



Margaret River
Montessori

SCHOOL | EST 1993



Annual Report

Keeping the Story Alive

Vision, Connection and
Growth Across Two
Campuses

20
25

Cultivating Curiosity



Inspiring Independence



**Margaret River
Montessori**

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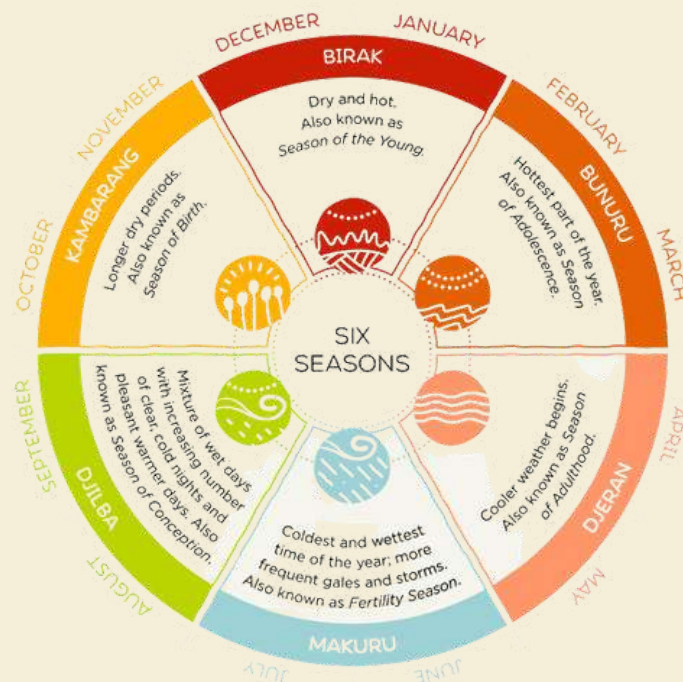
Acknowledgement of Country

At Margaret River Montessori School, we begin by acknowledging that we learn, work, and play on Wadandi Boodja - the land of the Wadandi people - across both our campuses in Margaret River and Metricup.

We honour their deep, continuous connection to this land, its waters, its skies, and all living beings.

We pay our respects to Wadandi Elders past and present, and recognise the wisdom and strength of emerging leaders.

As a learning community guided by the principle of interconnectedness, we recognise that everything we do - in nature, in culture, in education - exists within a web of relationships. We are grateful to walk this journey on Wadandi Country, and we are committed to listening, learning, and caring in ways that honour this place and its First Peoples.



PURPOSE, VALUES, MISSION, VISION

Common Language



Join us in living out the common language of our school — our purpose, values, vision, and mission. These aren't just words on a page; they guide the way we teach, learn, interact, and grow together. When we all speak this shared language — at home, at school, and in the community — we create a consistent message for the children and young people in our school about what truly matters. Let's work together to bring these words to life every day, in every interaction, so that everyone sees and feels the values we stand for in action.



PURPOSE

We support the education of children and young people through a culture of interconnectedness, emphasising our role in creating a better world within which human kind can flourish.

VALUES

Respect, Kindness, Peace, Unity, Love, Creativity, Reflection, Hope, Courage, Optimism

MISSION

We offer a Montessori education that nurtures respect, instils integrity and promotes leadership in our ever-changing world.

VISION

We provide rich personalised learning experiences to inspire the next generation, freeing their potential for lifelong learning and contribution.





Principal's Message 2025

Keeping the Story Alive

Our word for 2025 was Vision.

At the beginning of the year, we chose this word because we knew we were about to embark on one of the most significant chapters in our school's history: the launch of our second campus. What I could not fully appreciate at the time was just how important that vision would become.

Vision is not simply about seeing what lies ahead. It is also about remembering where we have come from. It is about holding onto the values, relationships and experiences that have shaped us, while having the courage to step into something new.

As our school community expanded across two campuses, I found myself returning to the same idea again and again: the importance of keeping our story alive.

Not just the story of 2025, but the story that has been unfolding for more than three decades. The story of a community built on Montessori principles, strong relationships, service, belonging and a deep respect for children. The story entrusted to us by those who came before, and one we now have the responsibility to carry forward into the next chapter.

Of course, stories rarely unfold exactly as we imagine they will. Some chapters bring celebration and growth. Others bring challenge, heartbreak and moments that test us deeply. More often than not, they bring all of these things at once.

That was certainly true of 2025 – a year that began with both profound sadness and extraordinary possibility.

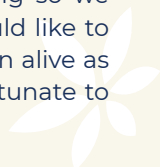
On the very first day of school, our community was devastated by the loss of a former student and brother to a current student. Like many in our community, I continue to carry this loss with me. Having worked closely with this family for many years, the tragedy affected our staff deeply and served as a powerful reminder of the importance of connection, care and wellbeing. While we could not change what had happened, I am proud of the way our staff, School Council and wider community came together to support one another with compassion and strength.

At the same time, we were working tirelessly to bring our Metricup campus to life. The occupancy approval process coincided with the arrival of our students, requiring flexibility, determination and more than a little faith from everyone involved. In an unexpected gift, our inaugural students spent their first two days together on excursions before entering the campus. Those shared experiences created a sense of connection and belonging that became the foundation of what was culturally our strongest year yet at that time within the Erdkinder community.

As the year progressed, we all felt the reality of operating across two campuses. The ground beneath us shifted. Established routines no longer worked in quite the same way. Communication required more intention. Connection required greater effort.

Our Leadership Team - Finance and Administration Manager Helen Miller, Deputy Principal Olly Chanin and myself - found ourselves navigating unfamiliar territory. Leading across two locations required us to be far more deliberate in how we communicated, collaborated and supported one another. We could no longer rely on proximity; we had to create connection with purpose.

While this brought challenges, it also brought unexpected growth. In many ways, the experience strengthened our leadership team, deepened our alignment and sharpened our focus on what matters most. Being separated physically required us to become more intentional in how we led together, and in doing so we emerged stronger, more connected and better equipped to serve our community than before. I would like to take this opportunity to sincerely thank our staff for their loyalty to our story and for keeping our vision alive as we navigated this time. I am truly grateful to the comradery of both Helen and Olly and feel very fortunate to have such strong and dedicated colleagues to lead with.





Principal's Message 2025

A school's story is not contained within its buildings. It lives in its values, relationships and shared sense of purpose. In many ways, 2025 became a year of tending to our story. We reviewed communication, wellbeing and behaviour support processes, strengthened opportunities for staff collaboration across campuses, and invested deliberately in culture, belonging and connection. These efforts culminated in our successful selection for the AISWA Wellbeing Pilot Project, providing significant investment in the future wellbeing of our students and community.

One of the most meaningful developments this year was the introduction of the Kin Group framework as part of our community building and reconciliation journey. Through the work of the Reconciliation Action Plan Committee, we have continued to deepen our commitment to culturally responsive practices and to creating opportunities for students to connect across age groups, campuses and experiences. Like all good stories, this work is ongoing, but the foundations are strong.

Throughout the year, we also found new ways to tell our story. Our new branding, student mural project, Welcome Garden, Open Day and growing community partnerships helped strengthen our identity and foster a deeper sense of belonging across the school.

