



MONTESSORI  
INTERNATIONAL COLLEGE



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# ANNUAL REPORT 2017-18

Montessori International College



## **A Message from the Principal**

It gives me great pleasure to present the 2017-18 Annual Report for Montessori International College. Its primary purpose is to inform the School and the wider community of the School's progress during the year. While the report mainly reflects the activities the School engaged in during the year, it also contains information regarding further directions both in the immediate and more distant future.

The College continued to create successes across a range of endeavours during the 2017-18 reporting period. Our learning community continues to build a reputation which places us as one of the top Montessori schools in Australia. Internationally, the College is gaining attention as an innovative educator. In March 2018, we received an invitation to partner in the Cambridge University's Innovation 800 series (to be included amongst the top 100 most innovative learning organisations in the world). While it was affirming to receive this recommendation, we knew we needed to focus on testing the robustness of the new education model before sharing it on a global platform.

The growth in enrolments together with staff and student retention reflect the broad satisfaction felt by the community towards the School and its ongoing provision of a Montessori education as it is applied at MIC.

It is a source of great pride to be able to say I work at Montessori International College and it continues to be a great source of personal and professional pride for us all. The Annual Report provides us with the opportunity to reflect on our accomplishments and focus on the next stage of our progress.



## Who We are

Montessori International College is an independent, non-denominational Montessori school developing a reputation for providing ways of working that ensures students have the skills to shape their own futures and the futures of their communities. The school caters for children from pre-kindy to Year 12.

Montessori International College is situated on the Sunshine Coast in Queensland. It is a 54 acre school campus which is like no other. The natural environment rich in biodiversity provides the context for discovery, inspiration, research, and problem solving.

Our students enjoy a learner-friendly education. They experience 'hands-on', multi-dimensional, broad-based learning and the support of a caring and inclusive community.



Photo from the Adolescent general learning area

## Our Philosophy

The Montessori approach to learning is grounded in the knowledge that children are

individuals with their own strengths, weaknesses, interests, temperaments and learning styles. Learning at Montessori International College fosters personal liberty and independence. The task at hand sees our students shift effortlessly between independent, interdependent and collaborative problem solving, work and study. Embedded in our philosophy is the recognition of the successive stages of human development from birth to adulthood. This knowledge informs how the teachers support the development of social, intellectual and ethical independence. Our approach enables and inspires our students to become passionate learners, independent thinkers and prepares them to take their place as active, effective citizens and leaders.



Photos from the Early Years classrooms



## 2017-18 Highlights

Entering our fourth year of operations, the College is pleased to report a 12.5% growth in enrolments.

The Board of Directors, after community consultation ratified the revised master plan.

The 2018 - 2028 Strategic Plan was adopted by the Board of Directors.

A Memorandum of Understanding (MoU) between the University of the Sunshine Coast (USC), Australian College of Montessori Studies (ACMS) and the Montessori International College was established in February 2018. The MoU is in place for the delivery of Montessori content within the Master of Education.

In April 2018 the College submitted an Application for Authorisation to become an International Baccalaureate (IB) World School delivering the IB Career-related Programme. The application included 12 months of planning, collaborating, document writing, IB training and many hours of hard work. For such a small team, the senior phase teachers managed to submit an innovative and quality application. The College community is very proud of their efforts. The final step in this process is the verification visit and this is scheduled for September 2018.

The Community Engagement Strategy was implemented to develop, engage and foster community relationships with external organisations. Since its implementation in 2018 the College has hosted meetings and workshops for organisations such as Lend Lease, Anywhere Theatre Festival, Collective Bare and Intuition Plus.





Photos from the Primary classrooms and school camp

Campus facilities, including 3 additional classrooms were erected as well as aGLA conversion. The GLA conversion enabled a fully equipped Science Laboratory for the adolescent and senior phase students. Information and technology infrastructure was also improved.

Artist in Residence, Nicole Voevodin - Cash joined the College community in 2018 as did visiting Artists in Residence (Film and Media), Tam Sansbury and Louise King (Musician).

The College engaged, Tobias Volbert of Playscape Creations to design a playscape masterplan for the primary college. Stage 1 of the 5 stage plan is being funded by grant monies received from the Gambling Community Benefit Fund.

Our students have been making their mark on our world. Adolescent Students, Sasha Carter and Evan Tournier were the 2018 winners of the Queensland

University of Technology Robotics Accelerator program, Robot Rumble. Paris Ramsay, a senior phase student, was awarded 2018 Young Entrepreneur of the Year. Emmanuel Espinosa (Prep student) won the local "Draw a Dog" art competition. Keely Ugarte-Manning was a finalist in the Environment and Livability Photography Award Competition and Ava Messina joined the Generation Innovation Challenge.

