educational Goals for Young Australians of the Alice Springs (Mparntwe) Education Declaration (Education Council 2019).

Goal 1: The Australian education system promotes excellence and equity .

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community .



“ Maria Montessori

"Let us give the child a vision for the whole universe...for all things are part of the universe, and are connected with each other to form one whole unity.

We shall walk together on this path of life, for all things are part of the universe, and are connected with each other to form one whole community. "

The Adolescent Program Journey

The current Margaret River Montessori Adolescent Program Committee was established in October 2020.

It is an eclectic group of passionate MRMS parents who aspire to create a local high school that offers a first-class alternative to the mainstream schooling structure and system.

For three years, these local parents, principal, teachers, architects, designers, deep sea divers, engineers, artisans, accountants, and business owners rolled up their sleeves, collaborated with community, and after numerous meetings, consultations, and discussions, designed and established a new local high school.

The committee functions under the direction of the school board and within the framework of our school's Strategic Plan.



Truly, "great things are done by a series of small things brought together", (Vincent Van Gogh). This has indeed been our journey so far.

Margaret River Montessori School had its humble beginnings back in 1993. As 2023 is our school's 30th birthday, there couldn't be a more fitting time to open our first high school class and progress further on our journey of providing an education for life.



Maria Montessori

"The need that is so keenly felt for a reform of secondary schools is not only an educational but also a human and social problem. This can be summed up in one sentence: Schools as they are today are adapted neither to the needs of adolescence nor to the time in which we live."



At Margaret River Montessori, our vision is providing rich personalised learning experiences to inspire the next generation, freeing their potential for a life of contribution.

How can you help make this vision a reality?

Project Timeline (May be subject to modifications)

- Term 1 2023 - The Foundation cohort of Year 7-9 students began their journey in the new "Hub" learning space on the Clarke Rd Margaret River site.
- Term 3 2023 MRMS board takes possession of a new site.
- Term 1 2024 - Years 7-10 continue the journey in the "Hub" and the newly constructed "Studio" learning space.
- Term 1 2025 - Years 7-11 begin on the new site at 62 Harman's Mill Rd in Metricup.
- 2026 - We journey with our first cohort of Year 12 students towards their graduation.
- Ongoing: Future master planning and development continues.

Margaret River Montessori School has grown and developed as an essential independent educational facility in the Margaret River Region since 1993. The establishment of our Adolescent Program in 2023 was a huge milestone, however we need to keep the momentum going and continue to expand the school further to include our senior high school students of Years 10, 11 & 12.

As an independent, not-for-profit school, funding for any capital works is reliant on grants and the generosity of the broader community. The school is therefore seeking your help to participate in its Capital Gifting Program to raise urgently needed funds. We need corporate and community support to enable us to continue with the second stage of our Adolescent Program in order to provide a secure base for the future of our school.

Donations to the Capital Gifting Program of \$2 and upwards are an allowable taxation deduction.



Your Legacy

The Margaret River Montessori School Board is seeking expressions of interest from the community for support of this program and invite community members and organisations to email montessori@margmont.wa.edu.au to register your interest to make a contribution to this amazing community project.

To make a tax deductible donation, simply scan the QR Code on this card with your smartphone, which will take you directly to a DONATE button on our website, or simply contact us below.

***Welcome to our NEW SITE at 62 Harman's Mill Rd
Metricup
– 102 acres of pristine farmland situated just 18km
from our current primary school site.***



Why this site is right for MRMS:

With the incredible natural environment and existing structures, this new site provides endless opportunities to set the standard for education in this area and beyond. As well as stunning surroundings this site will enable MRMS to continue to provide the highest of academic standards and cater to a wide variety of options for post secondary pathways including university and other tertiary opportunities. In addition,

- As a sustainable agri-business, centred around honey products, the property has an education ethos behind it already.
- There are plenty of open spaces for sport and outdoor education.
- There is access to natural bushland and living waterways (fish and marron) for environmental science studies.
- The building is ready to go for a school, complete with commercial kitchen, outdoor undercover space, plenty of storage and picturesque views of the waterways and grounds.
- No zoning changes are required in order to run an educational facility on the site.
- It is the southern most tip of the Busselton City Council so as close to MR as possible.
- A special aspect of this site is that BOTH this Metricup site AND our current site in Margaret River are bordered on one side, and therefore connected by, the Wadandi Track.

