



Erdkinder

METRICUP CAMPUS



NEWSLETTER

TERM 2 2026

Dear Adolescent Community,

We hope the break gave you a chance to slow down, rest, and reconnect. We're really looking forward to the term ahead and to continuing this journey alongside all of our amazing young people.

As we move into the Noongar season of Djera, you may begin to notice cooler mornings, softer light, and subtle changes across the landscape. These seasonal shifts continue to shape our place-based learning, encouraging students to observe more closely and stay connected to the environment around them.

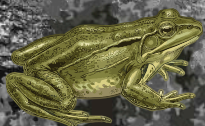
Last term finished on a real high with the Individual Exhibitions. It was wonderful to see the way students supported one another, offering thoughtful feedback and showing growing confidence in sharing their learning. These moments are a strong reflection of the kind of community we are building together and the growth we are seeing in our students.

We're delighted to welcome Muriel Gerard to the team. Muriel will be with us two days a week as an Education Assistant. She is a qualified teacher who has recently completed her Montessori 12-18 Diploma and is already familiar with our program through her time at the farm, where she completed her practicum and provided relief last year. Muriel has built strong, positive relationships with students, and we feel very fortunate to have her joining our community.

This newsletter is a brief update to keep you informed about the exciting things happening in Term 2. We hope you enjoy reading it and feel as excited as we do about the term ahead and the continued growth across the program. As always, if something feels unclear, reaching out early helps us support you and your young person effectively.

Warmly,

The Adolescent Program Team





**Margaret River
Montessori**

SCHOOL | EST 1993



FROM ADMINISTRATION

The Administration Office is open from 8:00am to 4:00pm, Monday to Friday, and I (Vicky) am always happy to assist with any administrative enquiries. If your matter is urgent, please don't hesitate to call; otherwise, we kindly ask that you use email.

Phone: (08) 9757 2564

Email: montessoriAP@margmont.wa.edu.au

IMPORTANT PLEASE

Continue to check our whole school newsletter, "What's On Weekly" updates, and School Stream for the most up-to-date information.

We look forward to seeing you all in Term 2. As always, please feel free to reach out if you have any questions or suggestions.

Kind Regards,

Vicky Nurse
Administrator



Did you know?

Did you know that being on time supports how the adolescent brain functions and learns? Consistent routines, like arriving on time, help regulate the brain's internal clock, reducing stress and supporting focus, memory, and emotional regulation. When students arrive settled and ready, the brain is much more open to learning, problem-solving, and connecting with others. In a Montessori environment, this also supports the community, as a calm, predictable start helps everyone find their rhythm and work more productively together.

Neuroscience shows that repeated actions strengthen neural pathways, so the more a habit is practised, the more automatic it becomes. In other words, every "on time" arrival is a small win for the brain, quietly wiring in skills like organisation, responsibility, and self-management that carry into adulthood.

Of course, we know life happens, mornings can be unpredictable, and sometimes just getting out the door feels like an achievement in itself. But aiming for consistent punctuality, where possible, really does make a difference for both the individual and the wider community.



STAY CONNECTED

THIS TERM

As we move into a rich and active Term 2, we encourage all families to stay closely connected with the rhythm of the program. While this overview captures major events, School Stream remains the primary platform for permissions, confirmations, and real-time updates. The weekly What's On (WOW) provides a detailed look at your child's day-to-day experience, and the school newsletter offers broader insight into the life of the program.



If you haven't done so already, we strongly encourage you to download the School Stream app via Google Play or the App Store and select Margaret River Montessori School. Once approved and notifications are enabled, families will receive real-time updates, including urgent communications such as emergency notifications. School Stream also allows families to complete quick and simple online forms, including reporting absences, notifying bus or personal detail changes, updating health information, and providing permissions for excursions and activities.

ERDKINDER DATES IN BRIEF

Week	Date	Event	Permission Required
1, 2 & 3	Friday Morning Community Work Middle School	Ovis Creative Drone Sessions	No
2, 4, 6, 8	Fridays	Community Lunch – Metricup Campus (see roster below)	No
3	May 6th	Immunisations (Years 7 & 10)	Yes – confirm via School Stream
4	May 12th	Readers & Writers Festival (Years 7, 8, 9 Literacy) – Metricup Campus- Solli Raphael – Identity X Poetry About Solli Raphael	No
4	May 15th	Pupil Free Day	
4	May 15th	Readers & Writers Festival Years 10,11,12 <i>90 Seconds to Midnight</i> Margaret River Heart 07) FRI-90 Seconds to Midnight Margaret River Readers & Writers Festival	Optional – see School Stream
7 & 8	June 2-12th	Senior Exhibitions Year 10, 11,12	
TERM 3			
1	July 20 - 24th	Senior School Camp Years 10, 11, 12 – Perth CBD	Yes – via School Stream
7	Aug 31 – Sept 4th	Middle School Urban Camp – YHA Fremantle Jail	Yes – via School Stream
6	August 22nd	Music Quiz Fundraiser	
9	September 18th	Open Day	

STAY CONNECTED

Advisory

Year 7 Joel Jess & Louwellyn (Name TBC) louisea@margmont.wa.edu.au artap@margmont.wa.edu.au joelh@margmont.wa.edu.au		Year 8 Katherine Kurulbrang katherines@margmont.wa.edu.au		Year 9 Jess Koorta jessf@margmont.wa.edu.au		Senior Matt (Name TBC) matthewp@margmont.wa.edu.au	
1	Carter-James, India	17	Lurie, Alala	29	Berlot, Mina	37	Beveridge, Fenix
2	Chanin, Barney	18	Bebbington, Louis	30	Chanin, Oscar	38	Clark, Robyn
3	Christian, Hugo	19	Edgar, Toby	31	Cope, Adelaide	39	Cope, Matilda
4	Christmon Saavedra, Yara	20	Erasmus, Ella	32	Le Cornu, David	40	Crowley, Liam
5	Darlington, Ahlyah	21	Fleming, Gus	33	McKinney, Otis	41	Darlington, Jaire
6	Edgar, Henry	22	Goodwin, Benjamin	34	Powell, Jaxon	42	Golebiowski, Summer
7	Gray, Hugh	23	Lange, Mahli	35	Randles, Katie	43	Goodwin, Harrison
8	Knappe, Kasimir	24	Langlois, Finn	36	Weir, Farran	44	Gray, Seth
9	Lasserre, Benoit	25	Leppard, Millie			45	Lange, Anoushka
10	Madson, Harry	26	Miller, Leah			46	Lasserre, Max
11	Norrie, Acer	27	Murray, William			47	McCarthy, Hayley
12	Oud, Charlotte	28	Nolan, Frankie			48	McKinney, Harper
13	Robertson, Onyx					49	Weadley, Airlie
14	Robertson, Willow						
15	Stanton, Jack						
16	Weir, Niven						



