



Adolescent Program

Rockingham Montessori School commenced its Adolescent Program in January 2012. Whilst continuing to provide a strong Montessori philosophy, the high school has been developed in conjunction with Big Picture Learning Australia (www.bigpicture.org.au).

The Adolescent Program follows the International Montessori Curriculum and has a strong influence on the young person's personal growth in the areas of public speaking, the arts, sports, business, economics, entrepreneurship, out-of-school activities, and work readiness skills. The Adolescent Program incorporates internships to ensure students gain real-life experiences to guide their future career pathways to ensure a comprehensive portfolio is developed which may lead to successful university entry.

Philosophy

"Success in life depends in every case on self-confidence and the knowledge of one's own capacity. The consciousness of knowing how to make oneself useful, how to help mankind in many ways, fills the soul with noble confidence and dignity. "The feeling of independence is bound to the power to be self-sufficient." (Maria Montessori, *From Childhood to Adolescence*, 1948)

By developing the capacity of a child, work becomes joyful and the child flourishes to become a constructive citizen of our humanity thus leading to our ultimate goal of World peace. The child's potential is actualised through having the social, emotional, intellectual, physical and spiritual needs being met in a nurturing, supportive and challenging environment.

A healthy body and healthy mind is developed through self-management and practical life daily chores, leadership participation in the form of school managers and community meeting participation. The development of the child's own capabilities and a desire to utilise these skills to make an ongoing difference in the world facilitates a passion for lifelong learning.

The 21st Century's soft skills include but are not limited to, strong communication, an inquiring mind, deep knowledge, open-mindedness, caring, a discerning risk taker, innovation, and resilience by not being afraid of failure thus empowering our youth to create the 22nd Century and beyond.

Acknowledgment of their place in their family, peer group, community and the world, and thus the development of independence leads to being one's best self and the development of inner peace and peace for mankind.

Values

Students are supported to look for opportunities to contribute to the wider community, for the good of humanity, working collaboratively to enhance the group's abilities.

Competition is encouraged within oneself not against others, valuing the self and others whilst valuing diversity and inclusivity are core. The adolescent behaves with grace and courtesy and treats others with genuine kindness and respect. Students are encouraged to reflect on their personal behaviours and to consider the needs of others before themselves.



Features

Comprehensive coverage of curriculum incorporating contemporary skills in technology provides students with a sound grasp of current trends and an appetite for future opportunities. Working within digital environments increases independence, discerning usage, and capitalises on technological literacies, building skills for our technological society and complements face-to-face delivery through real-world usage and cross-curricula interest-based activities. The Montessori Curriculum is delivered in the Adolescent Program and is mapped to the Western Australian and Australian curriculums. The Montessori Curriculum is approved by Western Australia's School Curriculum and Standards Authority and ACEQA respectively.

Senior School students can pursue multiple tertiary education and/or vocational pathways, whilst also studying Interest Projects to a deeper level. Nationally accredited Vocational Education courses can also be included in a senior students Graduation Pathway Plan along with Internship opportunities and Community Service projects. Senior School students will achieve a Western Australian Statement of Student Achievement (WASSA) upon graduation from Year 12 studies.

Structure

Student numbers for the Adolescent Program are capped at 300. The school is designed to be small to maximise strong relationships between students, staff and families. Middle School caters for 12-15 year olds and Senior School 15-18 years. Advisories of 17 students are guided by an advisory teacher focusing on the child's well-being and individualised learning plan. Specialist teachers extend the child's knowledge base in a cross-curricula approach. Students transition into and through the Adolescent Program when socially and emotionally ready. Small class sizes and maximised student support through high teacher to student ratios is key.

Pedagogy

Students attend classes where personalised instruction is reinforced and complemented by work that's completed throughout the week in the student's self-regulating time. A daily 'three-hour work cycle' is the essence of a Montessori environment enabling the students to have uninterrupted time for developing 'flow' which provides for deep concentration and learning free from distractions.