At the same time, we continued writing the next chapter. Partnerships with South Regional TAFE and Edith Cowan University expanded opportunities for our senior students, while scholarships, our Genuine Montessori Pathway Improvement Plan, the Going Out program, implementation of TASS, a leadership review and future master planning all laid important foundations for the years ahead.

Perhaps most importantly, we became better at sharing our story with others. Through improved enrolment systems and structured tours, more families than ever have been able to experience and understand the unique value of a Montessori education. This growth reflects not only effective systems, but growing confidence in the story we have to tell.

As we look both backwards and forwards, it is important to acknowledge those who have helped shape our story. I would like to recognise long term educator, Sue Peters, who retired in 2025 after 17 years of dedicated service to our school community. Her contribution has helped shape the lives of countless children and families, and we thank her deeply.





Principal's Message 2025

I would also like to congratulate Lee-Anne French, whose contribution to Montessori education, as a teacher, mentor, board member and leader, was recognised nationally through her Montessori Australia Community Service Award. Lee-Anne is a master storyteller in the truest Montessori sense, inspiring generations of children through the Great Stories and contributing enormously to both our school and the wider Montessori movement.

The renewed energy of our P&F has also been a highlight. The committee initiated new processes and documentation around Fundraising Applications and also began work with the Heads Up Alliance in our school's efforts to promote delaying smart phone and social media use within our school community. I'm so thrilled with their immense work on the Welcome Garden as well and feel it has added so much more than simply a nice space at the entrance to our school. There has been a relaxed feel and broader engagement efforts have enriched our school culture immeasurably. They have reminded us that schools flourish when relationships flourish.

As I conclude, I would like to extend my sincere thanks to our School Council for your trust, wisdom and unwavering support throughout 2025 as a year of significant change and growth. As we traverse through 2026, I continue to value the professionalism, generosity and collective commitment that each member brings to our school community.

In particular, I would like to acknowledge our Chairperson, Kris Longmore-Dodd. Every good story benefits from steady hands behind the scenes, and throughout 2025 Kris was exactly that. Whether providing a listening ear, thoughtful advice, or steadfast support during challenging moments, he has consistently been there when needed. As we have worked together to honour the story that has brought our school to this point while helping to write its next chapter, his leadership, trust and encouragement have been deeply appreciated. On behalf of myself and our community, thank you, Kris.

As I reflect on 2025, I feel immense gratitude. It was not an easy year. At times we were stretched. At times we were challenged. Yet through it all, our community demonstrated resilience, generosity and a remarkable commitment to one another.

We honoured the story that brought us here.

We worked hard to keep that story alive during a period of significant change.

And together, we have begun writing an exciting new chapter.

My sincere thanks to our students, staff, families, P&F, School Council and wider community for your trust, support and belief in our shared vision.

Because ultimately, the story of Margaret River Montessori School belongs to all of us. It is a story built over decades, carried by many hands. We are its custodians, its storytellers and, together, its authors.

And so, as one chapter draws to a close and another begins, we carry forward both our story and our vision, honouring all that has brought us to this point while continuing to bring to life all that is still possible.



Lisa Fenton
MRMS School Principal





Chair's Report 2025

It's my pleasure and privilege to deliver this year's Chair's Report on behalf of the Governing Body of the Margaret River Montessori School.

Our school's word for 2025 was Vision. For the Governing Body it was a theme that ran through our work: this was the year we opened a second campus, and then set about shaping what it and the school as a whole will become.

First, though, I want to acknowledge how the year began. On the very first day of school, our community lost a former student, the brother of a current student. That grief was, and is, deeply felt. The way our staff, students and families held one another through it says more about this school than anything else I'll say tonight.

Highlights from the Year

We opened the Metricup campus on time. Temporary occupancy was secured just as our first adolescent students arrived, full occupancy followed in April, and the Department of Education confirmed our registration following its visit that same month. It was a tight finish to several years of work, and the program it enabled has flourished.

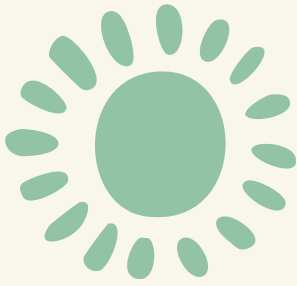
With the campus open, we turned to its future. Council established the Metricup master planning subcommittee, which developed guiding principles and a design brief for the site, with the students' own ideas built into the vision. We ran a competitive selection across four architectural practices and engaged Bob Hart, commissioned site surveys, and began the groundwork for an AISWA Capital Grant application in 2026, with a new senior building as our priority project.

The students didn't just contribute ideas. Council approved the first student community work project, the chicken and gardening areas, and the student-driven revegetation project. Watching adolescents shape their own campus is exactly what we hoped this program would look like.

We also did our strategic homework. After commissioning data and financial modelling on a possible expansion of the primary school, and investigating a childcare service, Council resolved to consolidate rather than expand: strengthen the school we have, explore out-of-school care, and direct our capital energy to the existing facilities.

Closer to home, we reviewed parent commitment and adopted a new community engagement model for 2026, launched our scholarship program, with the first recipients starting in 2026, and supported the P&F's wonderful Welcome Garden.





Chair's Report 2025

Finances

2025 asked a lot of us financially: enrolments came in slightly below budget, particularly in the new adolescent program, while we carried the running costs of a second campus. Council responded with discipline rather than alarm, arranging a standby credit facility, holding to our three-month operating reserve, and adopting a careful 2026 budget that kept the fee increase to 3%. We remain financially sound, and clear-eyed about the work ahead.

Looking Ahead

2026 is about the capital grant submission, planning the senior building, welcoming our first scholarship students, consolidating the primary campus and growing enrolments across the Metricup campus. The vision is set; now we build.

Acknowledgements

To Lisa: leading a school across two campuses, through a year that began in tragedy, takes extraordinary resilience and grace. We are fortunate to have her. To our teachers and staff: you are the heart of this school. And to our families and the P&F: your energy this year, from the Welcome Garden up, has been remarkable.

To the Governing Body, thank you for another year of big decisions handled well. At our mid-year AGM we farewelled Jo Teasdale after years of dedicated service as Treasurer and welcomed Mel Pimm back to Council.

A few people deserve singling out:

Dane, for chairing the master planning subcommittee with energy and rigour. The year's defining governance project bears his stamp.

Denise, for stepping from the occupancy finish line straight into the Treasurer role mid-year, and for driving our capital grant strategy.

And Stephen, our Vice Chair, who steps down this year. Stephen has been a steadying presence and a source of practical wisdom through some of the most consequential years in the school's history. On behalf of all of us: thank you.

Thank you all, staff, families, community and Council, for a demanding, but rewarding year.

Kris Longmore-Dodds

School Council Chairperson





Treasurer's Report 2025

For Financial Year Ended 31st December 2025
Please refer to the 2025 Audited Financials (see next page)

Margaret River Montessori School (MRMS) reported a deficit of \$309,871 on 31st December 2025. This did not come as a surprise as the deficit was substantially less than what was expected due to the effort and foresight of the School Council and the Subcommittee created in 2024 for the purpose of preparing the Harmans Mill Road Metricup property for commencement in Term 1 2025 to a high standard and statutory regulations for a secondary school facility.