Families are encouraged to contact their young person's Advisory Guide with any questions or information that may support their learning or wellbeing. This helps ensure clear communication and consistent support. Please see below for your child's Advisory Guide and their email contact details.

Learning Plan Meetings

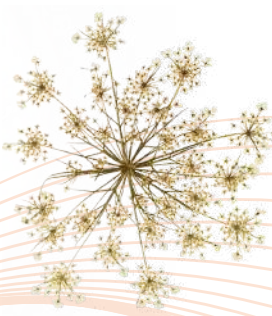
Learning Plan Meetings are an important part of the Adolescent Program and provide a valuable opportunity for students, families, and Advisory Guides to connect.

If you have not yet met with your child's Advisory Guide this semester, we encourage you to make contact to arrange a meeting. If you have already had a Learning Plan meeting in Term 1 and would like to meet again in Term 2, you are also very welcome to reach out.

Meetings are attended by the student, their parent or carer, and their Advisory Guide. They provide time to discuss progress, set goals, reflect on learning and wellbeing, and ensure each student's academic and personal development remains on track.

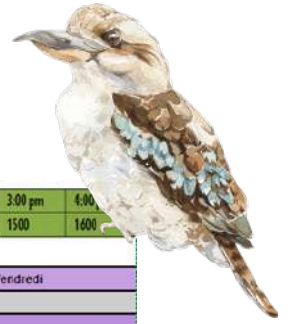
To support this process, two pupil-free days have been scheduled in 2026 specifically for Learning Plan Meetings: Friday 15 May (Term Two) and Friday 6 November (Term Four). Please note these are also pupil free days.

Families are always welcome to contact their child's Advisory Guide at any time to discuss questions, concerns, or information that may support learning or wellbeing.



STAY **M R** **M S** CONNECTED

Schedules



Middle School Term Two Schedule 2026

Time Conversion: Military (24-hour clock)							
8:00 am	9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm	2:00 pm	3:00 pm
0800	0900	1000	1100	1200	1300	1400	1500
							1600

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
8:30	Arrival & Advisory Check In				
Period 1 09:00	French Year 7 Creative Space	Literacy Year 8/9 Great Space	Work and Study Literacy and HASS Equinox & Great Space	Work and Study Science & Maths Equinox & Great Space	Maths Year 8/9 Equinox
				Health Year 7 Creative Space	Community Work/ Production & Exchange
10:30	Break				
Period 2 10:45	French Year 8/9 Creative Space	French Year 7 Creative Space	IWT	Creative Expression 1	Health Year 8/9 Creative Space
					Maths Year 7 Equinox
				Chores 12:15	
12:30	Lunch				
13:15	Quiet Time (Optional)				
Period 3 13:30	Math Year 7 1:330 - 1:430 Equinox	IWT Year 8/9 Great Space	Maths Year 8/9 Equinox	English Workshop Year 7 Great Space	Creative Expression 2
					Physical Expression
					Community Meeting Great Space
14:30	Advisory Check Out				Advisory Check Out
14:45	Daily Chores				Weekly Chores
15:00	c				

"The real work of education is to help the human being to find their place in the universe." - Maria Montessori

SENIOR SCHOOL SCHEDULE T2~2026



	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Check-in	Check-in	Check-in (Tessa)	Check-in	Check-in (Tessa)
9:00 - 10:30	Advisory	Advisory	Health + IWT (Olly & Tessa)	Advisory Literacy	Community Work
10:30 - 10:45	Recess				
10:45 - 12:30	IWT + Student Conferences	IWT + Student Conferences	Advisory - Numeracy (Jess)	IWT + Student Conferences (Chores 12:15)	Community Work
12:30 - 1:15	Lunch				
1:15 - 1:30	Quiet Time - Great Space (Optional)				
1:30 - 2:30	Reflection	Reflection	Advisory (Jess)	Physical Expression (Joel & Jess)	IWT (Olly)
2:30 - 2:45	Check-out	Check-out	Check-out (Joel)		Check-out (Olly)
2:45 - 3:00	Chores				

"The real work of education is to help the human being to find their place in the universe." - Maria Montessori

Lunchtime Clubs

Day	Clubs
Monday	<ul style="list-style-type: none"> Beyblade Club Minecraft Club
Tuesday	<ul style="list-style-type: none"> Soccer Club Beyblade Club
Wednesday	<ul style="list-style-type: none"> Henorita and the Starbirds Band Mandarin/Chinese Club Beyblade Club
Thursday	<ul style="list-style-type: none"> Minor Inconvenience Band Beyblade Club
Friday	<ul style="list-style-type: none"> Year 7 Band



COMMUNITY Engagement

Introducing
COMMUNITY WORK
(FOR PARENTS)

FRIDAYS

TWO Sessions
each week in Term 2

9:00-11:00
and
2:00 - 4:00*

This term, we are excited to introduce a new way of approaching our community engagement, with a stronger focus on connection and community. This shared approach helps build relationships, responsibility, and a genuine sense of belonging within our program.

**If you're interested in helping out,
please email Olly & Vicky
deputy@margmont.wa.edu.au
montessoriap@margmont.wa.edu.au**


*For the second session, from 3:00pm, your young person is warmly invited to work alongside you in contributing to the agreed tasks. The hour your young person contributes will also count towards your community engagement hours.

