


2019– 2020 Annual Report

mic Learning
Village



MIC is an independent, non-denominational Montessori-inspired school 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.

Situated on 22 hectares of bushland on the Sunshine Coast in Queensland, MIC is a green school with a natural environment that is rich in biodiversity and provides the context for discovery, inspiration, research and problem solving.

Students at MIC enjoy a learner-centred education. They experience hands-on, independent and purposeful learning as well as the support of a caring and inclusive community.

In 2019-2020 the total enrolment was 330 full time equivalent students. The average student attendance rate was 91%.

Highly personalised learning

At MIC every single student is treated as the unique individual that they are, resulting in a highly personalised, flexible learning pathway to their career and life beyond school. This pathway challenges students to excel not only in their studies, but also in their personal growth.

The 3yrs-18yrs continuum of education at MIC supports young people to develop skills that are critical for tomorrow's workforce. As self-directed learners, students eagerly tackle academic and personal challenges. They are compassionate collaborators who are willingly of service to others and are mindful of ethics and morals in their decision making.

Staff and students truly live the core values at MIC as they are deeply embedded in everyday activities and interactions. These core values are: interdependence, deep collaboration, autonomy, continuous transformation and social responsibility.



Extra-curricular activities

During the year students participated in district level sport in swimming and track and field and also took part in a regional level triathlon, inter-school soccer and the Nambour School's Netball Gala.

MIC's second MMUN delegation travelled overseas to participate in the New York conference in March 2020.

The instrumental music program saw 90 students participate in lessons on guitar, voice, piano, strings, woodwinds, brass and drums with the program engaging eight different tutors during the year. In addition, tutors run a Junior Choir, a Junior Band and a Bucket Ensemble and in 2020 the MIC Recording Studio became operational. Regular concerts were held throughout the year providing an opportunity for students to showcase their work and gain experience performing in front of an audience.

The Montessori+ program engages external local providers to run after-school activities at MIC. In the last 12 months these have included chess, drawing, clay workshops, yoga, taekwondo, film and acting, dance, mindfulness and art, a Ninja course and drumming.

MIC also sent 17 students on a cultural tour to China in September 2019 and 14 students travelled to New York in March 2020 to participate in Montessori Model United Nations. Students also participated in many community service projects including a weekly trip to The Shak Community Centre in Nambour to provide support to people experiencing homelessness.



The whole school came together to celebrate the International Day of Peace on September 20, 2019.



The Senior Primary Kitchen Garden was established this year providing many learning opportunities from landscape design, to soil testing to planting and harvesting.

2019–2020 highlights

EUDLO CREEK PROJECT

Sound artist Leah Barclay, in partnership with Arts Front and the MIC Adolescent Community, started work on the Eudlo Creek Project, including filming for a documentary with Kabi Kabi artist Brent Miller.

INTERNATIONAL DAY OF PEACE

MIC participated in the International Day of Peace with the whole school gathered in the shape of a peace sign on the high school oval.

ART BARN MAKEOVER

The Art Barn in the Secondary College experienced a makeover, transforming from a barn to an art gallery/studio.

EARLY YEARS PREP

Two stand-alone prep classes, known as Early Years Prep, were established for the final year of the three-year 3-6 program.

KITCHEN GARDEN

The Senior Primary Kitchen Garden was established, overseen by MIC's Science and Environment Specialist, a new role created in Senior Primary.

E-LEARNING

MIC experienced a smooth and successful transition to e-learning during COVID-19 restrictions, and recognised everyone coming together again when school returned with a Coming Together Landala.



Our Coming Together Landala was inspired by gratitude circles and recognised the whole community coming together again following COVID-19 restrictions.

Parent involvement

Building relationships and engaging our parents is essential to developing community at MIC. The Parent Ambassador program continued this year with ambassadors attending regular meetings with the Principal and providing opportunities for families to enjoy activities together.