Other significant costs are attributed to:

- Higher staffing costs
- Expanded teaching budgets
- Additional furniture requirements

All of the above were expended to support a rise in student enrolments.

As a tier 3 entity, we are required to undertake an external audit each year, and this has resulted in no concerns for 2025. The auditors' report outlines that since the end of the financial year, no matters or circumstances have emerged that would significantly impact, or may potentially impact, the operations of MRMS, the outcomes of those operations, or the association's state of affairs in future financial years.

Our projected forecast indicates that we anticipate an increase in student numbers at the new campus in the coming years as we continue to enhance our infrastructure, enrolment processes, and marketing efforts. The year 2026 is already showing signs of profitability and is expected to be a consolidating year, during which we will develop and implement the master plan for the Metricup Campus in alignment with the school's strategic plan.

MRMS maintains a robust financial position, enabling us to meet all current liabilities while reinvesting in our educational programs.

Looking ahead, the School Council will diligently monitor finances to ensure a sustainable balance between growth and fiscal responsibility. We are dedicated to identifying opportunities for cost efficiency while enhancing the quality of education and support services for our students. As we move through 2026, our focus will include exploring additional funding opportunities, such as grants, to support the ongoing growth of our school. Through these efforts, we aim to achieve our long-term objectives and continue providing a nurturing and innovative learning environment for all our students.

Finally, on behalf of the School Council, I would like to express our gratitude for Helen Miller's dedication, immense responsibility, and exceptional attention to detail. As our Business Manager, she plays an essential role for the school and is truly an invaluable asset. Her commitment and hard work are deeply appreciated. This position is quite challenging, demanding numerous hours throughout the year, especially during budget season, our financial audit, and the implementation of TASS (The Alpha School System). This comprehensive, web-based school management platform will unify teachers, parents, and administration into a single database for managing enrolments, payroll, student reporting, and learning management. It is a monumental task that Helen has graciously embraced. So, thank you very much, Helen, for all that you do!

Denise Leppard

School Council Treasurer



Audited Financials



School Finances 2025

Full-time equivalent enrolments (35 Yr7 to Yr11 as at T3 Census)

Full-time equivalent enrolments (105 PP to Yr6 as at T3 Census)

Full-time equivalent enrolments (12.4 KG & 9 PKG as at T3)

Net Recurrent Income 2025

	Total	Per Student
Australian Government recurrent funding	\$2,062,270	\$14,730.50
State/Territory Government recurrent funding	\$434,457	\$2,850.76
Fees, charges and parent contributions	\$1,085,678	\$7,123.87
Other private sources	\$173,268	\$1,073.53

Total Gross Income

(excluding Government capital grants)

\$3,755,673	\$25,778.67
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Deductions from Gross Income

	Total	Per Student
Income allocated to current capital projects/expense (Buildings, Projects, Equipment & Materials)	\$436,356	\$2,793.57
Income allocated to future capital projects/expenses	\$318,963	\$2,042.02
Income allocated to capital debt servicing (incl principal repayments and interest on loans)	\$183,493	\$1,174.73

Subtotal

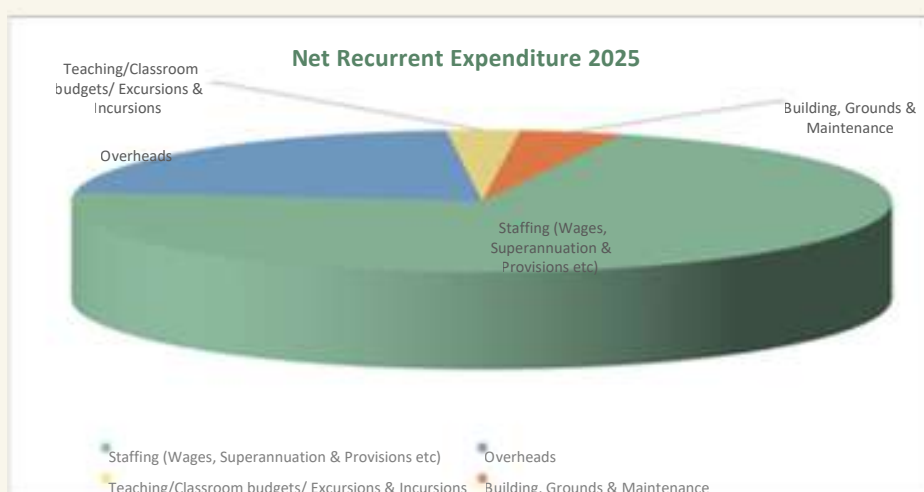
\$938,812.00	\$6,010.32
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Total Net Recurrent Income

\$2,816,861	\$19,768
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Net Recurrent Expenditure 2025

Staffing (Wages, Superannuation & Provisions etc)	\$2,986,110
Overheads	\$904,696
Teaching/Classroom budgets/ Excursions & Incursio	\$120,292
Building, Grounds & Maintenance	\$170,016
Total	\$4,181,114





Launch of the Metricup Campus

One of the most significant milestones in the school's history was the launch of our Metricup Campus and the commencement of learning for our inaugural student cohort. This exciting development represents the realisation of a long-held vision to create a learning environment where adolescents can engage deeply with meaningful work, connection to place, and authentic real-world experiences.

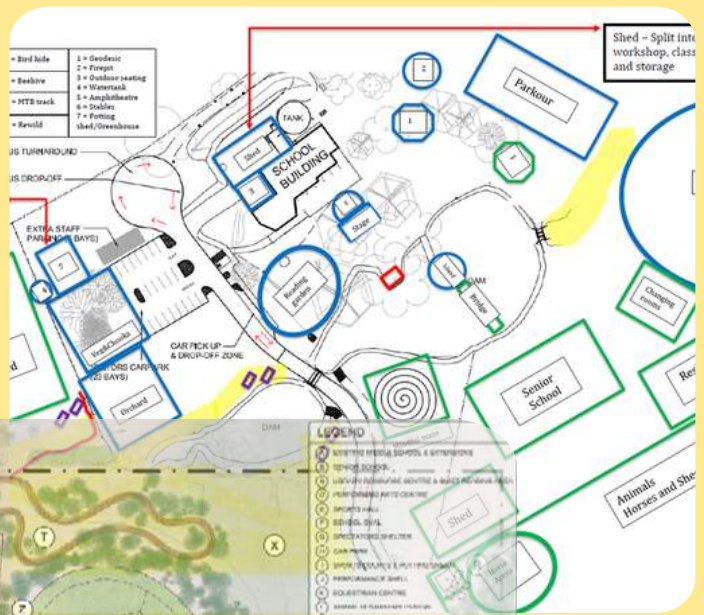
Situated on 104 acres of beautiful bushland and farmland, the Metricup Campus provides a unique setting for a Montessori Erdkinder program. Rooted in Maria Montessori's vision for adolescent education, the program offers students opportunities to develop independence, responsibility, collaboration, and practical skills through purposeful engagement with the land and community.

