



TERM 4 2026

Update

Kaya Community,

Welcome to Term 4! We hope everyone has returned refreshed and ready for a wonderful final term of learning and community. A particularly warm welcome to the new young people and families joining our Adolescent Program - we are very happy to have you with us.

At this time of year on Wardandi Country, we are moving through Noongar season Kambarang, often described as the season of birth and new life. The warmer days bring an abundance of wildflowers, increasing activity among birds and animals, and visible change across the landscape. It is a wonderful time for our adolescents to continue strengthening their connection with place and the natural environment around them.

We finished last term on a high, with both our Middle and Senior School camps a great success and wonderful opportunities for independence, responsibility and connection. We also begin this term celebrating a very special milestone. A heartfelt congratulations to Matilda Cope, who has been with our Adolescent Program from the beginning and is now our first Year 12 graduate! We feel privileged to have shared in Matilda's journey and could not be prouder. Matilda, you will always hold a special place in the story of our Adolescent Program.

There is plenty to look forward to this term, with exciting incursions, excursions and learning experiences, as well as our Middle School Coffee House at the end of term. Middle School families, please keep an eye on your emails for Learning Plan Meeting invitations and check the TASS app, What's On Weekly and Whole School Newsletter for important dates and updates.

We look forward to a positive and purposeful Term 4 together!

With gratitude,

AP Staff





Important Information for Middle School Adolescent Families

learning plan meetings

Learning Plan Meetings are an important part of the Adolescent Program and a key opportunity for students, families and Advisory Guides to come together. These conversations help us build a shared understanding of each young person's progress, strengths, challenges and goals, while ensuring there is consistent support between home and school.

Meetings are attended by the student, their parent or carer, and their Advisory Guide. Importantly, the young person is part of the conversation, giving them an opportunity to reflect on their learning and wellbeing, recognise their progress and take an active role in setting goals and identifying next steps.

If you have not yet met with your young person's Advisory Guide this semester, please keep an eye on your email. Advisory Guides will be contacting families with booking times.

To provide dedicated time for these conversations, Friday 6 November has been scheduled as a pupil-free day for Learning Plan Meetings.

Families do not need to wait for a Learning Plan Meeting to get in touch. We encourage you to contact your young person's Advisory Guide at any time if you have questions, concerns or information that may help us better support their learning or wellbeing.

If families are unsure who to contact, Vicky at Reception is happy to assist and direct enquiries to the appropriate person.

The Administration Office is open from 8:00 am to 4:00 pm, Monday to Friday. For urgent matters, families are encouraged to call the school directly. For non-urgent enquiries, email is preferred.

Email: montessoriAP@margmont.wa.edu.au

Phone: (08) 9757 2564

thankyou.

TERM FOUR CLASS



MIDDLE SCHOOL

	Monday		Tuesday			Wednesday		Thursday		Friday		
8:30 – 8:45	ADVISORY CHECK IN AND ATTENDANCE											
8:45 – 10:15	FRENCH Year 7	ENGLISH Year 8/9	WORK AND STUDY	ENGLISH / IWT	Math Groups	VISUAL ARTS	HEALTH	WORK AND STUDY	MATHS Groups	COMMUNITY WORK		
10:15– 10:30	RECESS									RECESS		
10:30- 12:00	ENGLISH YEAR Year 8/9	FRENCH Year 7	WORK AND STUDY	ENGLISH / IWT	MATHS Groups	VISUAL ART	HEALTH	RECESS 10:30 – 11:45		COMMUNITY WORK		
								WORK AND STUDY	MATHS Groups	COMMUNITY MEETING 11:15		
12:00 - 1:00	LUNCH											
1:00 – 2:30	SELF EXPRESSION		WORK AND STUDY	ENGLISH / IWT	MATHS Groups	WORK AND STUDY		SPORT (Sport Planning)		CREATIVE EXPRESSION		
	PUPPETRY	PAPER MAKING								BUCKET DRUMMING	MURAL MAKING	CLAY MAKING
2:30–3:00	ADVISORY CHECK OUT AND CHORES							ADVISORY CHECK OUT AND CHORES				

Please note: Term 4 is nine weeks long, with seven weeks of regular scheduled lessons. The remaining time is allocated to excursions, incursions, Coffee House preparations and end-of-year celebrations.

SENIOR SCHOOL

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:45	Check-in				
8:45 - 10:15	Advisory	Advisory	Health	Advisory (Literacy)	Community Work
10:15-10:30	Recess				
10:30-12:00	IWT/ Student Conferences	IWT/ Student Conferences	Advisory (Numeracy)	IWT/ Student Conferences	Community Work Creative Expression 11:15
12:00– 1:00	Lunch				
1:00 – 2:30	Reflection	Reflection	IWT/ Reflection / Land Art	Physical Expression	Creative Expression
2:30 – 2:45	Check-out				
2:45 – 3:00	Chores				

WHAT IS MIDDLE SCHOOL COFFEE HOUSE?

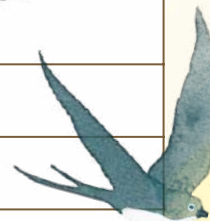
Our Middle School Coffee House is a much-loved end-of-year celebration where students come together to share their creativity, talents and achievements with family and friends. Through music, performances and other creative expressions, students have the opportunity to build confidence, collaborate and contribute to a shared community event. In true Montessori spirit, students take an active role in planning, organising and bringing the evening to life, developing independence, responsibility and a sense of belonging. It's a wonderful opportunity to celebrate our young people and the year we've shared together.