Lessons are provided in small groups of varying abilities and ages. Work is presented to the adolescent at their academic level. Teachers are multi-skilled guides who work alongside students to inspire and model work processes and are available for students to access to assist with their learning during generalist time. Learning programs are individually developed in response to student's needs, abilities, aspirations and learning styles.

'Going Out' and learning from and within the community and natural environment provides real-world experience for the adolescent, and is an extension of our Primary School Program.

Where our transitioning primary students have undertaken annual camps, our Middle School students are now involved in expeditions culminating in our Senior School odyssey.

These experiences contribute to an awareness of our natural environment, industry, economics, geography and cultures of our region.



Student attributes

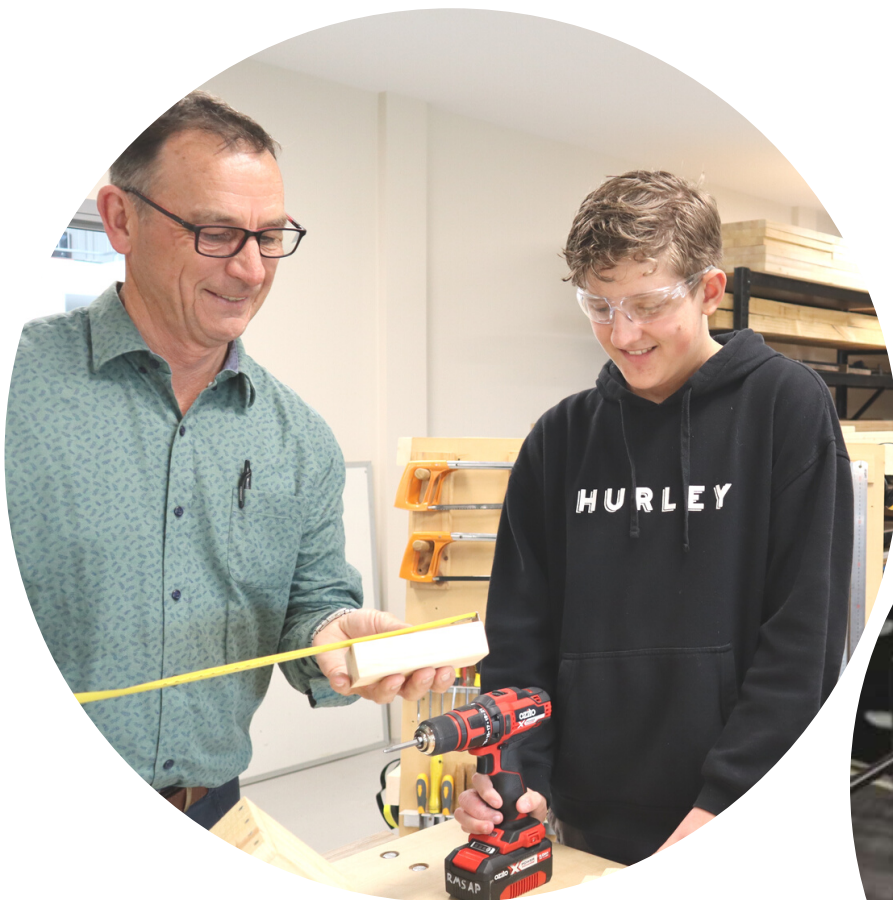
The successful adolescent demonstrates a desire for self-determination and independence. They are motivated to contribute to their community, society and care for our environment both locally and globally. They are aware of their responsibility and present a willingness to actively create the preferred future for humanity. This is underpinned by the development of critical and creative thinking processes, and in-depth self-reflection.

Transition

Maria Montessori defined the Third Plane (12-18 years) as a time of rebirth and thus the Adolescent Program is a further entry point to the School. Students who enter a Montessori program undergo a transition that Doctor Montessori termed 'Normalisation'. This process generally takes between six to twelve months for adolescents and is a time when inner discipline is developed thus we see a transformation where students drive their learning. For our children transitioning from the Upper Primary program, they will see a continuation of work trackers, and generalist time for work completion and will be exposed to a range of subject electives to enhance personal interests whilst broadening the mind for uncharted knowledge in the form of new learnings.