In the early 2000s, local and state governments financed the development of what was then called the 'Rails to Trails' which marked the old railway line, built in the 1880s by prominent businessman Maurice Coleman Davies. Then in 2015, the 'Rails to Trails' was formally renamed the Wadandi Track – a name that recognises the region's traditional custodians of the land, the Wadandi (Saltwater) people.

Pedagogy of Place

Connecting Curriculum to Place and the use of Micro-Economy to Connect to Community

The vision that Dr Maria Montessori proposed, of an educational environment that is designed specifically to aid the development of adolescents from ages 12-18 toward maturity and into adulthood, is primarily a social environment designed to support the development of individual potential and provide a meaningful social context for the individual to operate in collaboration with and responsibility toward others.

Her vision is a compelling one of fully realised individual beings who are capable of independence in every facet of life, but who use their independence and freedom to understand and support the **interdependence of humans** toward an increasingly **responsible and cooperative society**.

A child who has reached adolescence (ages 12-18) enters into a period of intense preparation for adulthood.

The environment Dr Montessori described as best suited for this developmental task is an operating farm where students live, work, and study in a **microcosm of society** while engaging in the community's related commercial enterprises, and by modern extension, land and resource management and stewardship.

The opportunity for membership in a small community of people who work, study, produce, and care for their land together makes opportunities for what Dr Montessori termed "**valorisation**" – experiencing personal strength and value through one's contribution, expertise, or stewardship of the community's needs and interests. A community/farm setting makes "valorising" experiences possible in diverse ways. It provides the important element of participation in economic endeavors, which Dr Montessori proposed were essential to an introduction to adult activity in the modern world.

The power of such an environment to engage adolescents and shape them toward adult-level cultural understanding and practical experience has proven extraordinary in other Montessori settings.

The defining components of the successful **land-based model** for younger adolescents have been the integrated work that arises from the needs and issues of the farm and the local community. Purposeful work in the context of a community's needs is what compels the adolescent to study, to gain expertise, and then to make a contribution toward decision-making and problem-solving. Academic studies will be made relevant by practical work and genuine responsibility. As a result, **active citizenship**—both locally and globally—can be experienced firsthand.

When the purpose of study is to participate in the community's endeavors to solve its problems and move its culture forward in positive ways, there is a reason for the adolescent to study, a motivation for gaining expertise, and an opportunity for contribution to the collective effort toward a better future. This is the work an older adolescent is poised to do.



Pedagogy of Place

Connecting Curriculum to Place and the use of Micro-Economy to Connect to Community

Montessori Adolescent Programs aim to provide an inspiring, nurturing, collaborative and meaningful educational program and environment that will encourage compassion, independence, **initiative** and self-discipline and successfully prepare the students to take on their part in life's ultimate aim – to create a better world.

Teachers assist students to ask questions and **seek solutions** to real needs within their school and local communities.

Students come up with ideas for how to solve these problems, including by using their **entrepreneurial skills** to set up a small business from the ground up - planning, market research, branding, executing, accounting, reflection. It fosters initiative, individual responsibility and group cooperation, thereby reinforcing the school's mission of preparing adolescents for adulthood in the real world.

Without even realising it the students have covered all of the state required curriculum and more in a truly integrated way - AND it has been **meaningful, purposeful** and **authentic**.



The Montessori Curriculum and Big Picture Learning

In the Margaret River Montessori Adolescent Program students will enjoy a curriculum that is broad and holistic in nature, catering to the developmental needs of **the whole adolescent**, physically, intellectually, emotionally, spiritually and socially.

The academic program will be based on the National Montessori Curriculum for ages 12-15 (and later 15-18) and will be aligned to the WA K-10 Curriculum and Assessment Outline, as already approved by the School Curriculum and Standards Authority (SCSA).

The program will be supported by the use of an education framework which helps students to plan and connect their work - this is where Big Picture Education comes in.