Tasks may include:

Farm/Outdoor tasks. Including but not limited to: Building veg beds, gardening, fencing, mowing, whipper snipping, weeding/invasive species control, general maintenance etc.

What to bring:

Suitable clothing for weather, basic tools, closed-in shoes your own PPE (if you have it), including gloves.



A quick reminder to log your community engagement hours via School Stream. If you have any questions, feel free to email Vicky.

People with Passions

Heaps of GRATITUDE to parents who have shared their passions thus far!

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,

**If this is you please contact
Deputy@margmont.wa.edu.au
Katherines@margmont.wa.edu.au**

thank you!

COMMUNITY Engagement

Pre-Loved Donations Welcome

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 MENTOR AND P&F UPDATE

Congratulations to the senior students for the Lion Shed BBQ in March - raising an outstanding \$934 dollars towards our Senior School Odyssey Camp. Thank you to all who helped support!

We would love your support in making our upcoming Music Quiz and Open Day events a success. Please save the dates and feel free to reach out if you would like to be involved in any way, whether that is helping on the day, donating a prize, or simply spreading the word and inviting friends and family.

Every contribution, big or small, helps build the energy and sense of community that make these events so special. Please keep an eye out for further information in the coming weeks.

Music Quiz Night - August 22nd

Contact: Nicky Nolan ~ hellonickynolan@gmail.com

Open Day - September 18th

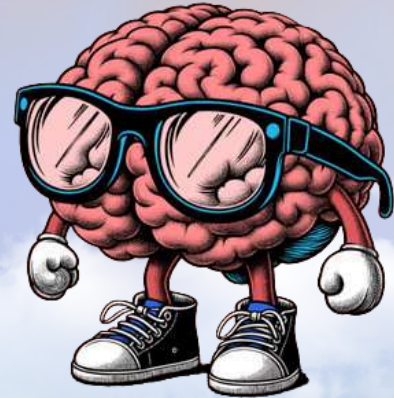
Contact: Kelly Cope ~ kelly_cope@icloud.com &
Jo Teasdale ~ jo.jocoba@gmail.com



THE ADOLESCENT BRAIN

“ADOLESCENCE IS A PERIOD OF RAPID GROWTH, DEVELOPMENT, AND LEARNING. THIS PRESENTS A UNIQUE OPPORTUNITY FOR ADOLESCENTS TO HAVE A GREATER ABILITY TO ACTUALLY SHAPE THE BRAIN’S DEVELOPMENT. WE CAN MAKE CERTAIN PATTERNS OF OUR BRAIN ACTIVITY STRONGER BY ENGAGING IN CERTAIN TYPES OF BEHAVIOURS. ONE OF THE WAYS THEY CAN ENGAGE IN THEIR OWN DEVELOPMENT IS BY LEARNING AND UNDERSTANDING WHAT IS HAPPENING IN THEIR OWN BRAIN. AWESOME, RIGHT?”

[CLICK HERE TO READ MORE](#)



EXECUTIVE FUNCTIONING

Recently, staff took part in professional development offered by the Sydney Montessori Training Centre (SMTC), which focused on Executive Functioning in Adolescents. It was a valuable opportunity to reflect, and it strongly affirmed that our program is well aligned with what research tells us young people need at this stage of development.

Executive functioning is often described as the brain’s “air traffic control system”. It includes the skills we use to plan, organise, manage time, regulate emotions, stay focused, and adapt when things change. These are the capabilities that allow young people to move from intention to action and to navigate increasing independence.

A key takeaway is that the part of the brain responsible for these skills is still developing well into a young person’s twenties. This means that what can sometimes look like inconsistency or impulsivity is, in fact, part of a normal and important developmental process.

Adolescents are wired to seek connection, take risks, explore new ideas, and learn through real experiences. They need opportunities to make decisions, contribute meaningfully, and reflect on outcomes. This is how they build independence, confidence, and resilience. Importantly, when things do not go to plan, these moments often provide the richest learning.

This is why our program looks the way it does; the real work, the shared responsibility, the community projects, the hands-on learning. It is all very intentional. These experiences are not separate from learning; they are the learning.

A consistent message from the session was that adolescent programs are often misunderstood. From the outside, this approach can look different from what many families may have experienced at school. If you ever find yourself wondering why we do things the way we do, please reach out. We value these conversations, and open communication is key in supporting your young person.

Further Reading:

- Diamond, A. (2013). Executive Functions. Annual Review of Psychology
- Blakemore, S. J. (2018). Inventing Ourselves: The Secret Life of the Teenage Brain
- Haidt, J. (2024). The Anxious Generation
- Moffitt, T. E. et al. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. PNAS
- Twenge, J. (2017). iGen
- Lillard, A. (2011). Mindfulness practices in education: Montessori’s approach

We hope all families enjoyed a restful and refreshing mid-semester break. It has been wonderful to welcome students back as we begin Term 2, ready to build on the strong momentum established earlier this year.

We would also like to congratulate our students on successfully completing their first exhibitions for the year at the end of last term. It was fantastic to see such a diverse range of high-quality work on display, with projects exploring areas including land and water management, music, carpentry, human biology, robotic engineering, mechanics, cooking, animal welfare, journalism and more! These exhibitions are an important milestone in the Big Picture learning journey, and we extend our sincere thanks to the many parents and special guests who attended and contributed to the panel process.

Term 2 Focus: Post-School Pathways

This term, students will begin a new and important focus on post-school pathways through their Post-School Projects. This work supports students to actively explore and research their future options, including pathways into employment, trades, vocational training and university.

Students will engage in learning experiences designed to build real-world knowledge and skills. This includes:

- researching courses, qualifications and entry requirements
- exploring different industries and career pathways
- developing practical tools such as CVs, portfolios and personal profiles
- learning how to communicate professionally and engage with external organisations



Through this process, students are not only planning for life beyond school, but also developing important capabilities in decision-making, wellbeing, and civic participation. They are encouraged to think critically about their place in the world, consider diverse perspectives, and take responsibility for shaping their future pathways.

Post-School Projects often take the form of rich, personalised portfolios that may include reflective writing, timelines, interviews, research, and documentation of experiences, helping students build a meaningful and informed picture of their future.