The Parent Ambassadors provide an essential service to the school leadership and community. They extend the 'village' which helps nurture the growth and learning of families at MIC.

The College continues to provide parent education sessions for families on various topics. Sessions were hosted by staff and topic experts from their field.

Parent satisfaction

Each year MIC conducts a survey to assess parental satisfaction with MIC's communication with parents. The July 2019 survey received 71 responses with an overwhelmingly positive result.

In total, 100% of MIC families felt welcomed when they started at MIC, 76% of families feel a strong sense of connection and community, 95% value the information in the MIC newsletter and 94% of families are regularly accessing information via the MIC website or the Schoolzine app, or both.

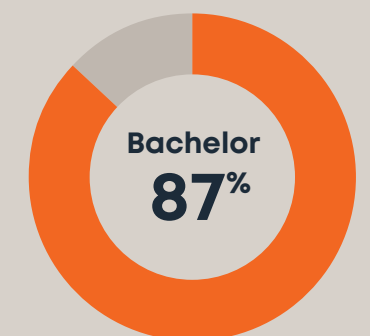
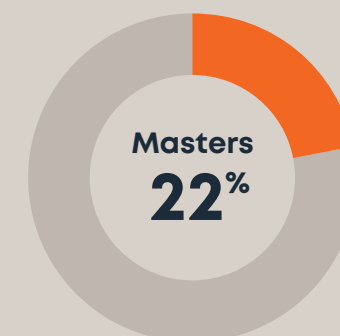
Staffing

STAFF PROFILE

At MIC individual talent and working together is the dominant paradigm. Teachers, often holding multiple degrees, are talented and empowered to respond to the individual needs of their students. They model respect and work tirelessly to serve the children and adolescents in their care.

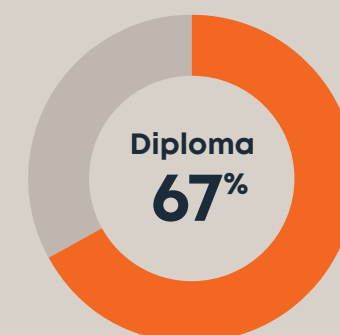
In 2019-2020 MIC employed the full-time equivalent of 46.6 staff, of whom 27.4 were teaching staff.

The following diagrams show the tertiary level qualifications of MIC teaching staff.



Retention of teaching staff was **71%**

Staff attendance was **97%**



Professional development

Professional learning attended by staff is part of the College’s Professional Learning Plan which aims to provide staff with opportunities to strengthen their knowledge and their craft while at the same time encourage participation in broader areas of interest.

Staff attended a wide range of professional learning sessions including Facebook Online Marketing; Prep-Year 1 Teaching for Deeper Comprehension; Emerging Leaders; Big Ideas Summit; F1 Flow Analysis Workshop; IB Psychology Category 1 Training; Steven Steps To Writing Coaching Course; PC Schools Training; PAC Australian Performing Arts Exchange; PAC Australian REAP Conference; K-12 HPE Acara Curriculum; Geoff Lawton’s Permaculture Demonstration; ISQ Stem Site Visit; ISQ

Stem Reflection Day; Curriculum and Assessment - School and Curriculum Leader’s Update; Beginning Crochet Workshop; Assessment and Ratings Workshop; Senior Applied Syllabus (QCAA); Reasonable Adjustment to Assessment; IBCP Personal and Professional Skills Training Cat 1; IB Visual Art Training Cat 1; IB Business Management Cat 1; Critical Thinking Network Workshop; ISQ Learning at Home Google Webinar; DJMIR Advisory Services Webinar - Early Childhood Services; ISQ Considerations for Reporting; SEQN Performing Arts Venues and Presenters Webinar; TEQ’s Industry Update Series Webinar; Where Do We Go From Here Webinar; COVID-19 Audience Outlook Monitor Webinar; SEQN Performing Arts Presenters and Industry Network.