The Metricup Campus embodies a pedagogy of place, where the local environment becomes both the context and catalyst for learning. Students are encouraged to explore, create, problem-solve, and contribute in ways that are connected to the natural world and the needs of their community. This approach provides rich opportunities for interdisciplinary learning while fostering a strong sense of belonging, stewardship, and social responsibility.

As the only Montessori Erdkinder program of its kind in Australia, the launch of the Metricup Campus has attracted considerable interest from educators, schools, and Montessori organisations both locally and nationally. It represents an innovative and groundbreaking model of adolescent education that remains true to Montessori principles while responding to the needs of young people in a rapidly changing world.

We feel incredibly fortunate to be able to offer this opportunity to our students and families. The enthusiasm, courage, and pioneering spirit of our inaugural cohort have laid the foundations for what promises to be a transformative educational journey and an exciting future for Montessori adolescent education in Australia.





Master Planning

In 2025, the School Council established a Master Planning Sub-Committee to guide the future development of our 104-acre Metricup property. Recognising the wealth of expertise within our community, the Council sought input from parents, staff, and students to help shape a vision for the site that reflects both our educational philosophy and long-term aspirations.

The response from the community was overwhelming, resulting in a committee of more than 20 members with expertise across a diverse range of fields, including agriculture, engineering, design, permaculture, conservation, construction, development, and Montessori adolescent pedagogy.

The committee's role was to explore both short- and long-term possibilities for the property, considering what would be practical, sustainable, educationally meaningful, and manageable over time. Central to this process was identifying opportunities that would provide authentic work and learning experiences for students while ensuring responsible stewardship of the land.

Student voice played a significant role in the planning process. Students developed their own master plan, presenting ideas and priorities for both the immediate future and the longer term. Their work directly informed the discussions of the Master Planning Sub-Committee, whose recommendations were subsequently presented to the School Council.

Drawing on this collaborative process, the School Council engaged architect Bob Hart to develop an aspirational master plan for the Metricup site, providing a framework to guide its future development and educational use for years to come.



Staffing Overview



MRMS is committed to attracting and retaining top professionals through rigorous recruitment practices and by promoting professional and personal development through best-practice courses and programs. Our teaching staff are registered members of the Teacher Registration Board of Western Australia (TRBWA). At a minimum, they all hold a tertiary qualification in Education, and a number hold additional postgraduate qualifications, including Montessori teaching qualifications. Many of our operational staff also have tertiary and postgraduate qualifications in their specialist fields of expertise.

Administration:

Principal Lisa Fenton
Finance/Administration Manager Helen Miller
Deputy Principal Oliver Chanin
Administration Officer (Front Office) Haydi Heslin and Victoria Nurse
Administration Officer (Accounts) & Library Officer Sandi Macdonald
Enrolments Officer Jerika Keen
Community Liaison Officer Lisa McKay
Marketing & Communications Officer Demi Wright
Library Officer Catherine Sharwood
Wellbeing Officer Tessa Vincent

Education Staff:

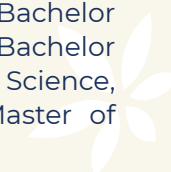
Junior Primary Jan Johnson, Lace Le Lievre, Amanda Mas
Middle Primary Lee-Anne French, Jana Wittorff, Georgia Carlon
Upper Primary Rosie Campbell, Jordan Bernhardt, Tori Franks
Adolescent Program Katherine Shearer, Joel Hodgson, Louwellyn Gossi, Lily Rooney, Matthew Patroni, Jess Leask, Leo Keith
Inclusive Education Louise Agnew, Lily Rooney
Language Specialist Alicia McIntosh-French Language Teacher
Music Specialists Tony Lane, Joel Hodgson
Art Specialists Michaela Fabrice, Louwellyn Gossi
Phys Ed/Health Specialists Joel Hodgson, Lace Le Lievre
Education Assistants (Primary Classes) Brooke Skinner, Sue Peters, Beki Howieson, Trish Murray, Jesse Pateman, Jess Patterson, Lindsey Cowen, Georgia Carlon, Serena Zen, Julia Knappe, Lauren Burton
Education Assistant (Adolescent Program) Erica Teasdale
Education Assistants Special Needs Hayley Valesini
Bush Babes Playgroup Facilitator Mel Britto
Extended Day Facilitator Lauren Burton

Teacher Qualifications:

All Class and Specialist Teachers hold teacher registration with the WA Teacher Registration Board as required by the Department of Education Services. Most of our Classroom Teachers are also qualified Montessori teachers as well. As per requirements under the National Quality Standard for Early Childhood Education and Care all Early Childhood qualifications are approved by Australian Children's Education and Care Quality Authority (ACECQA). All teachers are committed to professional development and attend various workshops throughout the year to update and learn new skills, both within the delivery of the Montessori Curriculum and State and Federal educational requirements.

Qualifications of Teaching Staff range across the following:

Bachelor of Arts in Education (Primary and Secondary), Bachelor of Arts, Graduate Diploma of Education, Associate Diploma of Community Studies (Working With Young Children), Instructors Certificate Montessori Diploma 3-6 Years, Montessori Diploma 0-3, 3-6 and 6-9 years, Bachelor of Biomedical Science, Bachelor of Arts Childhood and Family Education, Advanced Diploma Montessori 6-12 Years, North American Montessori Centre Diploma, Certificate in Education Bachelor Applied Science, Diploma of Education Science and English, Associateship in Fine Art, Bachelor Education Social Science, Qualification of Middle Leadership, Bachelor of Sport and Exercise Science, Diploma Montessori Primary Education 6-12, AMI Diploma Montessori Studies 12-18, Master of Teaching.



Staff Recognition

Celebrating Sue Peters

This year we farewelled Sue Peters following her retirement after 17 years of dedicated service to Margaret River Montessori School. Throughout her time as the Banksia Education Assistant, Sue played a significant role in supporting our youngest students, contributing to a nurturing and welcoming learning environment through her kindness, patience, and unwavering commitment.

Sue's contribution to the school community has been greatly valued by students, families, and colleagues alike. We extend our sincere gratitude to Sue and wish her every happiness in her retirement.



A significant highlight of 2025 was the recognition of Lee-Anne French as the recipient of the Community Service Award at the Living Legend Recognition Awards, presented during the Montessori Australia International Conference Gala Dinner in Brisbane.

This prestigious award acknowledged more than 25 years of exceptional service and leadership within the Margaret River Montessori School community. Throughout her career, Lee-Anne has made a significant contribution as a teacher, mentor, board member, and community leader, helping to shape and strengthen Montessori education within our school and beyond.

Lee-Anne's commitment to authentic Montessori practice has been evident since the beginning of her professional journey, including undertaking extensive travel to Perth to complete her Montessori training. Widely respected for her delivery of the Great Stories and her ability to inspire curiosity, wonder, and a love of learning, she has influenced generations of students and educators.

Her leadership, wisdom, and mentorship have left a lasting legacy within our school community, with many former students and families maintaining strong connections to the school and Montessori education. We congratulate Lee-Anne on this well-deserved recognition and thank her for her outstanding contribution to our community.