POST HIGH SCHOOL PATHWAYS

Vocational Training

- Chef School
- Auto Mechanic
- Real Estate Agent
- Apprenticeship

Military

- Coast Guard
- Marine Corps - National Guard - National Reserve
- Air Force - Army - Navy

Public Safety

- EMT
- Police Officer
- Fire Fighter
- Paramedic

Union Trade School

- Carpenter
- Plumber / Electrician
- Painter
- Sheet Metal Worker

Certificate Program

- Dental / Medical Assistant
- Tech Assistant
- Veterinarian Technician

Gap Year

- Travel
- Volunteer
- Workforce
- Internship

4 Year Degree

- Bachelor of Arts
- Bachelor of Science

2 Year Degree

- Associate of Arts
- Associate of Science

Workforce

- Cook
- Bank Teller
- Retail
- Train Operator

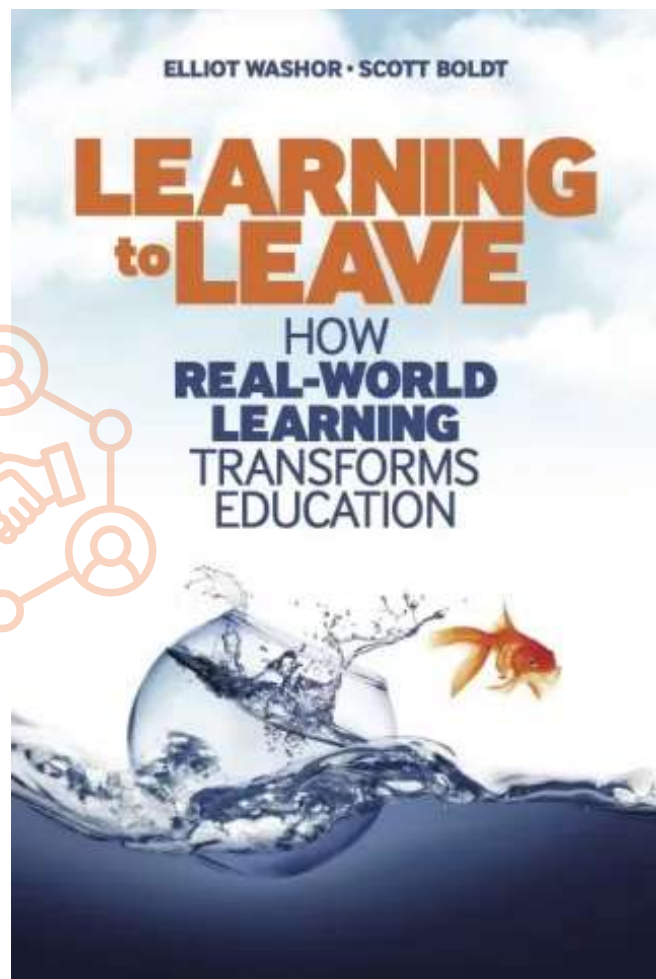


Learning Through Internship

Learning Through Internship (LTI) remains a central part of our program. Students will continue to engage in real-world learning experiences aligned with either (or both) their interest projects and emerging post-school pathways.

These experiences may include internships, shadow days, informational interviews, short courses, or community-based learning opportunities.

Through internships, students connect with mentors, develop practical skills, and gain insight into professional environments. These experiences also help students build networks and better understand the pathways available to them beyond school



Exhibition Schedule Update

Please note that Senior School Exhibitions will take place in Weeks 7 and 8 (2 June – 12 June) this term. We strongly encourage all parents and caregivers to attend where possible, as these exhibitions are a powerful opportunity for students to share their learning, receive feedback, and celebrate their progress.

We are looking forward to an exciting and purposeful term ahead as students continue to deepen their learning, explore future pathways, and connect their work to the world beyond school.

Thank you for your ongoing support and partnership and as always, please reach out if you have any questions.

Regards,

Matt Patroni

Senior School Advisory Guide



Big Picture Education Learning Goals

KNOWING HOW TO LEARN

The goal is to be curious, with a drive to explore and be open to doing hard work; to understand that there are many ways of learning, knowing and making meaning in the world. It includes valuing learning from and with others inside and outside of school.

PERSONAL QUALITIES

The goal is to strive to be the best person you can be; to demonstrate respect and empathy for others, take responsibility, be self-aware and act with courage and compassion; to reflect on your achievements and progress; to strive for personal and civic improvement.

QUANTITATIVE REASONING

The goal is to learn to use the skills, concepts and logic of mathematics to understand and interpret situations, solve problems and take action in life, learning and work.

EMPIRICAL REASONING

The goal is to learn through experimentation; to use evidence based on observation, experience and a logical process to understand, make decisions and to evaluate hypotheses.

COMMUNICATION

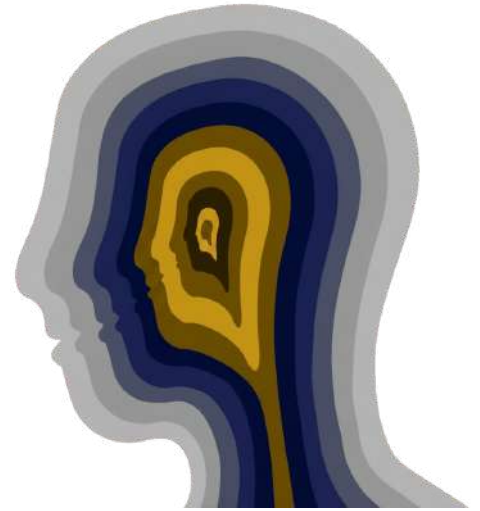
The goal is to learn to be a great communicator: to understand your audience; to write, read, speak and listen well; to use technology and artistic expression (visual arts, music, dance and theatre) to communicate. It includes, where possible, another language.

SOCIAL REASONING

The goal is to learn to see diverse perspectives; to understand social issues, to explore ethics; to analyse and understand social systems and to look at issues historically and culturally. It includes learning to take responsible action to address inequity.