Term Dates in Brief

PLEASE CONTINUE TO CHECK OUR WHOLE SCHOOL NEWSLETTER, "WHAT'S ON WEEKLY" UPDATES, AND THE TASS PARENT ORBIT APP FOR THE MOST UP-TO-DATE INFORMATION.

Week	Date	Event
Week 1	Tue, 13 Oct	Students first day back for Term Four
Week 1	Wed, 14 Oct	Blue Minds Incursion 9:00–10:00 am
Week 1	Thu, 15 Oct	Nongi Waatu Gulyarra - Talking Oceans Together - Adolescent Students Presenting on EMA - 5:00 Dinner 5:45 - all invited, see flyer to RSVP
Week 2	Wed, 21 Oct	Community Lunch
Week 2	Thu, 22 Oct	Year 12 Graduation Exhibition
Week 1-5	Wednesdays	Land Art Workshops
Week 3	Wed, 28 Oct	Photo Day
Week 3	Thu, 29 Oct	Senior Picnic
Week 3	Fri, 30 Oct	Graduation Day Sundowner - all invited, see flyer
Week 4	Wed, 4 Nov	Community Lunch Pathway to Purpose -Senior School Information Session, 3:15–4:00 pm
Week 4	Thu, 5 Nov	EMA Yallingup Lagoon excursion - TBC, full day
Week 5	Wed, 11 Nov	Perth Montessori School visitors: 9:00 Land Art presentation (time TBC)
Week 5	Fri, 13 Nov	Pupil Free Day - reporting
Week 6	Wed, 18 Nov	Middle School - Man Up & Wellwise Women Incursion BRING A PLATE - No Community Lunch
Week 6	Fr, 20 Nov	Year 9 Rite of Passage - Info to follow
Week 7	Mon, 23 Nov	Senior Exhibitions SALT Incursion
Week 8	Wed, 2 Dec	Community Lunch Senior Exhibitions
Week 9	Mon, 7 Dec	Coffee House - Time TBC
Week 9	Wed, 9 Dec	Year 6 Transition Day
Week 9	Thu, 10 Dec	End of Term Four



October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



A heartfelt thank you to everyone who generously gave their time and support last term, helping our young people and our program shine!



gently used donations

We are on the lookout for (gently used or new), materials and tools, and what's better for the environment than reusing what we already have. Please see below for a suggested list.

These donations can count towards your community engagement hours. However, the value of items and what is needed must be discussed with Olly before bringing anything in.

Tools:

- Anything battery operated (drills etc)
- Woodwork tools
- Garden tools or supplies

Materials:

- Wood
- Wire
- Fencing materials
- Seedling/planting pots
- Posts
- Outdoor furniture

parent community work

Parent Community Work will continue on Fridays throughout Term 4, providing an opportunity to share skills, model contribution and responsibility for our young people, and work alongside others to care for and develop the farm community.

FRIDAY SESSION TIMES

9:00 am–11:00 am

2:00 pm–4:00 pm*

*For the afternoon session, young people are warmly invited to join their parent or carer from 3:00 pm–4:00 pm. Their hour of contribution will also count towards the family's community engagement hours.

Tasks may include gardening, building vegetable beds, fencing, mowing, whipper snipping, invasive species control and general farm maintenance.

What to bring:

Suitable clothing for the weather, closed-in shoes, basic tools and PPE such as gloves, if available.

If youd like to participate, please email:

Olly- deputy@margmont.wa.edu.au

Vicky- montessoriap@margmont.wa.edu.au

people with passions

Do you have a passion or expertise in a particular area, we would love to hear from you. We are always looking to expand students' access to real-world knowledge across areas such as horticulture, cooking, art, apiculture, dance, music, and environmental science. This may involve working alongside students in small groups or supporting individual projects,



health



Puberty, Relationships and Identity

This term, Health will focus on puberty for Year 7, and sexual education for Year 8 & 9, supporting students to understand the physical, emotional and social changes of adolescence. Learning will be age-appropriate, factual and respectful, with attention to wellbeing, identity, relationships, personal boundaries and where to seek support. Students will have opportunities to ask questions and build knowledge in a safe, supportive environment.

To strengthen this learning and give our young people the knowledge and tools to navigate adolescence, three special learning experiences are planned:

October 14 - Blue Minds will lead an engaging workshop to help students deepen their understanding of the ocean and the challenges it faces. Through discussion and practical reflection, students will explore their feelings about environmental issues, learn how connection with the ocean can support wellbeing, and consider positive actions they can take. The session aims to build ocean knowledge, hope and a sense of agency in caring for our shared environment.