Welcome Garden and Kin Groups

Cultivating Curiosity

In 2025, we launched a new whole-school initiative known as Kin Groups, designed to strengthen connection, belonging, and community across all year levels. The six Kin Groups are each named after one of the six Noongar seasons. At the commencement of the program, families were invited to choose the season that resonated most strongly with them, and students were then allocated to groups with siblings and relatives together wherever possible. Each group also includes staff members, helping create a sense that the whole family is part of the community.

While the Kin Groups are used for events such as Sports Days and other school activities, their purpose extends far beyond friendly competition. They provide students with a meaningful sense of belonging that reaches beyond their classroom or year group, fostering camaraderie, cross-age connections, and a stronger whole-school identity.

The initiative also supports our broader wellbeing priorities and forms part of our ongoing Reconciliation Action Plan. Throughout the year, students participated in a range of reconciliation-focused experiences, including visits to Ngilgi Cave, learning opportunities with Koomal Dreaming and Josh Whiteland, and our inaugural Walk on Country.

Our Parents and Friends Committee made a significant contribution through their 2025 project: the design and creation of the Welcome Garden at the front of the school. This space provides a welcoming area for families to gather and connect, while also representing the six Noongar seasons through six carefully designed circular spaces. The garden has created opportunities for students to deepen their understanding of the seasons, traditional Wadandi practices, local plants and resources, and the cultural knowledge connected to this place.





Community Outreach

Elders in the Community Project

Education in harmony with life

This project was created by Arts Margaret River to recognise and celebrate the lives of senior members of our community and to promote meaningful intergenerational connections.

Thanks to a grant from the Department of Creative Industries, Tourism and Sport, Arts Margaret River employed two Youth Workers to mentor the young participants and support them as they carried out the interview and photography components of the project.

The project commenced in Term 3, with nine sessions held on Tuesday afternoons at the Margaret River HEART. Students from Margaret River High School, Montessori Adolescent Program and the Margaret River Homeschool community took part.

During the program, students had the opportunity to meet the elders at a relaxed social gathering and gain skills and insight into portrait photography as well as audio recording and editing.

The project created a valuable opportunity for young people to learn from older community members - and for elders to connect with youth in return.

Thanks to the Margaret River Lions for sponsoring the exhibition, Radio Margaret River for the use of sound equipment, MRHS and MR Homeschool Students and a HUGE special thanks to our Montessori Students: Max Lasserre, Annoushka Lange, Jaire Darlington, Fenix Beveridge, Harper McKinney, Seth Gray, Summer Goleblowski and Robyn Clarke.



Strengthening Wellbeing Across Our Community



2025 saw us significantly strengthen our capacity to place wellbeing at the forefront of school life. With the appointment of our Wellbeing Officer, Tessa Vincent, we gained both the expertise and opportunity to further support the wellbeing of students, families and staff, responding to immediate needs while also developing more sustainable, whole-school wellbeing systems and practices.

We were also delighted to be selected as one of only eight schools in Western Australia to participate in the AISWA Wellbeing Pilot Project, led by renowned child wellbeing expert Dr Donna Cross. This project will support the ongoing development of wellbeing processes across our school, helping to strengthen our whole-school approach and guide future wellbeing planning and action.

Alongside our commitment to being a phone-free school, and through the dedication of our Parents and Friends Committee, we began working closely with Anke Lasserre from Family in Flow as part of the Heads Up Alliance. This initiative supports our efforts to encourage delayed smartphone and social media use and to promote healthy digital habits within our school community.

Students also played an active role in fostering wellbeing and connection throughout the year. Highlights included the creation of a yarning circle in the bushland behind our classrooms, with students clearing the site, preparing seating areas, and constructing steps and a bridge to ensure safe access. Another memorable project was the development of our Kindness Tree for World Kindness Day, where students reflected on what kindness means to them and contributed colourful leaves that were combined into a vibrant display of community spirit.



Our Fight for MND

Freezin' for a Reason

In 2025, members of the Margaret River Montessori School community participated in the Big Freeze fundraiser in support of Motor Neurone Disease WA (MNDWA). Twenty-five staff, parents, and friends took part in a symbolic plunge from Gnarabup Jetty, raising both funds and awareness for those affected by Motor Neurone Disease.

The event was held in honour of Sue Gaunt, a much-loved former teacher, founding parent, and longstanding supporter of our school community. Through the generosity of participants, families, and supporters, more than \$4000 was raised, with additional donations continuing to be received following the event.

The Big Freeze reflected the strong sense of community, compassion, and service that underpins our school, while providing an opportunity to support an important cause that has touched many within our wider community.



New Partnerships for the Future -TAFE and ECU



South Regional

Establishing partnerships with South Regional TAFE and Edith Cowan University was part of the continued expansion of opportunities available to our senior secondary students, going forward from 2025.

These partnerships would enable students in Years 10–12, from 2026 onwards, to access a wider range of learning pathways across campuses in Margaret River, Busselton and Bunbury. We were particularly excited to support our first cohort of students enrolling in VET Delivered to Secondary Students (VETDSS) courses through South Regional TAFE in 2026.

In addition, we developed and signed a Collaboration Agreement with Edith Cowan University to offer UniPrep in Schools to our first Year 12 student in 2026. UniPrep is a university bridging program that prepares students for tertiary study and provides a direct pathway to university entry across Western Australia and Australia.

While neither TAFE nor UniPrep is required for university entrance through our Big Picture program, both provide valuable additional pathways for students pursuing university study, vocational qualifications, or career-focused learning opportunities.



Student Achievement 2025

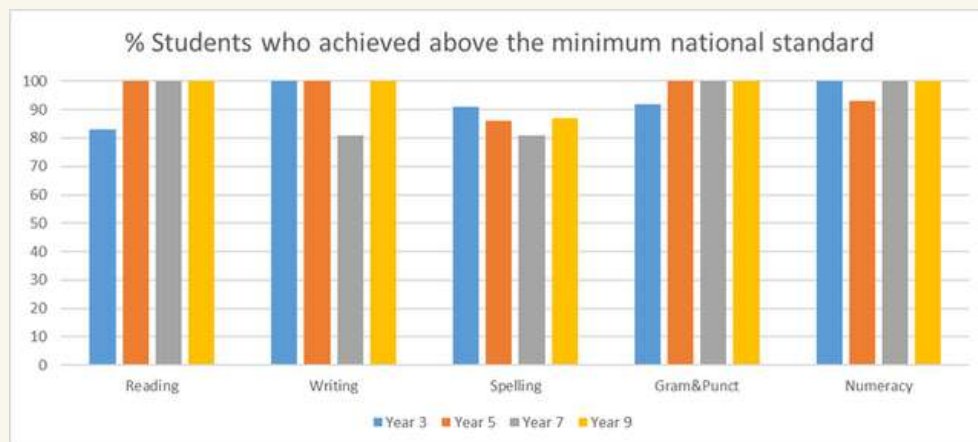
NAPLAN



NAPLAN is ONE way we analyse student progress and attainment. In addition, as a School we have adopted WA Dept Education On Entry Literacy and Numeracy Assessments (PP and Year 1 - start of year) and Australian Council for Educational Research's Progressive Achievement Tests (PAT, Year 1-10 end of year). OLN is conducted in Year 10 and beyond if there are any students who have not achieved minimum standards in Year 9 NAPLAN.