Middle School

HEALTH



GROW

mental
wellbeing
programs

Year 8 and 9

We know that being an adolescent can feel challenging at times. Young people are navigating change, growing independence, and a lot of new emotions, and we want them to feel supported, understood, and connected through this.

This term, our Year 8 and 9 students will take part in the GROW Australia Get Growing Program, an evidence-based wellbeing initiative that supports both adolescent development and the Health and Physical Education curriculum. Thanks to grant funding, we are pleased to offer this as a meaningful extension of our program.

Through small, facilitated group sessions, students are given space to share, reflect, and learn alongside their peers. This approach supports the development of emotional awareness, resilience, and a strong sense of self, while fostering connection and a sense of belonging

Students will explore key areas such as managing emotions, navigating relationships, problem-solving, goal setting, and responding to challenges. The emphasis is on practical, transferable skills that support both wellbeing and engagement in learning. This offering reflects our commitment to educating the whole adolescent. It sits naturally within our Montessori approach, where wellbeing, identity, and real-world capability are seen as essential to academic growth, not separate from it.

[LEARN MORE](#)



Year 7

In the Year 7 cohort, there will be a focus on online safety and cyberbullying this term. Students will be able to define and examine scenarios involving cyberbullying, sexting, catfishing and phishing, and critically evaluate the social and legal implications of a range of negative online behaviours.

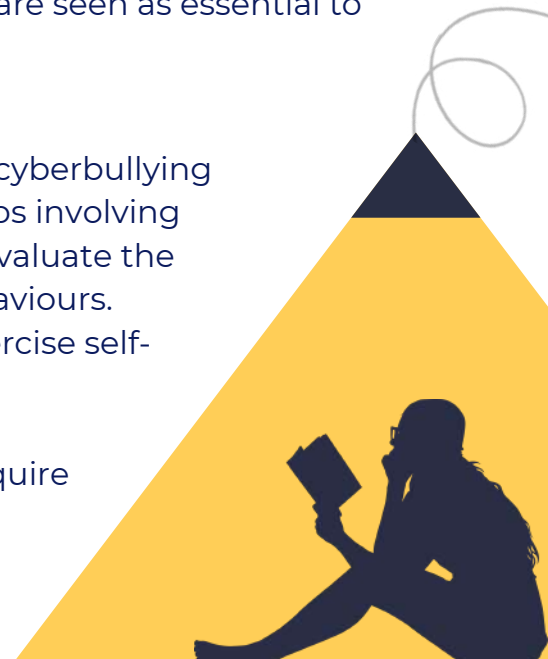
Students will also analyse different ways in which they can exercise self-control and responsibility in managing relationships online.

All middle school students will be given the opportunity to acquire certification in a range of first aid courses presented by St John First Aid.



“Education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

– Maria Montessori, *The Absorbent Mind*



Middle School

LITERACY



"I have studied the child. I have taken what the child has given me and expressed it and that is what is called the Montessori method."

~ Maria Montessori

This term, we will continue to build a deeper understanding of what makes Montessori education distinctive, using our own Erdkinder as a real example of a Centre of Work and Study. Aligned with the SCSA Years 7–9 English curriculum, our focus in Term 2 shifts from understanding to communication.

Our amazing young people will apply their learning by developing the skills to communicate clearly with real audiences. This includes writing for different groups such as younger students and families, using appropriate tone and vocabulary, and editing and refining their work for clarity and accuracy. They will also begin to recognise and use persuasive language. Throughout the term, we will explore examples of school communication, such as websites and prospectuses, to understand how schools present themselves to the wider community.

Year 7...

...will focus on building confidence in explaining ideas clearly and adapting their writing for different audiences, with support in structuring and refining their work.

Year 8/9...

...will extend and deepen their skills by exploring how language choices influence meaning, developing greater awareness of audience, tone, and purpose, and strengthening their ability to edit and refine their writing with increasing precision, clarity, and impact.

As a key outcome, students will contribute written pieces for our school's prospectus and student information materials. This provides a real purpose for their work and a genuine audience beyond the classroom.

Literacy warm-ups will continue to support spelling, grammar, vocabulary, and sentence construction.

PHYSICAL EXPRESSION

Physical Expression is designed to allow students to have input on sports and pursuits to experience. As an important part of adolescent development, participation is expected for all year levels.

Students are provided with opportunities to express their interests and desired sports activities and plan for these to be executed and enjoyed. This term, students have expressed an interest in spending a Thursday afternoon at The Hangout – an indoor rock-climbing gym. Students will also have an opportunity to travel to the Margaret River recreation centre this term to utilise the indoor courts for their planned activities. Communications regarding these events will be sent shortly.

Mountain biking on Monday afternoons will continue this term. Meet at Carter's Road carpark 3:50pm for a 4pm departure. The group returns around 5:30pm.

Please support your young person to wear clothing suitable for physical activity on Thursdays. Bringing a change of clothes and deodorant etc. is also recommended.



Clothing Checklist

- T-shirts (short sleeve)
- Long sleeve tops
- Polo shirts
- Jumpers or hoodies
- Jackets or windbreakers
- Shorts
- Activewear
(e.g. sports shorts, leggings, track pants)
- Socks
- Sport shoes (not Crocs)
- Hat (sun protection)
- Water bottle (essential)



Middle School

COMMUNITY WORK



Community Work remains a core part of our Montessori Adolescent Program, giving students real opportunities to contribute to the needs of our Centre of Work and Study. Through this, they build independence, responsibility, and a strong sense of belonging.

This term, students will have increasing choice in the work they take on, guided by their interests and the needs of the community, with support from staff and volunteer experts. Through meaningful, hands-on tasks, students develop collaboration, problem-solving, and decision-making skills while increasing their sense of self efficacy.

Physical activity and elements of Production and Exchange are naturally woven into this work. As students engage in practical tasks and real systems of contribution, they build resilience, confidence, and a deeper understanding of their role within a functioning community.