[Blue Minds Youth Ocean Leadership](#)



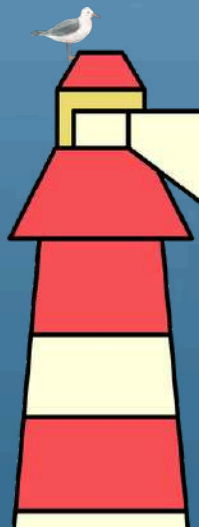
November 18th - **Man Up** will join us again to provide our boys with a positive, supportive space to talk about growing up, wellbeing and the qualities they want to bring to their relationships and community. Through guided discussion and reflection, students can explore ideas of respect, responsibility and healthy masculinity, while building confidence to make thoughtful choices. We want every young person to feel equipped to navigate adolescence with self-understanding, care for others and a strong sense of belonging. <https://www.manupwa.org.au/>

November 18th - Katrina Christian from **Wellwise Women** will return to our program once again to lead a day of learning about menstruation, the menstrual cycle and related aspects of identity and wellbeing. Students will build practical understanding of menstruation and consider how body changes can shape experience and self-understanding. The sessions are designed to support informed, respectful conversations; students will not be expected to share personal experiences. <https://wellwisewoman.com.au/about/>



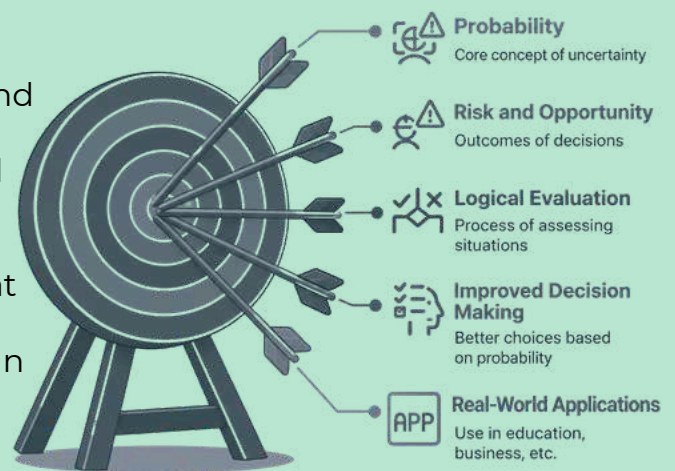
♥ You're Not Alone ♥

Navigating adolescence can feel challenging and confusing - for young people and the adults who support them. If you or your young person need support, please speak with a member of our school staff as a first step. We can listen, help you consider next steps and connect you with regional services, including [Headspace Margaret River](#), the [South West Infant, Child and Adolescent Mental Health Service](#) and [Kids Helpline](#) on 1800 55 1800.



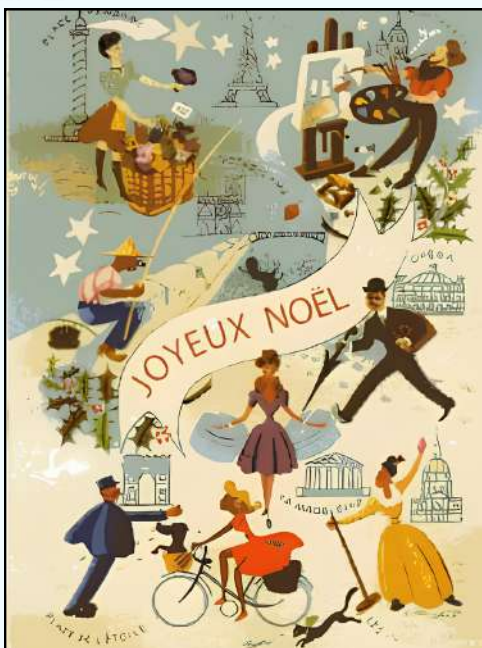
MATHEMATICS

With a focus on probability, students will explore probability not simply as an abstract mathematical concept, but as a practical tool for understanding uncertainty, risk and opportunity in the world around them. Through practical investigations, games, experiments and authentic situations, students will calculate and compare probabilities, predict and analyse possible outcomes, and examine the difference between theoretical probability and what actually occurs. They will collect and interpret data, recognise patterns and consider how probability can help us assess risk, evaluate evidence and make more informed decisions in everyday life.



Literacy

This term students will sharpen their persuasive writing through the analysis of film. They will explore its themes, characters, story and message, while considering how acting, camera angles, lighting, music, editing and dialogue shape the viewer's experience. Drawing on specific examples, students will weigh the film's strengths and weaknesses, consider its appeal to different audiences and write a persuasive review recommending whether others should watch it. Along the way, they will strengthen their critical viewing, communication and ability to build a clear, well-supported argument.



FRENCH

THIS TERM, FRENCH WILL EMBRACE THE FESTIVE SPIRIT OF NOËL! STUDENTS WILL EXPLORE HOW CHRISTMAS IS CELEBRATED IN FRANCE THROUGH LANGUAGE, TRADITIONS, MUSIC, FOOD AND CULTURE. WITH PLENTY OF HANDS-ON AND EMBODIED EXPERIENCES, STUDENTS WILL COOK, TASTE, CREATE, CONVERSE AND CELEBRATE WHILE BUILDING THEIR FRENCH VOCABULARY IN MEANINGFUL CONTEXTS. EXPECT PLENTY OF JOIE DE VIVRE, FESTIVE FUN AND, OF COURSE, A FEW DELICIOUS FRENCH TREATS ALONG THE WAY!

Creative Expression

Middle School
CURRICULUM UPDATE

Why it Matters

Creative Expression gives adolescents meaningful ways to explore who they are, communicate ideas and take part in their community. In Montessori's view, adolescence is a period of self-construction: young people are developing confidence, identity and a sense of their place among others. They need opportunities to make choices, work with their hands and see their ideas take form. The Montessori adolescent curriculum treats creative work as a way to express individual feeling and connect learning across disciplines ~ not simply as a break from academic work. In these sessions, students can practise a skill, follow an idea through, work alongside others and share something they have made. The emphasis is on thoughtful process as well as the finished work: making, revising, solving problems and reflecting on what the work expresses.