Post assessments, data is gathered and disseminated at a staff meeting to help teachers to further recognise areas of the curriculum which may need to be taught at greater depths. This form of Assessment For Learning (AFL) also helps identify any students who have gaps in learning, are showing signs of plateauing or may be in need in additional support. Furthermore, the data should help with tracking and monitoring of attainment and progress, as well as identifying general areas for development across the school.

% Students Who Achieved Above the Minimum National Standard



Number of Students Well Exceeding National Averages

R-Reading		W-Writing		S-Spelling		GP-Grammar and Punctuation		N-Numeracy														
	Number of students in tested cohort	No. Students we support for learning difficulties or challenges	No. Students exceeding Year 3 National Average (which is already well above the National Benchmark)					No. Students Above Year 5 National Average (which is already well above the National Benchmark)					No. Students Above Year 7 National Average (which is already well above the National Benchmark)					No. Students Above Year 9 National Average (which is already well above the National Benchmark)				
			R	W	S	GP	N	R	W	S	GP	N	R	W	S	GP	N	R	W	S	GP	N
Year 3	Year 3 = 12	5 (42% of tested cohort)	7	11	7	7	11	5	7	4	4	6	3	1	2	2	2	0	0	1	1	1
Year 5	Year 5 = 14 (+ 1 withdrawal)	4 (29% of tested cohort)						14	13	13	12	13	9	5	8	9	7	4	3	5	5	6
Year 7	Year 7 = 11 (+ 1 subject withdrawal)	6 (54% of tested cohort)											11	7	8	9	10	8	5	5	6	5
Year 9	Year 9 = 8	5 (63% of tested cohort)																8	7	7	7	6

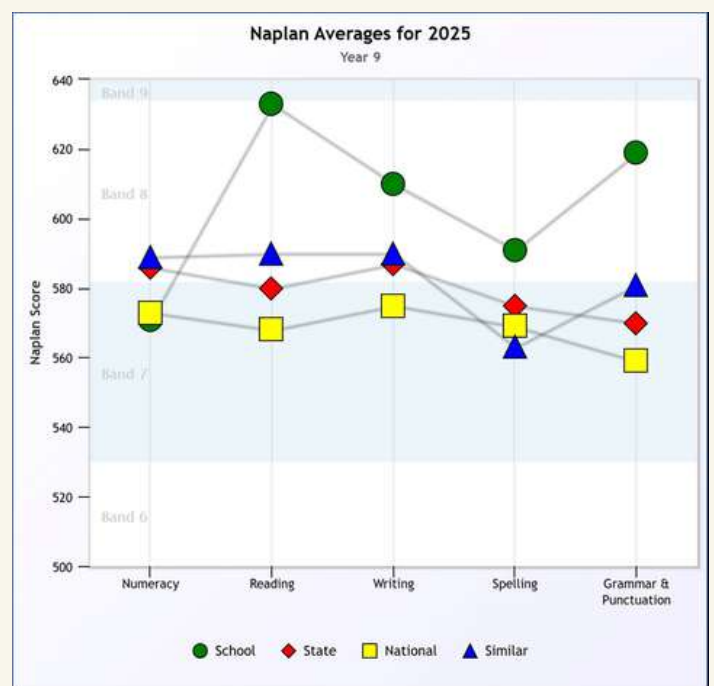
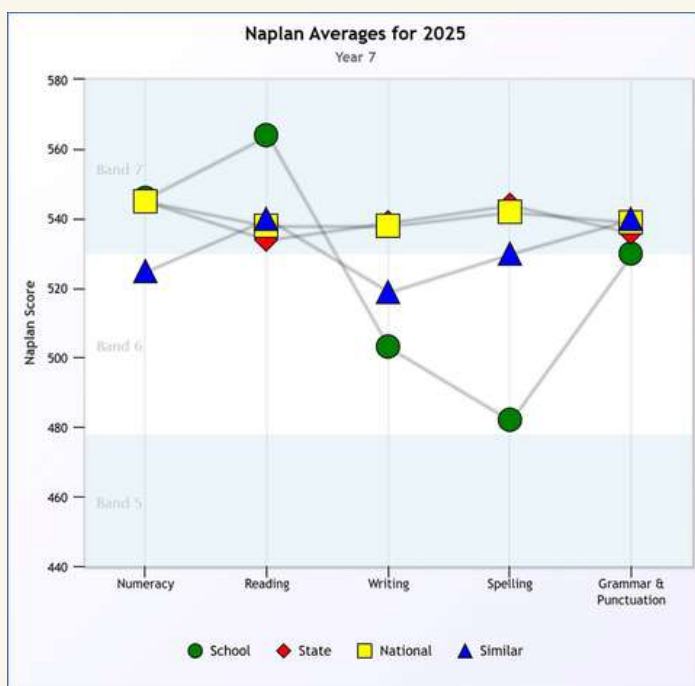
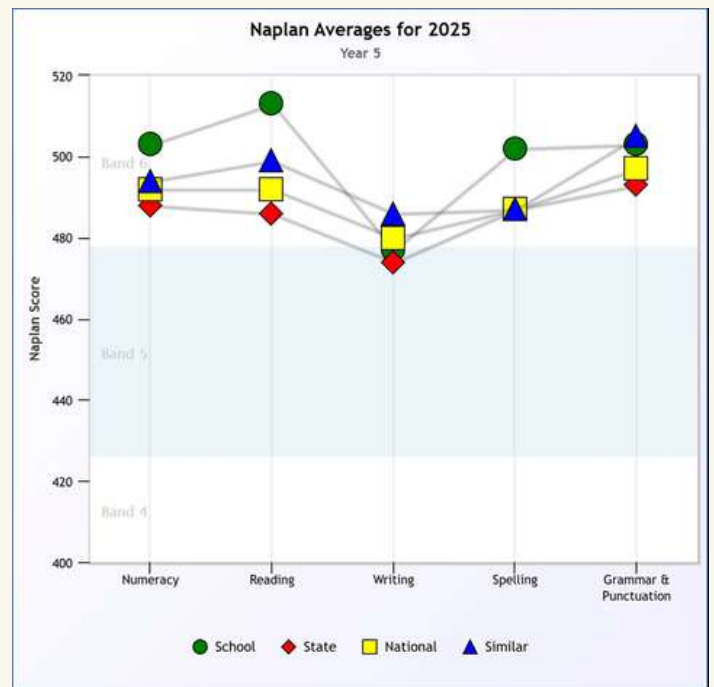
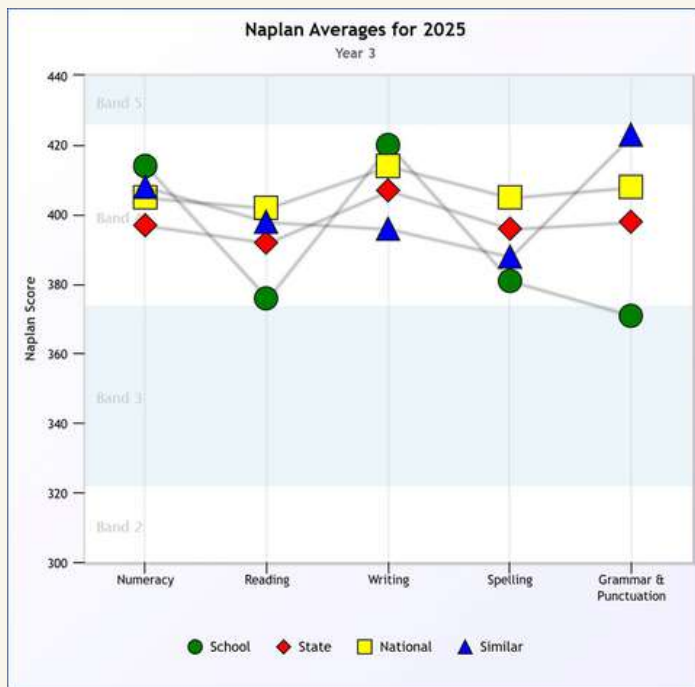
Student Achievement 2025