This term, students will engage in a range of practical and meaningful tasks, including:

- Working in our garden and supporting food production
- Building and maintaining fences
- Caring for our chickens and managing the coop
- Developing and maintaining our mountain bike track
- Grounds maintenance across our farm and campus
- Supporting camp planning and preparation
- Engaging in Production and Exchange



This term, six students will work with Sean Hsu from Ovis Creative to create a professional marketing video for our campus. They'll be involved in everything from ideas and filming through to editing, using real equipment and learning how to safely operate a drone.

It's a hands-on, real-world experience where creativity meets practical skills to benefit the community. Students will build confidence while working with concepts like timing, angles, and planning.

Most importantly, this is a real project with a real outcome. The final video will be used to share our program with the wider community, giving students a strong sense of purpose, ownership, and pride in their work.

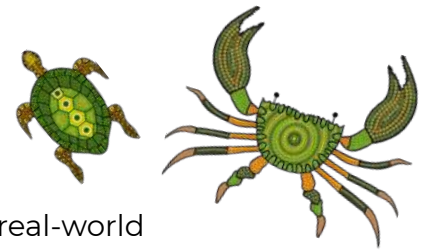
Please see this link to see some of Sean's amazing work:
[Ovis Creative - YouTube](#)



Ovis Creative
Productions

Middle School

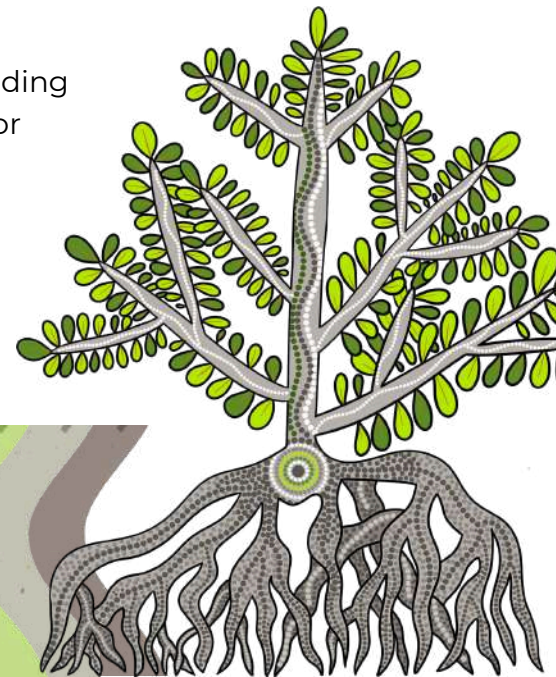
WORK AND STUDY



Work and Study will continue into Term 2 with a strong emphasis on real-world application, systems thinking, and purposeful learning across Science and Mathematics. Through hands-on experiences in designing, establishing, and maintaining these systems, students are building practical skills while learning to think critically about interconnection, sustainability, and improvement. Importantly, this work positions students not only as learners, but as active contributors to the wellbeing of their community, as they create and refine systems that respond to real needs within the school environment.

Our EMA Oceans Systems group, in partnership with EMA Australia, will deepen their exploration of the ocean as a complex and interconnected system. Students' work will be grounded in authentic environmental inquiry and is designed to move beyond knowledge acquisition, supporting students to see themselves as informed and capable contributors to ocean stewardship. Through this, they begin to understand how local actions connect to broader global systems and the role they can play in protecting and sustaining our oceans.

Our Inside Out Systems group will finalise and apply the understanding developed in Term 1 to design and establish the systems required for our larger food gardens. Students will continue to explore the full cycle of food systems, with a focus on how different elements interact, including seasonal conditions, soil health, and nutrient balance. They will consider how timing, climate, and environmental factors influence what can be grown and how systems need to adapt over time.



Djeran is the Noongar season of adulthood and autumn (April–May) in South West Western Australia, marked by cooler nights, dewy mornings, and light breezes. Represented by the colour green, it brings a break from summer heat, with blooming red gum flowers, the arrival of flying ants, and a focus on preparing shelter and food for the approaching wet winter.



MATHS

Year 7

This term, Year 7 will work within the School Curriculum and Standards Authority Mathematics framework, with a focus on measurement. Students are developing their understanding of perimeter, area, and volume. Wherever opportunities arise, they are applying this learning authentically in practical contexts such as measuring spaces, designing garden beds, costing and working with materials on the farm.

Year 8/9

We'll begin by exploring scientific notation, including significant figures and converting between units. Students will work with very large and very small quantities, with practical applications such as using the microscope to estimate and interpret measurements in microns. We'll then move into algebra, focusing on expanding, factorising, and solving more complex equations. Alongside these core topics, we'll continue to revisit and strengthen foundational skills such as fractions, percentages, and area, with targeted support where further consolidation is needed.



Middle School

CREATIVITY EXPRESSION

We will continue building on the Creative Expression work from last term, with a strong focus on deepening skill, confidence, and personal voice. Creative Expression sits at the heart of our Montessori Adolescent Program, supporting identity formation through hands-on opportunities to explore, create, and refine a growing sense of self.

Music Lab – High Musical Experience

We continue to extend musical capabilities through composition, collaboration, and performance. Building on existing skills, there is a focus on exploring more complex musical ideas, refining technique, and engaging with music technology and production. There are increasing opportunities for young people to lead their own work, shaping creative direction and contributing to ensemble outcomes.

Music Lab – Foundations

We build confidence through hands-on exploration of rhythm, melody, and sound. Foundational skills are strengthened while creating space to experiment, collaborate, and develop individual expression. As confidence grows, there are more opportunities to take ownership of musical ideas.

Exploring Surrealism

This term, we move from Cubism into Surrealism, exploring imagination, symbolism, and abstract thinking. Through drawing, colour, and mixed media, there is a focus on representing ideas beyond reality while building both technical skill and creative confidence.

Storytelling Through Print

We extend lino printing skills by exploring tessellations and repeating patterns. Designs are refined into high-quality, potentially sellable products, while deepening understanding of pattern, symmetry, and mathematical thinking.