Monday ~ Choice

Puppet making

Design and build a puppet, exploring how materials, structure and movement can bring a character to life. Students can develop a character, experiment with movable parts and use storytelling to express an idea or perspective. The work connects creative design with hand skills, problem-solving, communication and performance.

OR

Paper making

Transform used paper and natural fibres into new sheets of handmade paper. Students explore how materials change through a process, make decisions about texture, colour and inclusions, and consider reuse and resourcefulness. The finished paper can be used for writing, artwork or future projects.

Wednesday

Land art

This term, students will be working on a Land Art project with acclaimed artist Elaine Clocherty and traditional custodians and artists Vivian Brockman Webb (Nan Viv) and Mitchella Hutchins. Strengthening our connection to land, students will continue to collect and prepare a range of natural materials such as tree bark, gum nuts and other seed pods, all to be used in the resulting Land Artwork. The wonderful manitj (white-tailed black cockatoo), a bird we observe, appreciate and wish to conserve, is our inspiration. We look forward to sharing this special work with you later in the term.

Friday ~ Choice

Bucket drumming

Explore rhythm, sound and group performance using everyday buckets as instruments. Students develop timing, listening, coordination and confidence as they create and practise rhythms together. The group must attend to one another, making this both a musical activity and a shared creative endeavour.

OR

Clay making

Continue developing ideas through the tactile process of shaping clay. Students can work from observation, imagination or a chosen purpose, building skill as they form, join and refine their pieces. Clay invites patience and experimentation: the material responds to each decision, and students learn to adapt their approach as their work develops.

OR

Mural making

Students continue to work on a collaborative mural to beautify our school grounds. With designs coming together based on the idea of "An ode to the chickens", our mural will feature bursts of colour, through floral forms reflecting our upcoming flower garden and of course the chickens that have become an important part of our school community.

WE NEED YOUR HELP

Nature materials needed
NOW until Wednesday
November 11th!

Land Art Project with Elaine Clocherty and Traditional Custodians Nav Viv and Mitchella

We would love your help collecting some natural materials for our upcoming Land Art artworks/bora at our Metricup site. We are especially looking for honkey nuts and other seeds and pods, such as banksia and jarrah nuts. Flowers are also wonderful, particularly local species such as bottlebrush and other flowering native bushes. If collecting flowers, please take only a small amount from each bush so the plants can continue to thrive. These might be best received fresh in Week 4 and 5 (prior to November 11th) unless they dry well.

Bark is also great for our artwork, but as it provides shelter for lots of little critters, please only collect freshly fallen bark. When gathering materials, we encourage children and families to collect from the ground and from local gardens, streets and parks where appropriate. Our precious bush can inspire us to notice and learn about the plants growing there, but we do not pick or collect from the bush itself.

Thank you for helping us gather these beautiful natural treasures while caring for and respecting our local environment!

Materials needed: gum nuts or honkey nuts, other seed pods large and small such as banksia, sheoak and jarrah, bark, flowers (bottlebrush, grevillea etc), sticks/twigs... focusing on native species. Shells would be most welcome too!

Storage: produce boxes, bags (paper or reusable shopping bags), buckets etc.

Where: please deliver to the AP, items to be left undercover.

When: NOW until the morning of Wednesday 11th November
(final installation and presentation day).

Please note that some materials require drying time, and honkey nuts can go mouldy if stored in bulk. Ensure honkey nuts are stored in a sing variety the better!

Thank you for your contribution!



Work and Study

REMARKABLE SPARKS

Curiosity Meets Contribution

What happens when a young person's interests become the starting point for meaningful work? This term, students will turn their interests into purposeful projects, exploring a question or taking action to help people, animals or the environment - on our farm, locally or internationally. Grounded in Montessori adolescent pedagogy, this work connects academic study with practical experience. Adolescents need opportunities to develop independence, work alongside others and discover that their contributions matter. Through occupations, work and study, students apply knowledge to real tasks, while those tasks give purpose and direction to further learning.

THE PROCESS

1. Find a SpArK

Choose an interest to explore or a need to address. Observe, ask questions and listen.

2. Project Proposal

Explain the idea, its purpose and what it involves and decide as a community which projects to pursue.

3. Team up and plan

Ideally, work in small groups. Agree on roles, resources and deadlines, practising shared decision-making and responsibility.

4. Research and connect

Investigate the topic and apply relevant learning from communications, science, maths, humanities, English, design and the arts.

5. Take action

Carry out the plan, record progress and use feedback to improve.