A number of our students were also selected to represent regional and district sporting teams. These students were Sye Luckie (Cricket) Hunter James (AFL); Teisha James and Ava Green (Netball); Isabella Haberkorn and Keeley O'Hara (Basketball).

Community outreach and social responsibility was lived in a number of activities. The senior primary students, committed to establishing a Koala Fodder Forrest on campus. They also participated in the Sunshine Coast Councils Kids in Action project. Land for Wildlife awarded the College a grant for 300 native trees and shrubs. The adolescent students were charged with the responsibility of planting these trees on the campus. The Year 10 students joined Coolum Coast Care projects and volunteered at the Shack Community Centre. Charities chosen by the primary school children to support were FAR (Farm Animal Rescue), Sunshines Children's Home Nepal and Wilvos (Wildlife Volunteers Association). The annual International Youth Day Summit was also hosted by the College In August, 2017.



Photos from the Adolescent classrooms and cultural days



## Extra-curricular Activities

The College offered a broad range of extra-curricular activities. These included, but are not limited to: Coding & Robotics (Bricks4Kidz), Intuition4Kids; Music Lessons (Piano, Guitar, Vocal), Yoga, Fitness, Film & TV Acting Course, Proud Peacock Program - The Building Self Esteem Workshop, Play in a Day, Cooking with Kindness and Katie, Dance & Drama, Arts & Craft, Baking and WISE Kids Hero Quest.



Photos from the 2018 Cross Country

## Parent involvement

Building relationships and engaging our parents is essential to developing community at MIC. A key focus this past year has been the implementation of the Parent Ambassador program. The Parent Ambassador Program is dedicated to building community spirit and providing opportunities for families to enjoy activities together. Parent Ambassadors serve as classroom parents, coordinate family events, and assist the administration in meeting the school's logistical needs.

The Parent Ambassadors provide an essential service to the school leadership and school community. They volunteer to support our school community and extend the 'village' which helps nurture the growth and learning of families at MIC. This is a personal commitment to positively promote and represent the school while learning more about MIC and the educational path you have chosen for your child.



The College continued to provide parent education sessions for parents on varied topics. These sessions were hosted by staff and experts from the field.

The College, also encourages parents to visit classrooms and observe their children at work. In addition to these initiatives, Open Afternoons provided parents and VIPs to visit their children’s classrooms.