Pathways

Students are encouraged to produce their best work at all times and aim high for future aspirations which can lead to tertiary entry, vocational training or full-time work. Students can gain tertiary entry through a variety of methods including Portfolio Entry, assorted bridging programs, STAT tests or Vocational Education Training pathways. Staff model continuous learning through being regularly engaged in professional learning programs that where appropriate, can also include students.



More than just University preparation

All RMS Senior School students complete a Graduation Pathway Plan.

They are strongly supported to complete a wide range of curricula through selected classes, interest projects and vocational programs, along with undertaking at least one internship placement over the three year period.

From commencement in the RMS Adolescent Program, students are guided through the process of portfolio compilation, presentation, reflection and goal setting to develop independence and excellence in their learning outcomes to ensure success in their chosen post-schooling pathway.

In Senior School our students are required to complete the following which forms their portfolio:

A Senior Project

The project is an opportunity for students to take on a large-scale independent project that makes an impact on the community. Through the Senior Project, the student will learn how to manage a project, solve problems, work with outside adults, and delve deeper into their learning goals. Each student is mentored by their Advisory Teacher through their project.

An Autobiography

This work commences upon enrolment at RMS and is completed in their final year which is equivalent to year 12. Students have many experiences to draw on, for example, journals, narratives, internship logs, exhibitions, and so on. In their autobiography they cover family, friends, important moments, academic development, influential people, their passions and how they have changed and/or developed, their future vision and their philosophy of life.

A Post-School Plan

This includes the student record of: resume, transcripts, key essays, awards, certificates, best work and other relevant achievements. This would include a record of all courses and certificates completed at school. The student keeps a record of having visited and interviewed with universities and/or TAFE colleges with their application for at least one including a post-high school learning and work plan.

Graduation Exhibition

The Graduation Exhibition is a presentation of the work, learning and reflections on learning that has occurred throughout the Adolescent Program. This is attended by mentors, teachers, students, family and other interested participants.

As part of their portfolio development, students may also incorporate the following:

Book Reviews from a range of books studied throughout Senior School including writing reviews.

Service Learning Project a report on preparation, participation and outcomes of a service learning project which has benefitted others in the community.



Post-School Options

Further Education and University Entry

Rockingham Montessori School (RMS) graduates enter university via one of four methods: Portfolio and Interview, Uni-ready Courses, the International Big Picture Learner Credential and the Special Tertiary Admissions Test (STAT). Using these unique alternative tertiary pathways, students have the ability to gain direct entry to almost all of the courses offered to students using an Australian Tertiary Admissions Rank (ATAR) entrance. Some courses may require bridging units before admission.

Portfolio Entry

Since 2014 Big Picture Learning Australia has been working with a collective of tertiary institutions to identify criteria for university readiness which can identify the skill set required for a successful tertiary student. As a Big Picture partner school, RMS enables students to utilise this pathway to a wide range of universities across Australia, New Zealand, South Africa and the United States. Students access this pathway by preparing a portfolio during their time with the Adolescent Program.

Uni-Ready courses

RMS has developed strong partnerships with various Western Australian universities, thus enabling students to access uni-readiness courses either while still a student at RMS or upon graduation. Examples of this include the following:

TLC110

A WACE-accredited alternative entry pathway to Murdoch University for Year 12 students who may not achieve an ATAR. This unit generates three points toward an undergraduate degree at Murdoch University. Year 12 students participate in a 2-hour weekly session at Murdoch University for three terms. Through the following four key areas of focus in TLC110, students develop academic skills relevant to university study; Thinking critically about issues, researching information, locating evidence to support their arguments and writing academically.

OnTrack

A supportive 14-week program for students who aspire to complete a university degree but do not qualify for direct entry to Murdoch University. This course develops effective study habits and learning strategies along with assistance to explore an undergraduate degree program that matches their aspirations aided by a network of peer and academic support at Murdoch University.