6. Write a project report

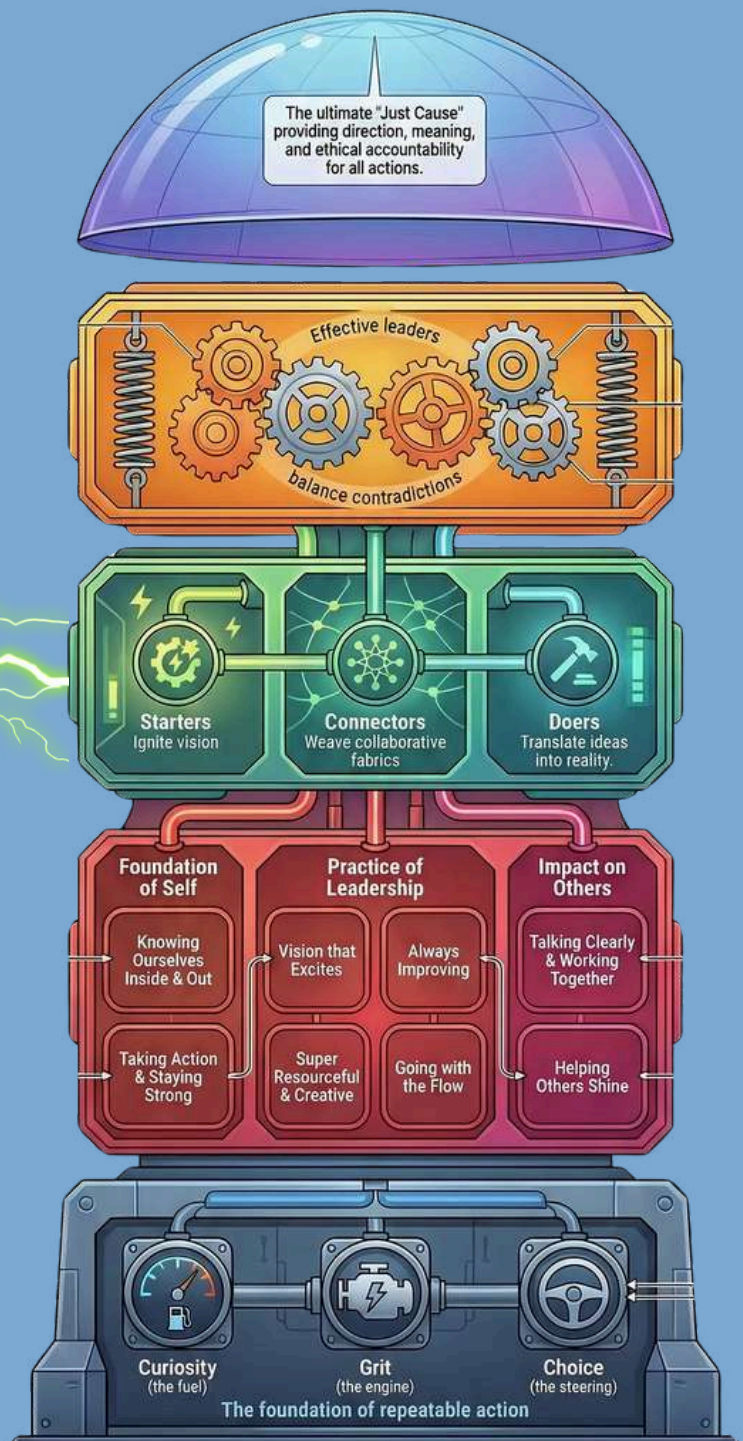
Explain the purpose, research, curriculum links, contributions, results and next steps. Include evidence and references.

7. Exhibit

Use objects, models, photographs and clear explanations to share the project's story, supported by the report.

8. Reflect

Use self-assessment and peer feedback to review learning, teamwork and outcomes, and identify improvements.



Welcome back to our Senior School students and families for the final term of 2026

As we begin our final stretch of the year, it feels important to pause and reflect on the incredible growth and learning our students have demonstrated. Throughout the year, we have watched students become increasingly confident in pursuing their interests, organising and taking ownership of their learning, and seeking out opportunities to connect their learning with the real world.

One of the great privileges of working in Senior School is seeing students discover that meaningful learning does not always happen within the four walls of a classroom. It happens when a student follows a question they are genuinely curious about, finds someone who can help them learn more, takes a risk and reaches out to a potential mentor, or perseveres through the challenges of establishing an authentic opportunity. Over the course of this year, we have seen more and more students taking these steps with confidence, independence and purpose.

Celebrating our first year 12 graduate

A massive congratulations to our Year 12 student, Matilda, who will present her graduating IBPLC (International Big Picture Learning Credential) Exhibition in Week 2. This is an incredibly significant milestone for Matilda and for our whole school community.

Her exhibition represents far more than the learning she has completed. It reflects her growth, independence, interests, experiences and the relationships that have shaped her journey through the Adolescent Program. Having been part of the program since its beginning, Matilda holds a very special place in its story, and we are incredibly proud to celebrate her as our first Year 12 graduate from MRMS.

This will be followed by our inaugural Year 12 Graduation Sundowner in Week 3. More details will be shared with families shortly, but we are already looking forward to coming together to celebrate Matilda and this very special milestone.

To mark the occasion, our Senior School students will also begin a new tradition with an annual Graduating Senior School Picnic at Gracetown in Week 3. Students will prepare and share food, spend time together and simply enjoy each other's company as a community while celebrating Matilda and the completion of her journey at MRMS.



Learning Through Internship – the gold of our work

The final term will also see students continuing to pursue interests and develop authentic, meaningful projects. A particularly exciting part of this work has been the range of Learning Through Internship (LTI) experiences that have emerged throughout the year. Students have connected with writers, allied health professionals and industry experts through interviews and mentoring conversations. Others have undertaken extended internships with carpenters, chefs, horticultural services, retail businesses and mechanics. Some seniors have explored opportunities to support and facilitate learning with our Middle School students, while others have worked alongside experts and community members to contribute to the care and enhancement of our property through environmental custodianship. Others have connected their interest projects with professional mentoring relationships, including music producers and wildlife experts.

And these are just some of the experiences currently underway. New internships and mentoring relationships are evolving and emerging week by week, often as a direct result of students identifying something they are interested in and then having the determination to find a way to pursue it. These opportunities don't always happen easily. It can take courage to make the first phone call, write the email, introduce yourself to a professional, ask for an opportunity or keep going when the first door doesn't open. It takes determination, resilience, initiative and a willingness to step outside of one's comfort zone.