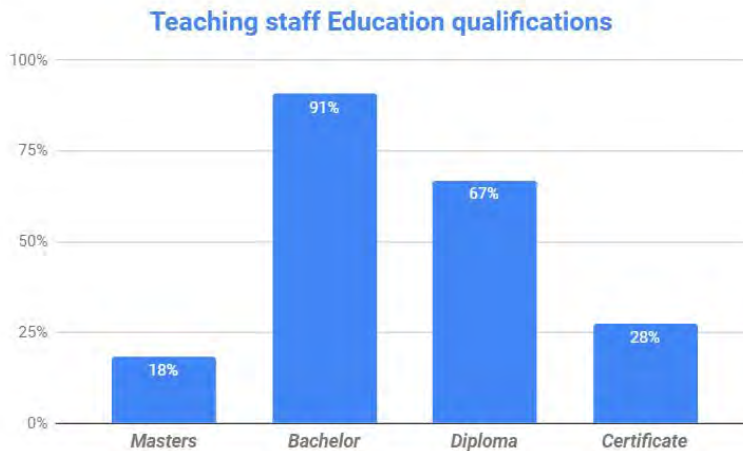


Photos from the Senior Phase

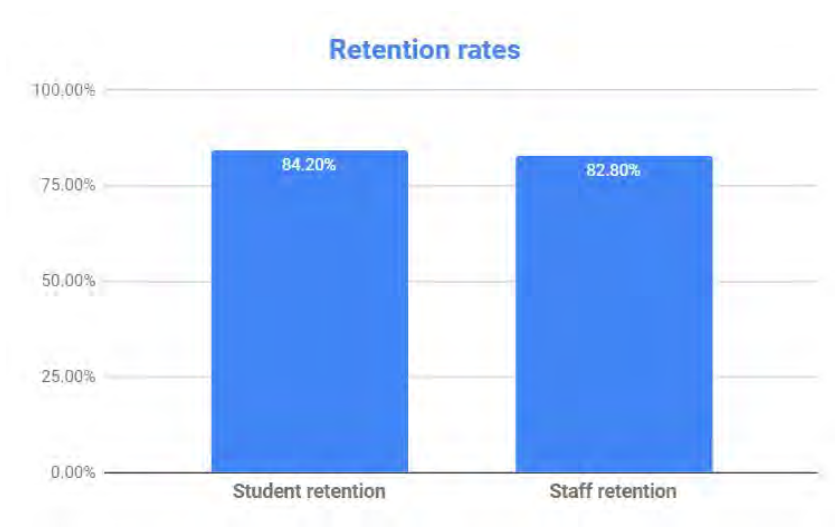
## Staffing

In 2017 MIC employed the full time equivalent of 40.2 staff, of whom 22.3 were teaching staff (inclusive of part-time staff).

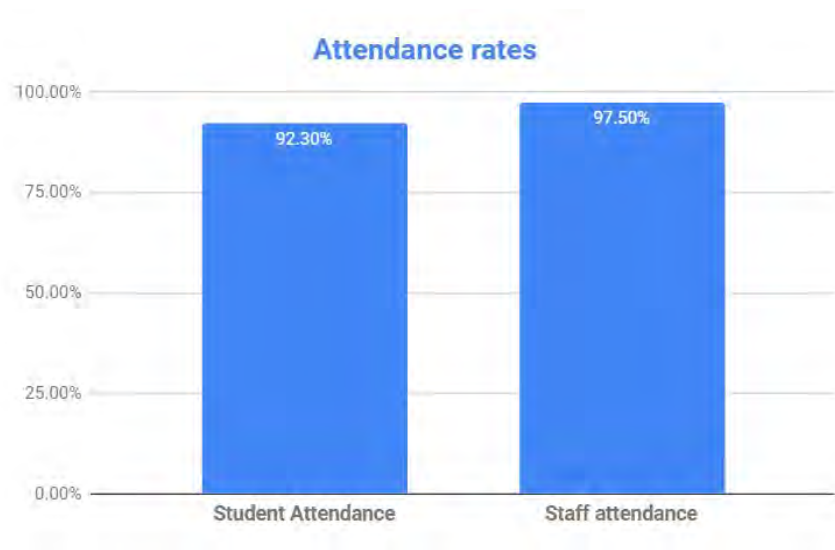
The following table lists the qualifications of the MIC teaching staff.



The following graph shows retention rates for staff and students during the reporting period.



The graph below shows attendance rate for staff and students during the reporting period.





## **NAPLAN Results**

I will re-iterate as I do every year. MIC will never 'teach to the test'. Yes, I am talking about NAPLAN. Deep and profound learning does not occur via a homogenous schedule. The Montessori approach is an attitude to learning not merely an acquisition of knowledge. Academic excellence is not the prime objective, but rather an attitude to learning as a part of life itself. The college does its best to minimise the interference to learning caused by the NAPLAN tests each year. Our small cohorts sitting the tests make any generalisation about the results meaningless. A summary of the results is available via My Schools Website.

## **Our Students**

Our student retention rate averaged across the whole school was 84.20%. Student attendance rate was 92.30%. Surrounded by nature, our students are happy; they feel connected to and proud of their school community. Under the guidance and care of their teachers, students at Montessori International College become valuable contributors to their own learning and look to the future with confidence and optimism.

Fewer than five responses to the 2018 Next Step survey were received from students who completed Year 12 at Montessori International College. Consequently, information on the post-school destinations of Year 12 completers from 2017 is not available for reasons of data confidentiality.



Photo from the Senior Phase

## **Our Staff**

At MIC, we believe our teachers are one of our greatest assets. We are very proud of our staff and recognise their commitment to creating meaningful learning experiences for their students. The average staff attendance rate for 2017 was 97.5% and the retention rate of staff to 2018 was 82.8%.

The Professional Learning attended by staff was part of the School's Professional Learning Plan which aims to provide staff with the opportunities to strengthen their knowledge and their craft while at the same time encouraging participation in broader areas of interest.

Staff attended a wide range of professional learning sessions many of which were held in-house and related to curriculum and staff development. Others covered Leadership,, First Aid, Fire Training, Asthma Awareness, Snake Awareness, Risk Management, Anaphylaxis, Early Years Learning, Foundations in Leadership for Assistant Principals, Leading Great Teachers, Enhancing Learning Understanding Neurology, Supporting Creative Renewal, Teacher Performance and Development, Cultures of Thinking, and Duty of Care.