Academic performance

The approach at MIC is never to ‘teach to the test’ but rather to ‘teach to mastery’, with child-led learning that has the time acquired to learn the concept as the key variable - which is different for every child.

The Montessori approach is an attitude to learning not merely an acquisition of knowledge, as deep and profound learning does not occur via a homogenous schedule. 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 and with such small cohorts sitting the tests making any generalisation about the results is meaningless. A summary of the results is available via the My Schools Website.

For 2019-2020, the total expenditure on external professional development was \$123,068.

Finance

In 2019-2020 the College’s income received was \$6.97 million. The diagrams below provide information regarding the College’s major sources of funding and expenditure.

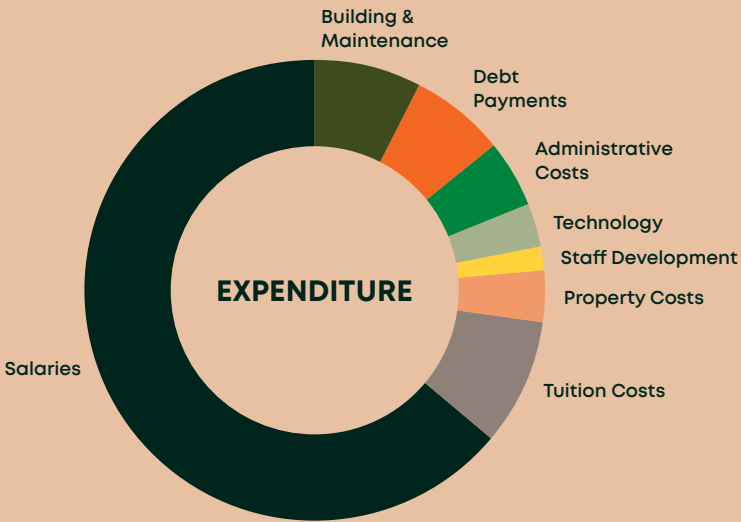
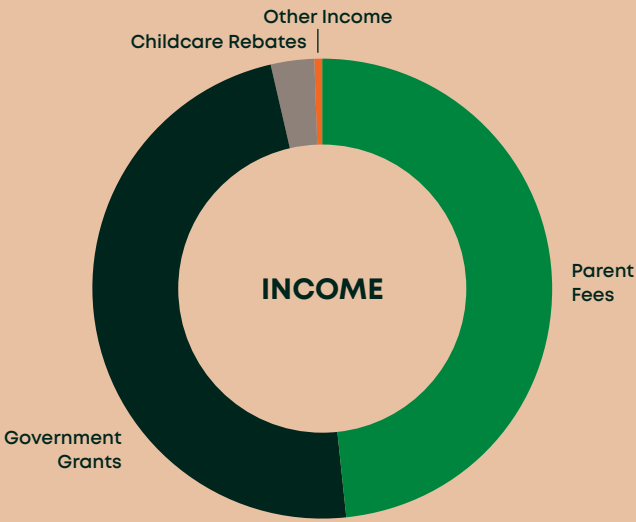
Financial Summary 2019

INCOME

Parent Fees	\$3,386,001
Government Grants	\$3,345,444
Childcare Rebates	\$211,054
Other Income	\$27,471
TOTAL	\$6,969,970

EXPENDITURE

Building & Maintenance	\$538,540
Debt Payments	\$452,475
Administrative Costs	\$342,062
Technology	\$199,539
Staff Development	\$123,068
Property Costs	\$259,885
Tuition Costs	\$612,403
Salaries	\$4,441,998
TOTAL	\$6,969,970



Operating hours and location

School days are

Monday to Friday: 8.15am – 3.15pm

The college office is open

Monday to Friday: 8.00am – 4.00pm

The college is located at

880 Maroochydore Road
Forest Glen Qld 4556

**For general school information
contact Administration**

Phone: +61 7 5442 3807
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**For more information please
visit our website**

mic.qld.edu.au