That is why these experiences are such an important part of our Senior School, Big Picture Learning programme. Alongside the exploration of genuine interests, these real-world learning experiences are some of the real gold of our work. They provide students with opportunities to learn from people who are doing what they are interested in, to develop practical skills and professional understandings, and to begin imagining possibilities for their own futures.

Looking towards our Term 4 Exhibitions

As we move towards the end of the year, students will continue to develop, refine and complete their projects, including their Digital Portfolios and Video Profiles in preparation for our Term 4 Exhibitions in Weeks 7 and 8. We encourage families, friends and members of students' wider learning communities to attend wherever possible. Exhibitions provide a wonderful opportunity for students to share not only what they have learned, but the thinking, questions, challenges, discoveries and personal growth that sit behind the work.

Thank you to our families

Finally, a heartfelt thank you to our parents and families for the role you continue to play in making these experiences possible. So many of the opportunities our students pursue require flexibility, encouragement, transport, conversations, connections and a willingness to support something that may not always look like traditional school learning. We genuinely could not do this work without the partnership of our families. We are incredibly grateful to be working alongside you to hold the door of hope and possibility open for every one of our students.

As we enter our final term, we look forward to celebrating the learning and growth of the year, the opportunities that continue to emerge, and the many different pathways our students are either beginning to imagine, pursue or embark upon.

INTERNSHIP SUCCESS

**15-Year-Old Photographer Anoushka Lange Exhibits at Margaret River Heart
What is Seen, What is Said (Exhibition)**

MARGARET River photographer Anoushka Lange is set to present her own exhibition at just 15 years old, following a standout experience behind the lens at this year's Margaret River Readers & Writers Festival. What is Seen, What is Said will be exhibited at Nala Bardip Mia – Margaret River HEART from October 14 to 30, showcasing a selection of Anoushka's images.

Her connection with Arts Margaret River began through the 2025 Elders in Our Community Project, which led to an invitation to join the photography and videography team at the 2026 Readers & Writers Festival as a trainee photographer.

Working alongside experienced photographers and other young creatives, Anoushka quickly adapted to the fast pace of the major cultural event. Arts Margaret River's Christopher Young said her contribution had impressed everyone involved.



Anoushka was genuinely extraordinary on the Readers & Writers Festival weekend," he said.

"She was confident, hard working, supportive of others, respectful of our patrons and – most importantly – very apt at getting amazing shots. Super human stuff really!"

Margaret River Montessori School also praised the opportunity and Anoushka's contribution.

"It is fantastic to hear how well Anouk contributed over the Readers & Writers Festival weekend," Matthew Patroni said. We are very proud of the way she represented both herself and our school."

Principal Lisa Fenton described the opportunity as a "phenomenal experience" and thanked Arts Margaret River for the mentorship provided.

Arts Margaret River will now showcase a selection of Anoushka's photographs through the exhibition, giving audiences a glimpse of the distinctive photographic voice she is already developing.



**What is Seen, What is Said
(Exhibition)
by Anoushka Lange
Wednesday, October 14
@ 10:00 AM – 4:00 PM
Margaret River Heart**



wellbeing

Dear Adolescent Program Families,

I hope you have all enjoyed a restful holiday break!

This term, we are introducing My Mind Check, a new wellbeing initiative designed to help us better understand and support the social, emotional and psychological wellbeing of our young people.

What is My Mind Check?

My Mind Check is an evidence-based digital wellbeing tool funded by the Australian Government. It helps schools identify how students are coping and provides practical resources to support their wellbeing.

The short check-in explores age-appropriate areas, including anxiety, mood, attention, family connections, friendships, peer acceptance and sense of belonging at school.

When will students participate?

Adolescent Program students will complete two check-ins during Term 4:

Week 2: First wellbeing check-in

Week 7: Second wellbeing check-in

Each check-in takes approximately 5–10 minutes and will most likely be completed during Advisory. Only students whose parents or guardians have provided consent will participate.

How are the results used?

My Mind Check uses a simple traffic-light system to help identify students who may benefit from additional support:

Green: The student appears to be coping well.

Amber: The student may be experiencing some challenges and could benefit from monitoring or additional support.

Red: The student may be experiencing more significant difficulties and may require further support.

These results are wellbeing indicators, not diagnoses. Individual survey responses remain confidential, and staff receive relevant overall wellbeing information rather than students' answers to individual questions.

What happens if a student needs support?

If a check-in indicates that a young person may be experiencing difficulties, we will follow up with them in a supportive and respectful way. Where appropriate, we will communicate with families to discuss any concerns and determine suitable next steps.

The platform also provides resources and recommendations to help us respond thoughtfully to individual needs.

Why are we introducing this?

Adolescence is a time of significant physical, emotional and social development. As a Montessori Adolescent Program, we recognise the importance of understanding and supporting the whole young person. My Mind Check offers another way for us to recognise emerging needs, strengthen connections and ensure our adolescents feel supported as they navigate this important stage of development.

Participation is voluntary. [Further information is available on the My Mind Check website](#) .

Thank you for your ongoing support as we introduce this initiative. Feel free to reach out if you have any questions, my email is wellbeing@margmont.wa.edu.au.