NAPLAN



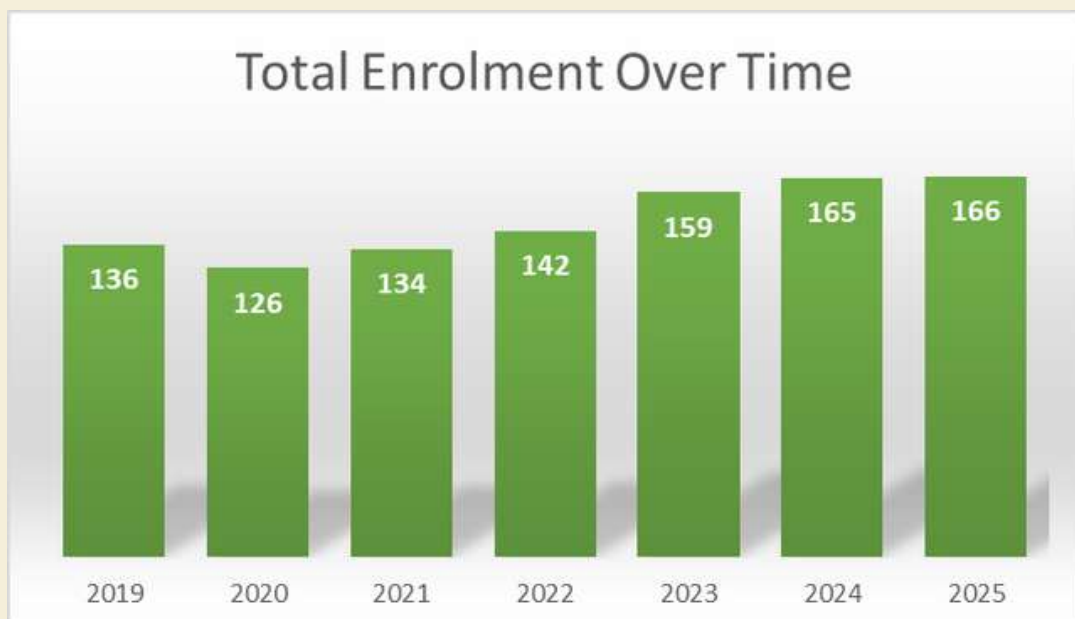
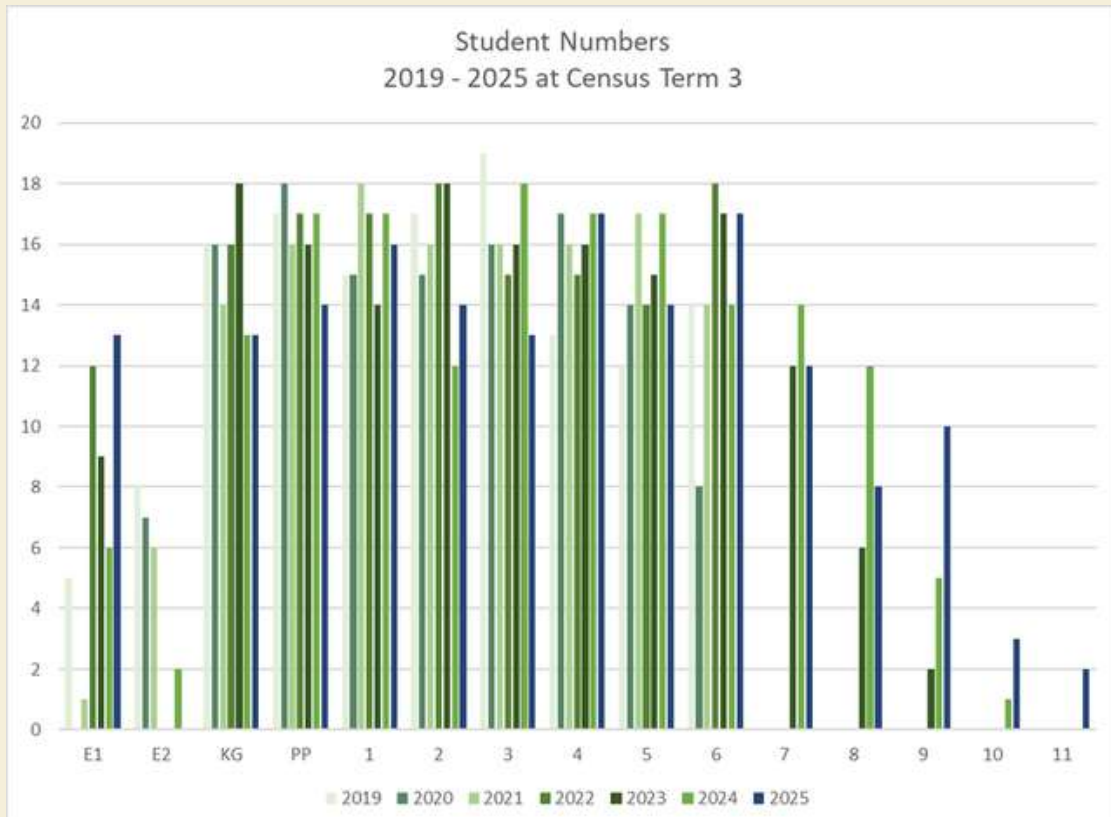
The following graphs depict, for each assessment domain across each year group, how our school's average achievement compares to state and national averages as well as those in similar schools.