The College, during 2017-18 developed a professional learning program for staff to ensure the ongoing improvement of teacher quality at MIC. The program has been named Learn, Relearn and Launch and all teaching staff commenced this work at the start of 2018. One of the the College's goal, is to assist teachers who have been teaching for seven years to be assessed and identified as Highly Accomplished 1 (i.e. Step 7) and teachers who have been working for 9 or more years to be working as Highly Accomplished 2 (i.e Step 9);and, for exceptional teachers to be recognised at Lead Teacher level as described by the Australian National Professional Standards and as measured by our appraisal systems.The standards articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly Accomplished and Lead. The College, in 2018 has also been designing a mentoring program to further support career progression. The Assistant Principals are undergoing certification to enable them to classify and assign levels, based on the professional standards demonstrated by individual teachers.

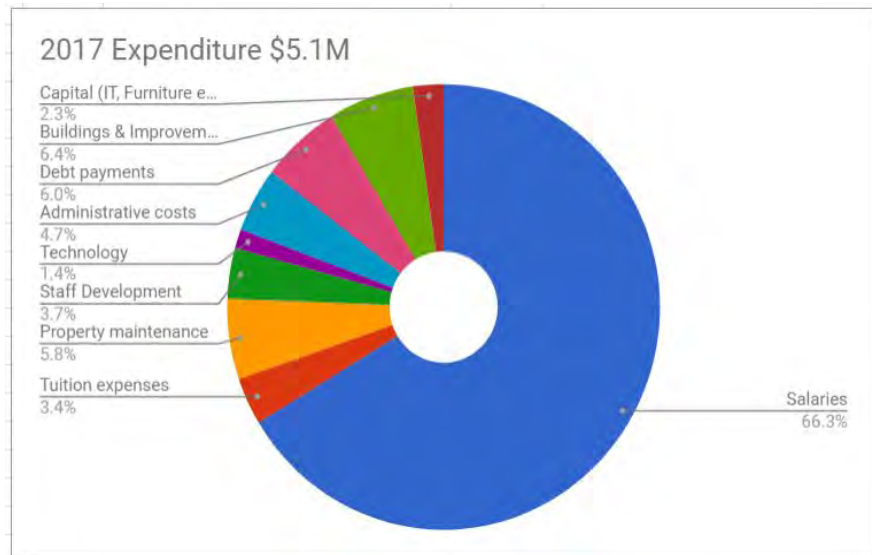
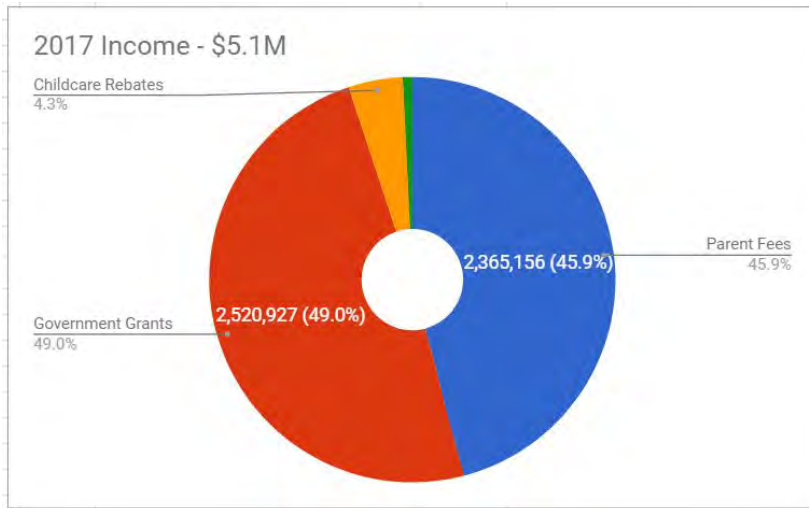
## **Financial**

The Finance and Administration team is responsible for providing information and process systems to all layers of the School and they continually strive for



efficiencies to best utilise the resources available to the School whilst meeting all statutory and compliance needs.

The College experienced further growth in its financial position within 2017-18 reporting period which was underpinned by growth in enrolments and careful management of school finances. In 2017 the College’s income received was \$5.1m. The diagrams below provide information regarding the Schools’ major sources of funding.





Due the size of our campus managing Grounds and Maintenance continues to require significant attention to maintain. The College manages its own water supply and wastewater treatment plants as well as fire control systems. Asset management is another area of operations which has required attention.

Risk Management has also become a priority. The College, has implemented an online compliance program to support the staff in their understanding and knowledge of policies and procedures affecting them as educators. The College is committed to further developing the online Risk Management system into the future.