Warmly,

Tessa

MRMS Wellbeing Officer



Adolescents need Challenge

Paula Lillard Preschlack

In the adult world, hard work is necessary for both personal and professional success. And yet, as a Montessori parent recently told me, "Many young people in my office at the bank come completely unprepared to put in effort." she shook her head in amazement, "they expect us to throw confetti each time they complete a job." We talked about this contrast to the Montessori graduates we knew. I reflected on what we are doing in our adolescent Montessori programmes that prepares them to be hardworking adults.



pedagogy corner

In our larger society, adolescents are rarely welcomed into the adult working world. They are more commonly given no responsibilities outside of their own needs and are seen wandering in packs at the mall with their ipods and cell phones. They are neither children nor adults, with little sense of purpose. They need substantial experiences with which to build themselves.

In the first plane of development, the practical life exercises appeal to the children in part because they integrate their minds and bodies by involving simultaneous thought and movement. In the third plane of development, the adolescent goes through physical and mental changes to build an adult mind and body, so they again crave integrating experiences. Now, rather than the challenge of carrying a pitcher of water without spilling, adolescents need to build a farm fence, clear a forest of buckthorn, or do other such "big work" that is valued in the adult world in order to develop confidence, self esteem and a sense of purpose.

To be effective, such work cannot be artificial. It must involve real risk in order to demand their full concentration and be worthy of their maximum effort. For instance, I watched a group of non-Montessori students raking the woods to prepare for a prairie burn. The burning was the job of the adults present. The adolescents stopped raking to talk as often as they could. The work given was too easy for them.

A few weeks later, I watched a group of Montessori adolescents figure out how to engineer and build an outdoor wooden amphitheater in ten days. They chose this task, and worked together to measure, saw, move and place huge logs. They worked through the hard labor non-stop every day, and completed their goal with an attitude of quiet triumph.

This second task was far more difficult and demanded much greater effort. The students used potentially dangerous equipment, took on the higher stakes of being relied upon by adults to complete the project, and responded to a real need. It was very hard work, and it challenged each one of them at times to the core. It was this very fact that engaged them.

Montessori parents further our successful approach when they ask our adolescents to actively work at home as well. The most successful match is work that is adult-like and extends into the adult world. The perfect example is the 13-year-old working at the cash register of her grandfather's store. She is given a "grown-up" job, but has adults around to support her so that she doesn't make serious mistakes. If such real-world opportunities are not readily available to adolescents, parents can ask them to plan and prepare a family meal regularly, help to plan a family trip, or encourage them to start a small neighborhood business with friends, such as washing cars or mowing lawns.

A Montessori programme that recognizes that adolescents biologically crave risk and challenge, actively involves them in healthy, real-life work that requires them to think, act, and contribute. While working together to accomplish difficult physical work, Montessori adolescents develop a healthy appetite for challenge. This prepares them well for the adult working world.

Paula Lillard Preschlack is the head of Forest Bluff Montessori School in Lake Bluff, Illinois. She has AMI training and teaching experience at the Elementary, Primary, and Assistants to Infancy levels. Paula has led the Parent Child Program for mothers with infants and toddlers with her sister, Lynn Lillard Jessen and their mother, Paula Polk Lillard, for eight years.

reflection

It has been wonderful to watch our young people increasingly make the farm their own. From seeing fencing go up and our main gardens flourish, to maintaining the grounds, completing daily chores, taking on manager roles, caring for shared spaces, growing produce, and planning and seeing camp through, there is a growing sense that this is their community and that their contribution matters.

There is an important developmental reason why this work sits at the heart of Montessori adolescent education. Adolescence is a period of significant physical, emotional and social change, accompanied by a growing desire to understand: Who am I? Where do I belong? What am I capable of? What is my place in the adult world? Adolescents increasingly seek independence, but they also have a strong need for connection, recognition, purposeful responsibility and opportunities to contribute meaningfully alongside others.

Importantly, the work arises from the real needs of the community and the land. A fence needs repairing, produce needs harvesting, a lunch needs preparing, an event needs organising or a shared space needs caring for. Students must then work out what needs to happen, who will take responsibility, what knowledge or skills are required and how they will work together to achieve it. In doing so, academic learning naturally intersects with practical life: mathematics has a purpose, science helps us understand the land, communication becomes necessary, economics becomes real, and organisation has genuine consequences.

Ultimately, we want our adolescents to experience the powerful recognition: **“I am capable. I am needed. My work has value, and I have something meaningful to contribute.”** The Erdkinder farm provides a prepared environment where that understanding can develop through lived experience—building confidence, belonging, responsibility and the social independence that Montessori saw as fundamental to the journey towards adulthood.



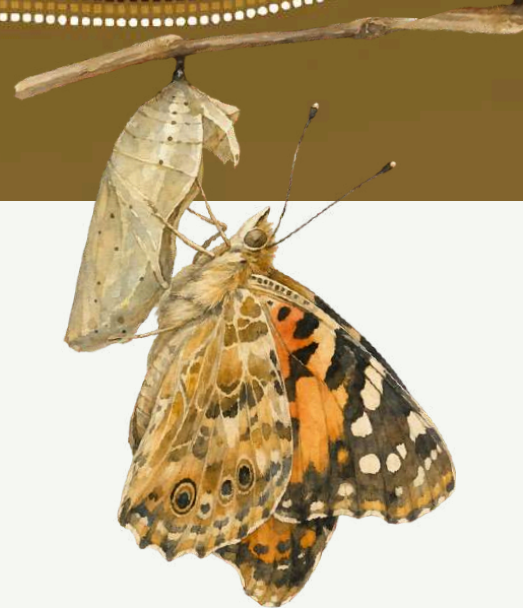
The Montessori Adolescent

Needs and Characteristics | Ages 12–18

A period of transformation...