Comparison of MRMS Averages to State, National and Similar Schools' Average Achievement



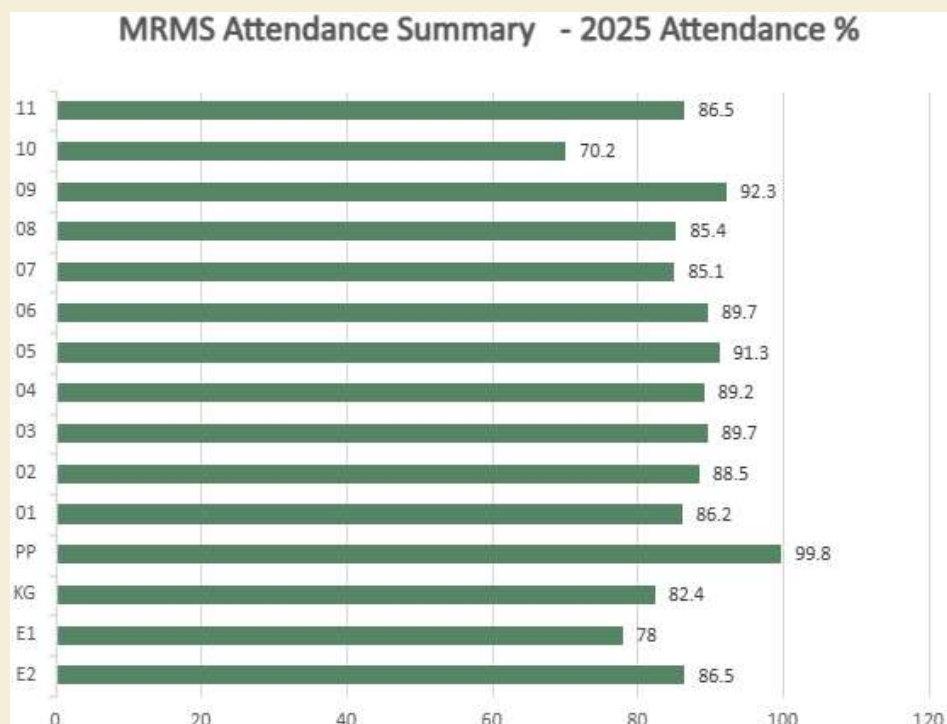
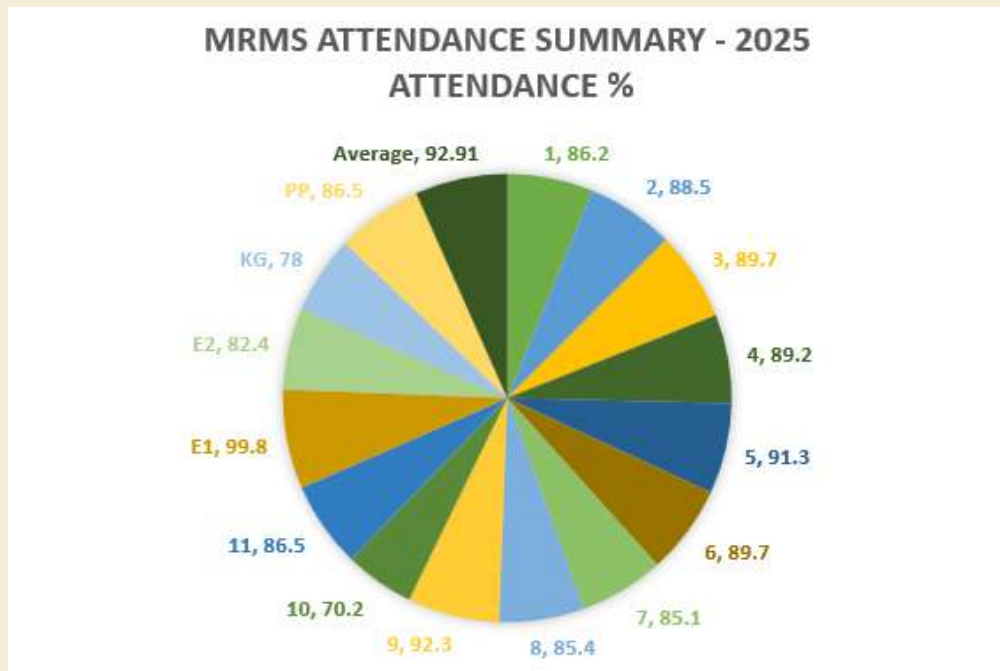
Enrolment Data 2025

The following two graphs depict steady enrolment growth over time. The development of our Bush Babes Playgroup in 2024 has already shown a consolidation of student numbers transitioning into Junior Primary with our strongest E1 numbers yet in 2025. Numbers in Middle and Upper Primary show strength and consolidation with the secondary years developing steadily.

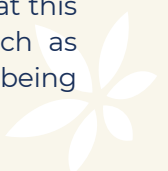


Attendance Data 2025

Average attendance rate 2025 - 92.91%

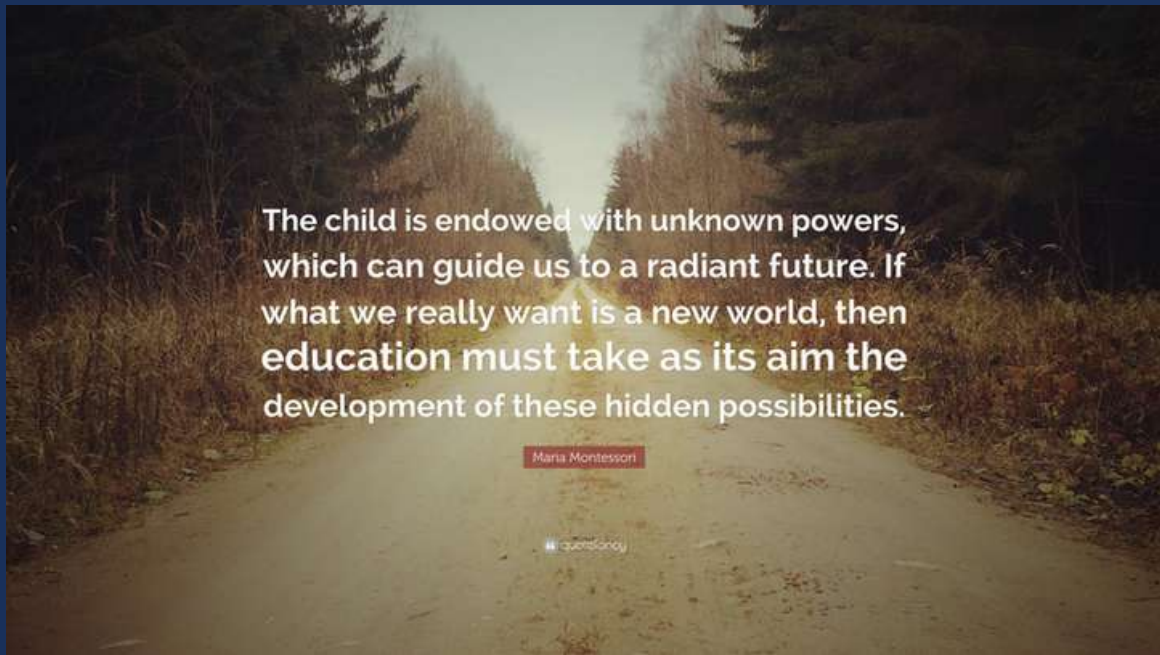


2025 saw one of our strongest overall average attendance rates to date, with an average of 92.91%. We aim for all students to attend at least 90% of the year. Historical data shows that this goal may not be achievable for our school population due to contextual factors such as travelling for medical appointments and accessing services, and due to family holidays being taken when the tourist season is quieter.



...more of 2025





The child is endowed with unknown powers, which can guide us to a radiant future. If what we really want is a new world, then education must take as its aim the development of these hidden possibilities.

Maria Montessori

questaconj



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