Big Picture is an Education Framework that offers a departure from traditional 'appointment learning' where everyone learns the same things according to a fixed timetable.

Students create their own portfolio that they add to over their years of schooling. It allows for personalised, **passion-based** learning. It nurtures creativity, curiosity and independence.

Big Picture allows for a personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of individual students more comprehensively than exam-based certification systems.

As no two students have the same interest-based learning pathway, a personalised approach provides a fair and balanced assessment that adequately portrays a student's distinctive learning, achievement, competencies and potential.

Unlike other forms of assessment, no attempt is made to rank or scale students against each other. Their achievements are judged on demonstrations and observations of performance throughout their schooling.

Students complete Year 12 with a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in an interactive online portfolio.

The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results, and culminates in the International Big Picture Learning Credential when they graduate.

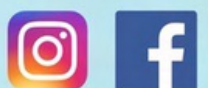
“*Within the child lies the fate of the future.*”

Maria Montessori



www.margmont.wa.edu.au • www.facebook.com/margaretrivermontessori
4-6 Clarke Road, Margaret River, Western Australia 6285
(08) 9757 2564 • montessori@margmont.wa.edu.au

Individual Children. Individualised Learning



How Big Picture Creates Pathways for our Students

The International Big Picture Learning Credential is a new, personalised form of assessment. It evaluates and recognises the capacities, experiences and qualities of secondary school graduates from diverse cultures and backgrounds more comprehensively than exam-based certification systems.

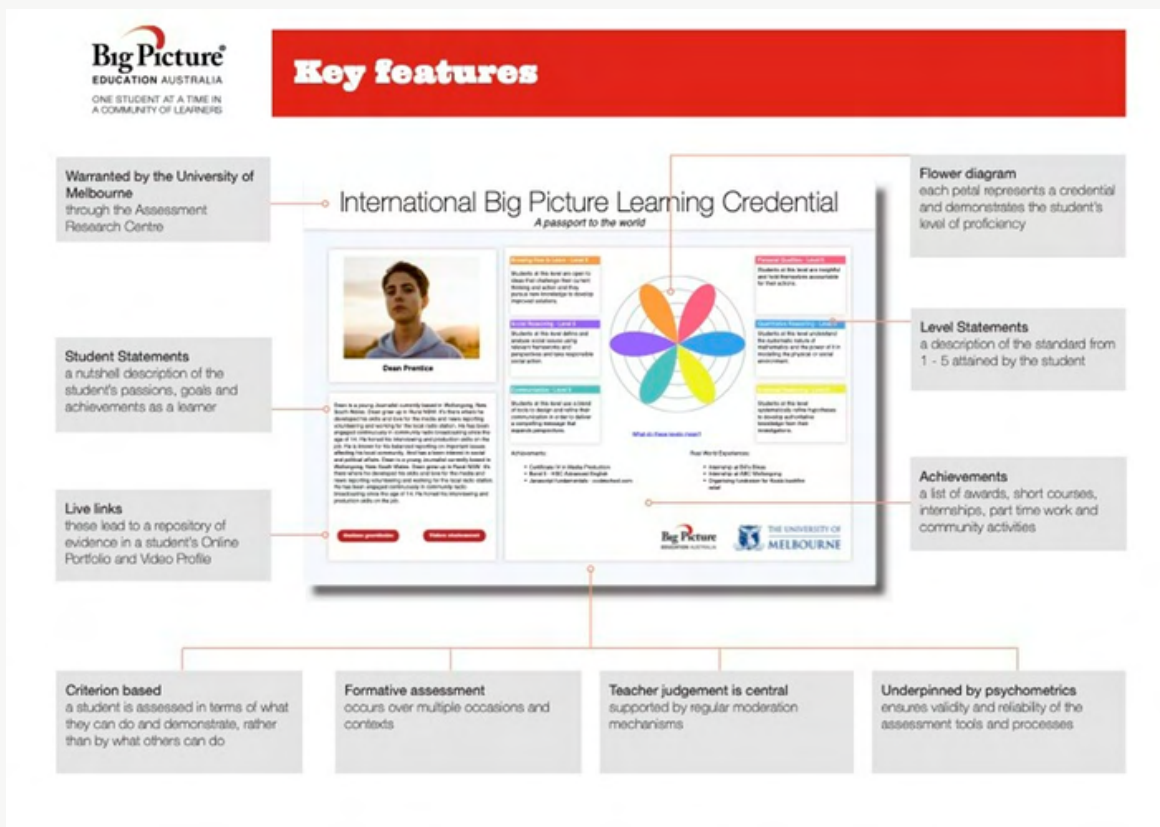
The impetus is to put the ‘person’ back into educational assessment so that young people exiting schooling do so with a rich, customised portrait of their abilities that offers meaningful, accessible information to end-users in the wider community, while allowing students significant agency in the way they are represented.

