

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.

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 which 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.



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Montessori Characteristics

Comparisons Montessori and Traditional Schools

Rockingham Montessori

- Three year age span in each class
- Motivated by self-development
- Ungraded
- Self-correcting materials
- Children learn by handling objects themselves
- Individual learning, teacher is observer and facilitator
- Child completes “cycles of activity”
- Few teacher interruptions
- Freedom to move and work within classroom
- Emphasis on cognitive learning
- Quiet by choice and out of regard for others
- Materials used for a specific purpose with a sequence of steps
- Work for joy of working and sense of discovery
- Environment provides discipline
- Encouraged to help one another
- Child chooses materials
- Child sets their own pace
- Child is free to discover on their own
- Emphasis on concrete learning
- Reality-oriented
- Specific places for materials, sense of order
- Child provides own stimulus to learning
- Self-education through self-correcting materials
- Recognition of sensitive periods
- Multi-sensory materials to develop specific skills

Traditional Schools

- One/Two year age span
- Teacher-motivated
- Graded
- Teacher corrects errors
- Teacher teaches
- Small & whole-group learning
- Teacher is the focal point and dominant influence
- Frequent teacher interruptions
- Assigned seats and specific class periods
- Postponement of 3R's
- Emphasis on social development.
- Quiet enforced
- Materials used in many ways without previous instructions
- Work because they're told to
- Teacher provides discipline
- Child seeks help from a teacher
- Teacher sets curriculum
- Teacher sets pace
- Teacher guides child
- Emphasis on abstract learning
- Much role-playing and fantasy
- Random placement & many displays of visual collections
- Teacher provides use of reward and punishment in motivation
- All children treated alike
- Play materials for non-specific skills





Infant Toddler Program



The ages of 0-6 is a time of great development. Children enter sensitive periods where particular skills, knowledge and understanding of their world start to take place.

Parents are familiarised with the method and also learn how to adopt the philosophy at home. For toddlers, it's a great way to develop effective working habits, social skills and getting ready for school.

Children can attend our Montessori Infant Toddler Program from the ages of 1-3 years.

The Infant Toddler Program provides children with an excellent introduction to Montessori learning.

The sessions are run by a Montessori Leader who greets each child personally with a handshake at their level and bids them farewell at the end of the session.

Parents or Guardians stay with their children for the duration of the morning helping them to master the work they have chosen. Independence is encouraged and children of different ages may work together, learning from one another.

The room's shelves have puzzles, arts & crafts and Practical Life trays arranged carefully upon them, in a similar way to a Montessori classroom.

At the morning tea table, each child sets the table for themselves. They are encouraged to serve themselves using tongs and to pour water from small jugs.

The table is decorated with flowers in vases collected and arranged by one of the children in the group. After washing up their dishes the children can choose new work or go to play outside.

There is also a short group time at the end of each session where we read a story, sing and play musical instruments or play with a parachute to a song. It is very much a fun morning and the children enjoy themselves immensely.

Book a free trial with our Administration staff today.





Children's House



Montessori children begin Children's House around the time of their third birthday and stay until they are six. Children begin attending for five mornings a week.

When the child is considered by their teacher as ready, they will gradually transition to attending five full days a week, (this transition takes place before their fifth birthday).

In the Children's House, children may work independently, with the teacher or in small groups. The classroom is calm and has a sense of order, and the children are busy and focused on their tasks.

As most learning occurs during the first six years of life, it's during this period that children have the power of absorption and special sensitivities.

To fulfil these needs in a child, the "prepared environment" is designed to provide materials or activities that meet the needs of the child.

The Children's House introduces children to a wide range of sensorial materials with which they explore the world; for example: music bells to strike and match, sound cylinders for shaking and matching, sandpaper tablets giving experiences of rough, rougher, roughest and a tower of cubes to demonstrate volume.

These and other materials help the child to develop a sound base for learning through the use of language and mathematical materials which are introduced later.