STAT

The Special Tertiary Admissions Test (STAT) has been developed to assess competencies commonly considered important for success in tertiary study. The STAT provides an avenue of entry to a tertiary institution for those who followed a non-traditional pathway to university. It is a national test designed to assess aptitude for learning in a tertiary environment.

How does this compare to WACE examinations and ATAR?

RMS graduates generally enter tertiary institutions through either the portfolio or UniReady courses with a collection of school work, references, exams and subject results. Having these alternatives to the WACE exams shows that this is not the only entrance option, and our high university entrance rate demonstrates our student's success from being part of a rich and broad high school educational experience.

Curriculum

Providing Opportunities

Rockingham Montessori School is proud to be a member of Montessori Schools and Centres Australia (MSCA), the peak body for Montessori in Australasia. We participate annually in MSCA's Genuine Montessori Pathway audit to ensure the delivery of a quality Montessori program for all students. Our curriculum initiatives are designed in a format compatible with the Australian and West Australian Curriculum.

The Children's House provides a program that is divided into five areas and provides every opportunity to ensure that children achieve agreed outcomes of the Early Years Learning Framework for Australian Early Childhood.

The Five areas are:

- Practical life exercises (including Health & Physical Education)
- Sensorial materials
- Language learning area
- Mathematics learning area and
- Cultural activities (Science, History & Geography, The Arts, Technology & Enterprise)

The Primary and Adolescent program for middle childhood and adolescence follows the key learning areas as set out in the Montessori Curriculum.

- Creative Arts & Music
- Language
- Health and Physical Education
- Mathematics with Geometry
- English
- Science with Biology
- History & Geography
- Technology and Enterprise

Our Senior School Program is tailored to a student's interests through a combination of classes developed from the Montessori Curriculum, Vocational Education and Internships.

Parents can be certain that children remaining at the school through the primary and adolescent years will attain equivalent levels of education that other students do, with the addition of deeper learning and enhanced engagement achieved by the integrated Montessori approach.



MONTESSORI
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Principal's Message

Our beautiful Montessori Primary School commenced in 1985 in Rockingham, our Adolescent Program commenced in 2012, and we opened our Port Kennedy school sites in 2022.

We cater for children from 1 year of age through to 18 years. Our classes span a three year age range; Infant Toddler Program 1-3 years, Children's House 3-6 years, Lower Primary 6-9 years, Upper Primary 9-12 years, Middle School 12-15 years and Senior School 15-18 years.



Principal, Vanessa Aikins

Our School sites are small by design and have a wonderful community feel where every child and family is treated as an individual. Children remain in each class group for three years which enhances a sense of community.

When you enter a Montessori classroom the first thing you notice is that the students are scattered in every corner of the room; on the floor or at desks – singly or in small groups – busy working on projects, exercises or activities the students choose for themselves.

Instead of standing at the front of the room, instructing the entire class, one lesson at a time, Montessori teachers are able to circulate amongst the students, demonstrating new activities, assisting the students with challenges and suggesting new exercises when the student is ready to begin mastering the next level of discipline.

The Montessori method features hands-on materials and exercises in practical life, sensorial, language, science, maths, geography, history, art, drama and agriculture. For example, in math, Montessori students use counting chains, abacuses and the pink tower to build their understanding of mathematical principles and relationships.

An emphasis on respect and cooperation creates a harmonious environment conducive to concentration and self-expression. The Montessori approach is based on mutual respect and co-operation. Montessori is not religiously affiliated and welcomes people of all beliefs and backgrounds into our inclusive environment.

Our classes cater for a wide range of student learning and offer academic extension for gifted and talented children. Adolescent students in the Senior School have the opportunity to engage in internships and create Graduation Pathway Plans of study that lead to university and vocational pathways.

"Education plays a key part in a child's development and as an educator, we must observe the child and assist them to become independent, confident and successful young adults who contribute positively and selflessly to our society. I want every child to come to school every day filled with a love of learning." (Maria Montessori)

We look forward to working with you in the venture of educating and raising your child.