Unlike other forms of assessment, no attempt is made to rank or scale students against each other. Their achievements are judged on demonstrations and observations of performance throughout their schooling against six specially constructed assessment frames in the areas of: Knowing how to learn, Empirical reasoning, Quantitative reasoning, Social reasoning, Communication and Personal qualities.

At the end of Year 12 students are assessed on their Senior Thesis Project and their digital portfolio and receive assessment results levelled (1-5) against the above 6 areas. These levels are aligned to external standards - the Australian Qualifications Framework (AQF) and the Australian Core Skills Framework (ACSF). The IBPLC satisfies the AQF specifications for a senior secondary certificate of education and the performance levels of the Credential more than meet the standards set by the ACSF. The IBPLC levels are also warranted by the University of Melbourne.

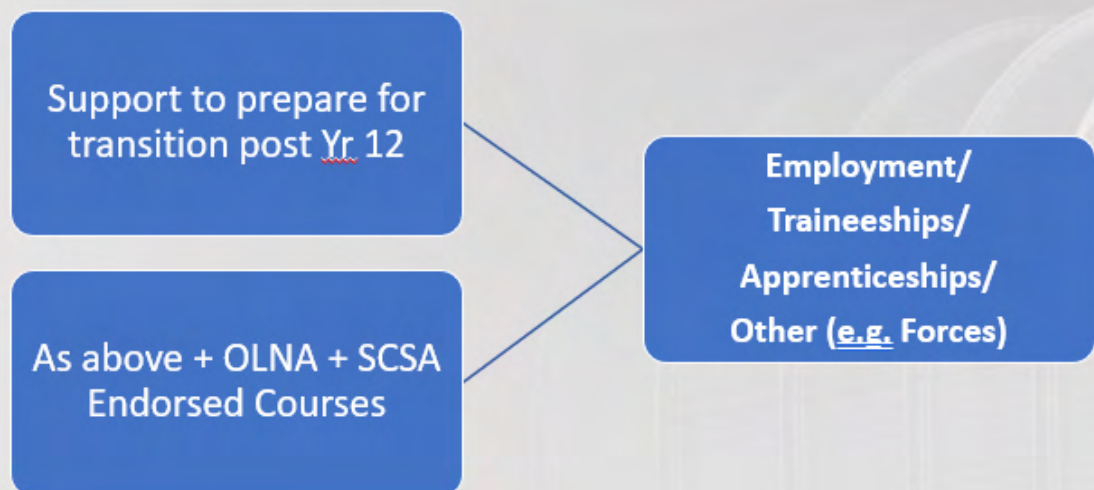
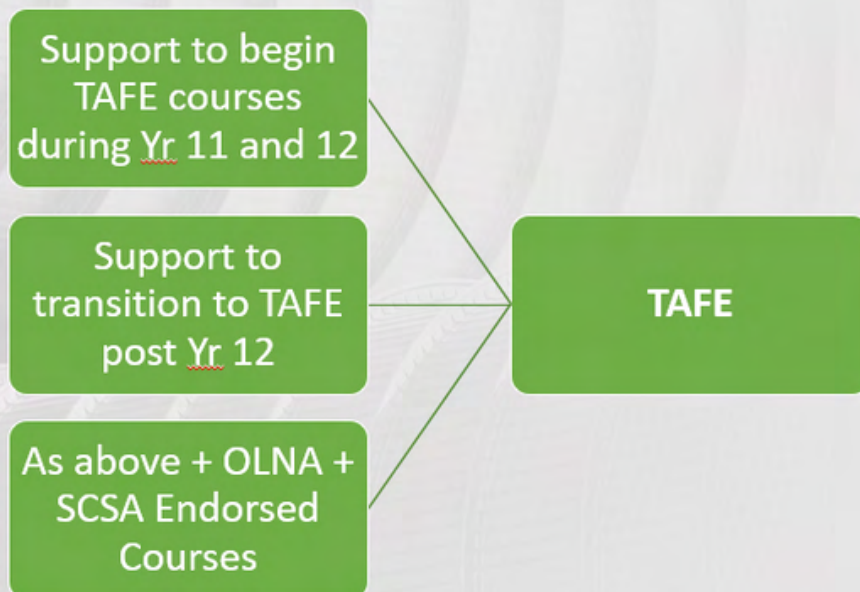
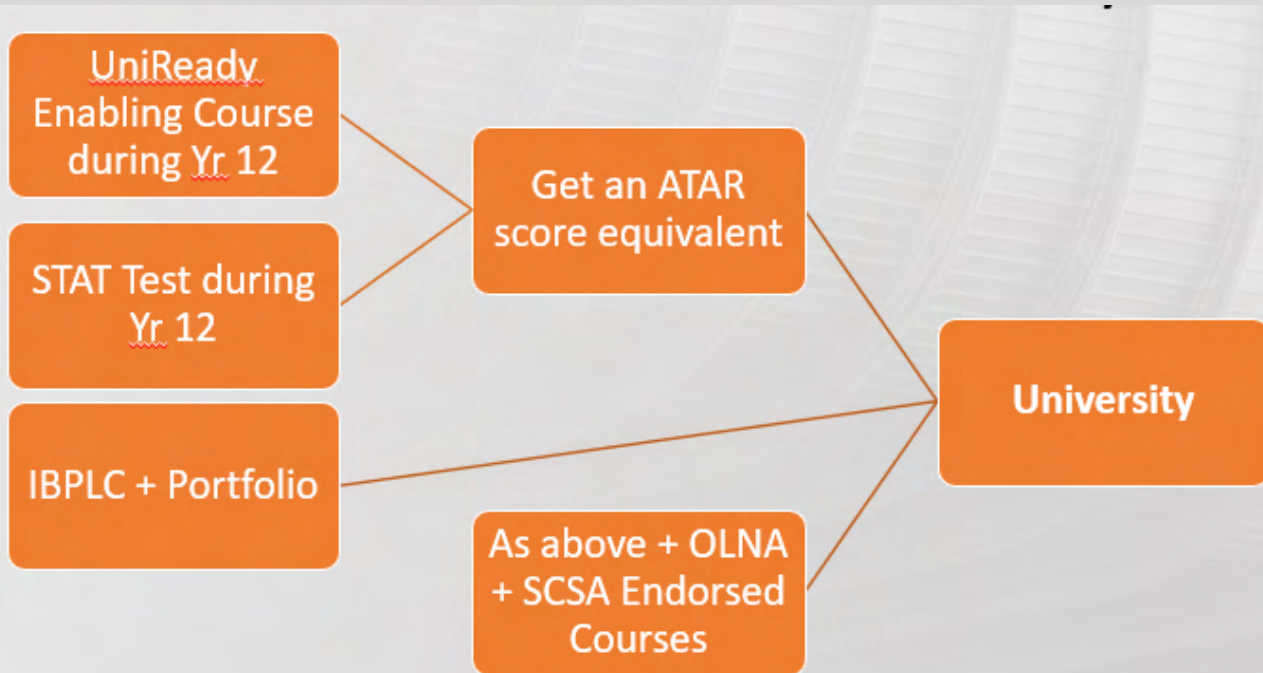
Student final year results are presented in a Learner Profile that is a showcase of a graduate's attainments, backed up by evidence of their work that students curate in a interactive online portfolio. The Learner Profile is personalised and designed to reflect the richness of students' real-world experiences, personal qualities and academic results.