The children are also provided with experiences in practical living; cooking, brushing and polishing for example. There is a kitchen area in which everything is scaled down to a size easily used by children. There are no toys here.

The Children's House is a very special time for a child to begin their Montessori journey.





Lower Primary



Children begin the transition to Lower Primary around the time of their sixth birthday. Children will stay in Lower Primary until they are nine.

The Lower Primary classroom provides children with a wide range of Montessori materials to help them explore and learn.

The equipment is on shelves within easy reach of the children and is organised carefully into sections for Maths, Geometry, Language, Geography, History, Science and Biology.

Each child matters and we will work to tailor a program around their individual needs.

As well as these key learning areas, the arts and physical education are part of the children's learning experiences at Rockingham Montessori School.

The Montessori National Curriculum has been approved by the Australian Curriculum, Assessment and Reporting Authorities (ACARA) and is aligned with the nation's educational goals.

Alongside their individual work, children in this age range often work in groups, enhancing co-operation and leadership skills.

Our classes cater for a wide range of student learning and offer academic extension for gifted and talented children.

Social and personal developments are strengths within the Montessori philosophy which begin to be emphasised at this age.

Montessori education takes a holistic view, aimed at developing the child into a well-rounded human who contributes positively to society.

Lower Primary is a very important time for children to explore the world around them through their imagination.





Upper Primary



Children begin the transition to Upper Primary around their ninth birthday. Children will stay in Upper Primary until they are twelve when they will graduate from Rockingham Montessori Primary School and transition to our Adolescent Program.

In Upper Primary children are consolidating and building on their Lower Primary skills. They also spend time carrying out their own research projects. As with the 6-9 year olds, this is often done in groups with the children sharing the responsibility along with intra-personal skills.

The equipment is on shelves within easy reach of the children and is organised carefully into sections for Maths, Geometry, Language, Geography, History, Science and Biology.

As well as these key learning areas, the arts and physical education are part of the children's learning experiences at Rockingham Montessori School. The child also attends overnight camps and are encouraged to have leadership roles in community-oriented activities such as Adopt a Beach, Plastic Oceans Australia and Waste Sorted.

The Montessori National Curriculum has been approved by the Australian Curriculum, Assessment and Reporting Authorities (ACARA) and is well aligned with the nation's educational goals.

Research tools such as computers, books and other texts are fully utilised and the range of research topics widen as the children become interested in moral and social issues.

At this age, ethics and justice are prime foci and issues relating to these often form the basis of their projects as children explore their place within society.

As part of their transition to the Adolescent Program, Upper Primary children participate in Masterclasses at the AP site. Masterclasses provide a taste of the Adolescent Program, with AP staff offering workshops in areas such as visual art, dance, textiles, literature, Indonesian, music and woodwork. This bridges the gap between primary and high school while maintaining a focus on the development of the whole child.





Middle & Senior School



In Montessori's third plane of development, from twelve to eighteen, the adolescent has a 'humanistic mind' eager to understand humanity and the contribution they can make to society.

Rockingham Montessori School's Adolescent Program (Montessori High School) commenced in January 2012 with 12 students from 12-15 years. Since commencement the program has continued to grow in student numbers and in 2015, we had our first students graduate.

Graduate students have gone onto various post-school pathways; Tertiary studies, vocational studies and directly into the workforce.

All RMS Senior School students complete a Graduation Pathway Plan. They are strongly supported to complete a wide range of curriculum 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.

After Graduation

All students are encouraged to set their sights high for their personal achievement. There is a range of post-school options available for Senior School students.

Tertiary pathways are strongly encouraged, and Year 12 students are able to access an undergraduate tertiary bridging program through various universities whilst enrolled with us. Through our affiliation with Big Picture Australia, students are able to utilise portfolio entry as an alternative pathway to university entry.

Our final-year students (Year 12 equivalent) are also able to sit the STAT (Special Tertiary Admissions Test) upon Graduation to receive a nationally recognised alternative entry for university studies.