Dr Montessori identified the needs and characteristics of each plane by observing how children develop over time. She described four planes, each with distinct physical, emotional, social and intellectual patterns. These observations helped her see that children's needs change as they grow, and that education should adapt its environment and approach to support each stage.

Adolescence brings profound physical, psychological and social change. Montessori education responds to the needs that shape how young people learn, relate and contribute.



01 PHYSICAL

WHAT THEY MAY EXPERIENCE

Rapid growth and puberty can bring fatigue, changing coordination, aches and greater vulnerability.

WHAT HELPS

Nourishing food, protection, active work with head and hands, time outdoors, rest and reflection.

02 SOCIAL

WHAT THEY MAY EXPERIENCE

Young people are shaping identity, seeking belonging and learning to balance personal needs with the wellbeing of others.

WHAT HELPS

Deep relationships, a strong community, opportunities to contribute meaningfully and practise fairness.

03 PSYCHOLOGICAL

WHAT THEY MAY EXPERIENCE

New maturity sits alongside doubts, intense emotions and heightened sensitivity to how others see them.

WHAT HELPS

Kindness and dignity, room to grow, encouragement, and real chances to build confidence through effort.

04 INTELLECTUAL

WHAT THEY MAY EXPERIENCE

Interests and capacity can fluctuate during rapid change; curiosity, flexible thinking and a sense of possibility remain strong.

WHAT HELPS

Purposeful learning connected to life: practical work, experiments, artistic expression and community needs.

05 SENSITIVITIES

WHAT THEY MAY EXPERIENCE

Adolescents are especially attuned to relationships, justice and their personal dignity.

WHAT HELPS

Respectful relationships, authentic participation, fair processes and opportunities to act on what matters.

06 INTERDEPENDENCIES

WHAT THEY MAY EXPERIENCE

They are moving towards economic and social independence while discovering purpose and responsibility.

WHAT HELPS

Create, produce or provide a service; make choices; and practise contributing as a responsible community member.

Save the Date

YEAR 12 GRADUATION 2026

FRIDAY 30 OCTOBER 2026
METRICUP CAMPUS

We warmly invite our Montessori Adolescent Program families to join us for our 2026 Year 12 Graduation and Evening Sundowner Celebration.



OUR FIRST YEAR 12 GRADUATION

For the first time in our history, we will celebrate our very first Year 12 graduate as she completes her Montessori journey and takes her next steps into the wider world.



**A MONTESSORI JOURNEY OF GROWTH,
CONNECTION AND POSSIBILITY**

We invite our Adolescent families and community to come together to celebrate this important milestone and the journey of our graduate.

We will also recognise our Year 9 transitioners.

Please save the date

and join us as our Montessori community comes together to celebrate this very special evening.

MORE DETAILS TO COME.

Invitation to our
EMA Waatu Kaatajiin Night

An evening

of stories,

Science

art, song

and dance

celebrating

our beloved

Sea Country

Wongi Waatu Gulyarra

Talking Oceans Together

You are warmly invited to come and share our Kulanga Wongi Gulyarra (Children's Sea Council), Waatu (Ocean) journey.

Together, we're bringing stories of connection and care for Waatu Boodja (Sea Country) to life through learning and experiences with Marine Scientists, Cultural Custodians and Artists in connection with our local Educational Marine Area.

Did you know?...

... That some flowers can tell us when Mammung (whales) are near?

...That Mammung have songs of their own? ..

...and more!

....We'd also love you to wear something that connects you to the ocean ! :)



The Heart, Margaret River

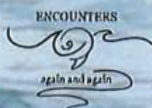
Thursday 15 October 2026



Show starts at 5:45
(Paella dinner 5:00 pm)
kids \$10 adults \$15



<https://events.humanitix.com/wongi-waatu-gulyarra-talking-oceans-together>



Pathways to Purpose

Big Picture
LEARNING AUSTRALIA

Preparing students beyond school through Montessori and Big Picture Education



Information Session

A deeper look into the education and pathways available at our Adolescent Program

Book Here

Scan the QR code or visit our website to book



Join us to explore:



The Montessori approach to adolescent education



Big Picture Learning Design



The International Big Picture Learning Credential (IBPLC)



Curriculum, learning structure and assessment



Preparing students for senior secondary education



Post-school pathways including university, TAFE, apprenticeships, employment and more

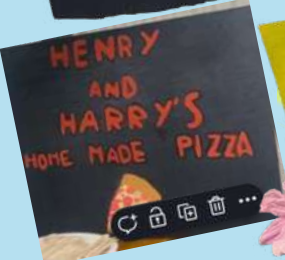
Why should you attend?

This session is designed to complement our Adolescent Program Tours. While tours provide the opportunity to explore our Metricup Campus, meet our students and experience the learning environment firsthand, this presentation and discussion-based session offers a deeper understanding of our educational approach.

Discover how Montessori and Big Picture Education prepare young people for senior school, graduation and life beyond, while providing the opportunity to ask questions and gain confidence in whether our program is the right fit for your family.

Almost
**FULLY
BOOKED**

**Wed, 4 Nov,
3:15pm - 4pm**



Together we
Shine