The International Big Picture Learning Credential (IBPLC) offers a rigorous non-ATAR pathway from secondary to tertiary study that is currently accepted by 17 universities around Australia.



Senior Secondary Options and Post Secondary Pathways

Students at MRMS will all undertake the International Big Picture Learning Credential (IBPLC) and, together with Internships and general /interest based studies will leave MRMS having achieved equivalence to (if not more than) the WA Certificate of Education. All students will leave with the WA Statement of Student Achievement.

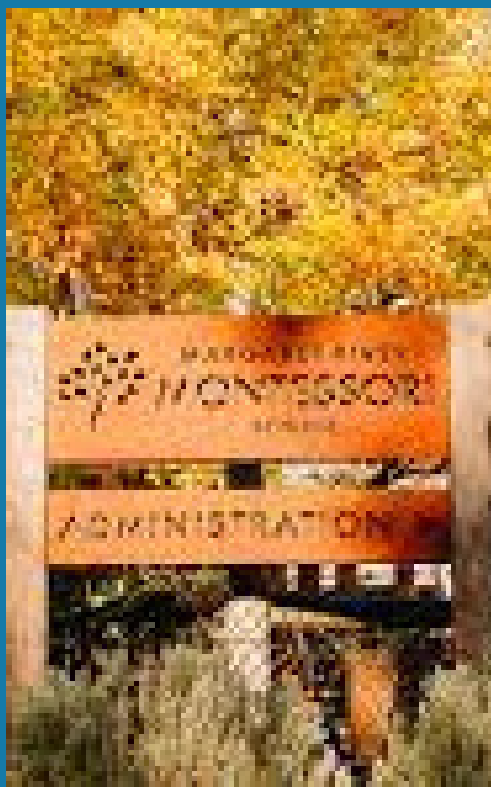


Enrolments

What is the MRMS enrolment process?

Families should follow the following process if they are interested in our school:

1. Submit an enquiry (via our website enquiry form, phone or email). Your enquiry will be attended to and you will be added to our Enquiry Database.
2. You can skip Step 1 and go straight to Step 2 which is to submit an Application for Enrolment which is accompanied by a \$150 administration fee (non-refundable).
3. Step 2 puts you on our waitlist to be placed but is not a guarantee of a place.
4. As per our Enrolment Policy students who graduate from Year 6 in our Primary School will be offered priority placements. Placements also work around maintaining a balance of students' age, gender, needs and interests. Other factors influencing placement include transitioning from another Montessori school or connection to Montessori education. Families applying to enrol from non-Montessori primary schools will have opportunity to provide their reasons for applying via the application process in Step 2.
5. Preliminary Enrolment Interviews take place following the above steps. Those from our waitlist offered interviews will be contacted at the time. Prior to interview a second more extensive Application for Enrolment Form will need to be completed. More information about this can be sought through our Enrolments Officer.
6. Letters of Offer and Welcome Packs are provided when a student can be placed.
7. Students and families are then guided through an Orientation Process before starting.



An education for Life

As enrolments from existing Margaret River Montessori School students and students from other Montessori schools will be prioritised, and because waitlists are currently in place for all classes in the primary school, Applications for Enrolment for the primary school are welcomed from birth.

Contact Us

Office Administration, Enrolment Enquiries, Donations

P 08 9757 2564

E (enrolments) enrolments@margmont.wa.edu.au

E (donations) montessori@margmont.wa.edu.au

W www.margmont.wa.edu.au

F www.facebook.com/margaretrivermontessori/

I www.instagram.com/margaretrivermontessorischool/

I www.instagram.com/mrms_adolescent_program/

SAT 28 OCT | 12-3PM
RSVP FOR DAY EVENT

montessori@margmont.wa.edu.au

[ADULTS + CHILDREN]

Margaret River
Montessori,
4 Clarke
Road

OPEN CLASSROOMS / FOOD
1993 30 YEARS 2023
ACTIVITIES / PERFORMERS

FREE ENTRY /
ALL AGES EVENT

*Celebrate
with us!*