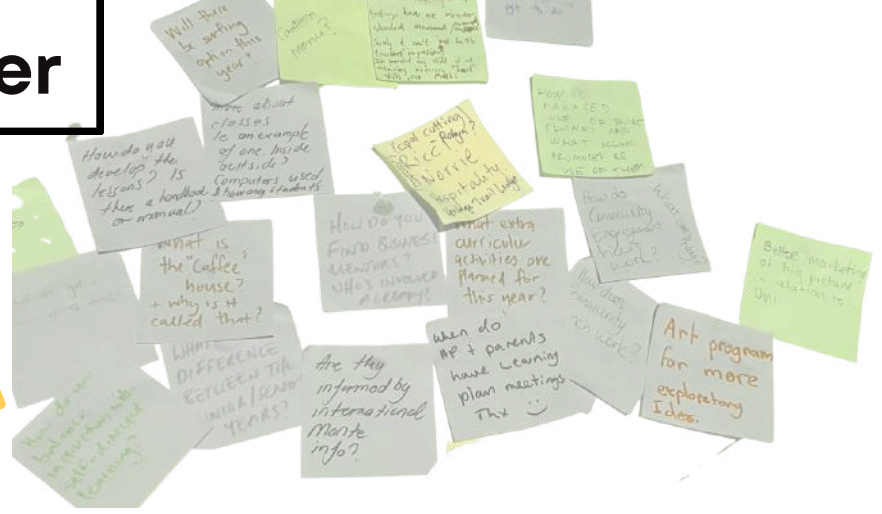
Making Wild

We continue working with natural materials to extend skills in design and construction. This term, the focus is on creating totems for our entryway, following planning and consultation with local land artist Elaine Clocherty. The project emphasises thoughtful design, connection to place, and refining ideas through experimentation, observation, and collaboration.

Dance

Dance continues to emphasise collaboration and agency. As confidence grows, there are more opportunities to take ownership of choreography and performance. This provides a space for creative expression, risk-taking, and the development of confidence and identity through movement and shared creation.

Post-it Notes Questions... Not Forgotten



At our Parent Orientation evening, families shared questions on our Post-it wall. By the end of the session, it represented thoughtful questions, honest reflections, and what matters most to our community. Thank you, we read every one. While we couldn't answer them all on the day, we are following up on a few of them here. If your question still has not been answered or more questions have come to light, feel free to email Kath on KatherineS@margmont.wa.edu.au.

QUESTION: What is Coffee House?

Coffee House is one of our end-of-term assessment experiences, created in the final week of school. Rather than a traditional test, students demonstrate their learning through live performance in a relaxed, café-style setting. It is a carefully designed experience where creativity, confidence, and communication come to the forefront. Across the term, students develop skills in areas such as music, spoken word, storytelling, and creative expression, and Coffee House provides an authentic opportunity to share this work with an audience, strengthening confidence, communication, and ownership of their learning.

The name comes from the tradition of coffee houses as places where people gather to share ideas, music, and stories in an informal, welcoming environment. Our version reflects this spirit. The setting is intentionally social and low-pressure, allowing students to take risks, express themselves, and connect with an audience. It shifts assessment from being tested to sharing something meaningful.

Coffee House sits alongside other end-of-term assessments, including Open Days, class-based assessments, individual exhibitions, performances, and curated displays. Each term, we vary these formats so students can demonstrate their learning in different ways and continue to build a broad range of skills. In short, Coffee House is both a celebration of learning and a meaningful assessment where students bring their work to life.

QUESTION: How is AI used in the program?

At this stage in Middle School, AI is not taught as a standalone subject. Instead, it is thoughtfully introduced within learning where it is most relevant, in line with SCSA's focus on applying skills in meaningful contexts. Students have already engaged in lessons on annotation, plagiarism, and how to identify reliable sources of information online, including how to thoughtfully and responsibly use tools such as AI.

Our focus is on helping students develop strong habits around research, critical thinking, and integrity. They are learning to question information, recognise quality sources, and understand that tools like AI are there to support their thinking, not replace it. This approach ensures students are building the skills they need to navigate an increasingly digital world with confidence and care.



pedagogy corner



How do you develop the learning? Is there a handbook or manual?

Our learning is not delivered through a fixed handbook or a pre-set sequence of lessons. Instead, it is guided by Montessori adolescent pedagogy, which is designed to respond to the developmental needs of young people while maintaining strong academic expectations.

We begin with what we call the Centre of Work and Study. This means learning is grounded in real, meaningful work connected to place. The land, the season, the local community, and the interests and readiness of the students all help shape what the learning looks like. Teachers observe closely and design purposeful work such as environmental projects, food production, enterprise, or community-based initiatives. This work is carefully planned, but not rigid. It evolves as students engage, ensuring it remains relevant and authentic.

Once this work is underway, we intentionally map the academic learning onto it through a process called back-mapping. Teachers identify the knowledge and skills students need to carry out the work successfully and align this with curriculum requirements such as SCSA. In this way, subjects like science, mathematics, humanities, and technologies are integrated within the work, rather than taught in isolation. This often leads to deeper learning that meets and frequently exceeds curriculum expectations.

Learning is naturally cross-curricular, while core skills in Mathematics and English are also explicitly taught to ensure strong foundations. Students are active participants in shaping their learning, with their questions and decisions helping guide its direction. Teachers provide structure and guidance to ensure the work remains purposeful, challenging, and aligned with expectations.

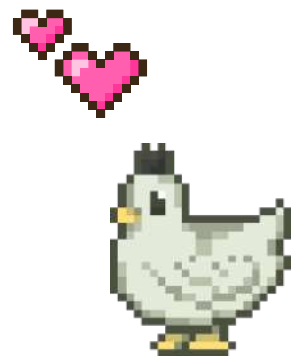
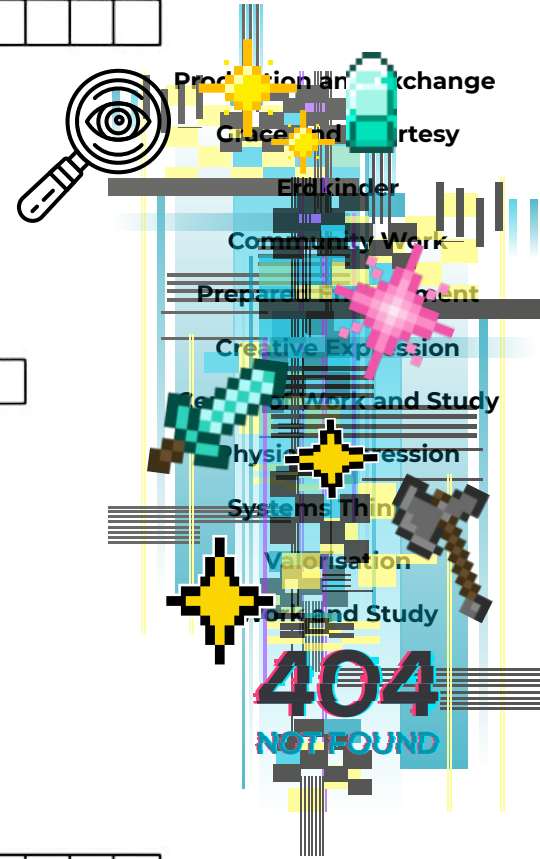
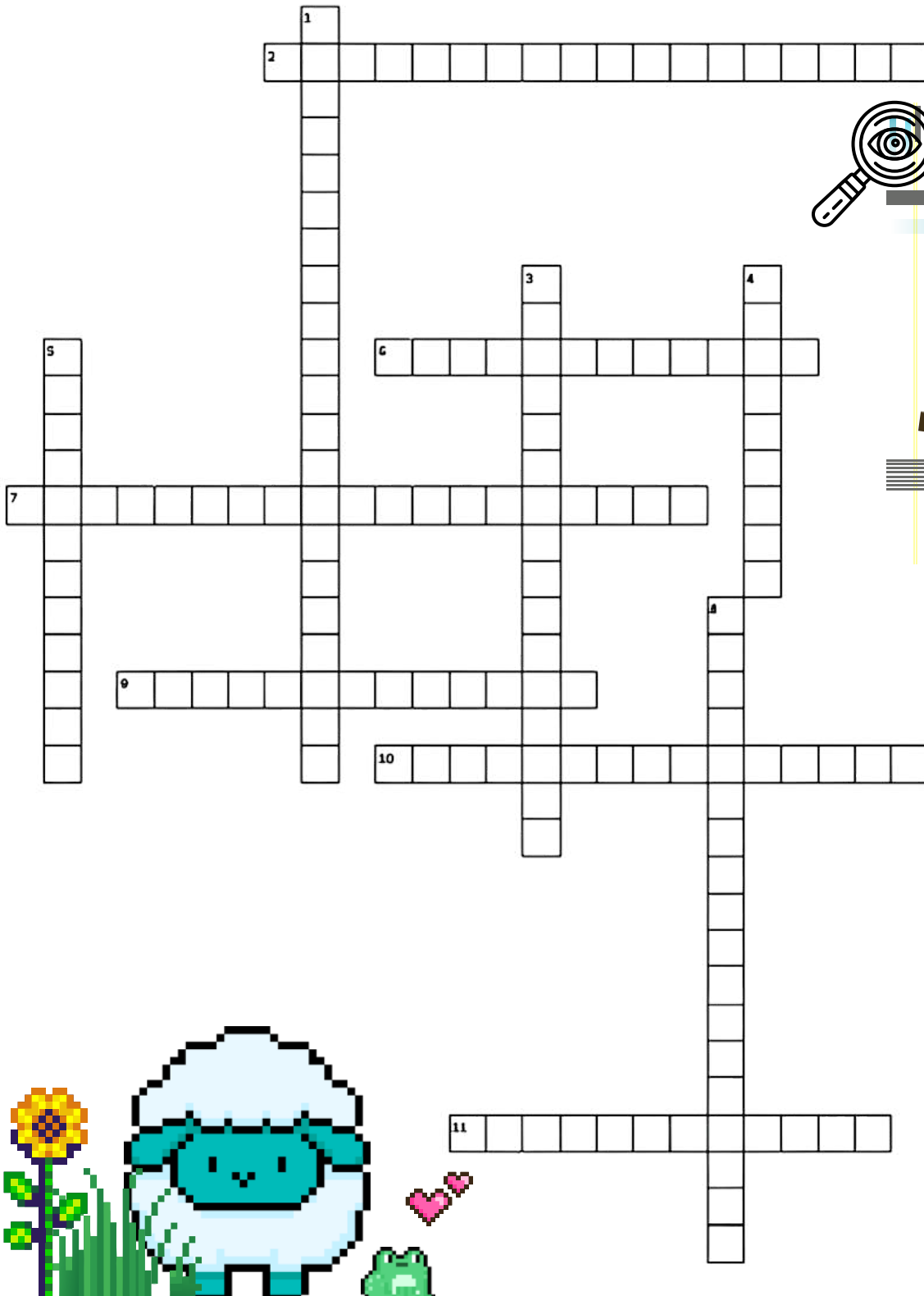
While learning is responsive in the moment, it is carefully planned over time. The program is tracked across a three-year cycle to ensure coverage, progression, and increasing complexity. This cycle is regularly reviewed and refined based on the needs of students and the context of the school.

In simple terms, while there is no single handbook, there is a clear and intentional approach. Learning is thoughtfully designed, academically rigorous, and deeply connected to both the real world and the developmental needs of adolescents.

Please be assured that all independent schools, including ours, are subject to a rigorous audit process by the Department of Education against the Non-government Schools Registration Standards which includes, amongst other elements, an audit of curriculum offerings. Additionally, Montessori Schools in WA have official approval to teach the Montessori Curriculum because it has been officially assessed by SCSA as covering the state mandated curriculum and more. The most recent assessment and approval was in 2025.



ERDKINDER CROSSWORD



Across

2. Expressing identity through creative outlets
6. Integration of intellectual learning with purposeful work
7. Designed environment supporting independence
9. Work that responds to genuine community needs
10. Understanding connections within systems
11. A micro-community built on real work and responsibility

Down

1. Creating and exchanging goods or services
3. Social behaviours for respectful community living
4. Montessori adolescent land-based model
5. Building self-worth through contribution
8. Movement supporting physical growth and regulation