



Montessori International College
Enrolment Handbook 2020

I take this opportunity to thank you for your interest in MIC.

Today will offer only a glimpse of our unique prepared environments that are so valued by our community. Set in a stunning natural environment, this is a friendly school where students are guided by their curiosity. Each student's success continues to be a source of great pride and satisfaction for our staff. This is thanks to a progressive curriculum offering diversity, innovation, depth and context.

**Chiray Fitton
Principal**

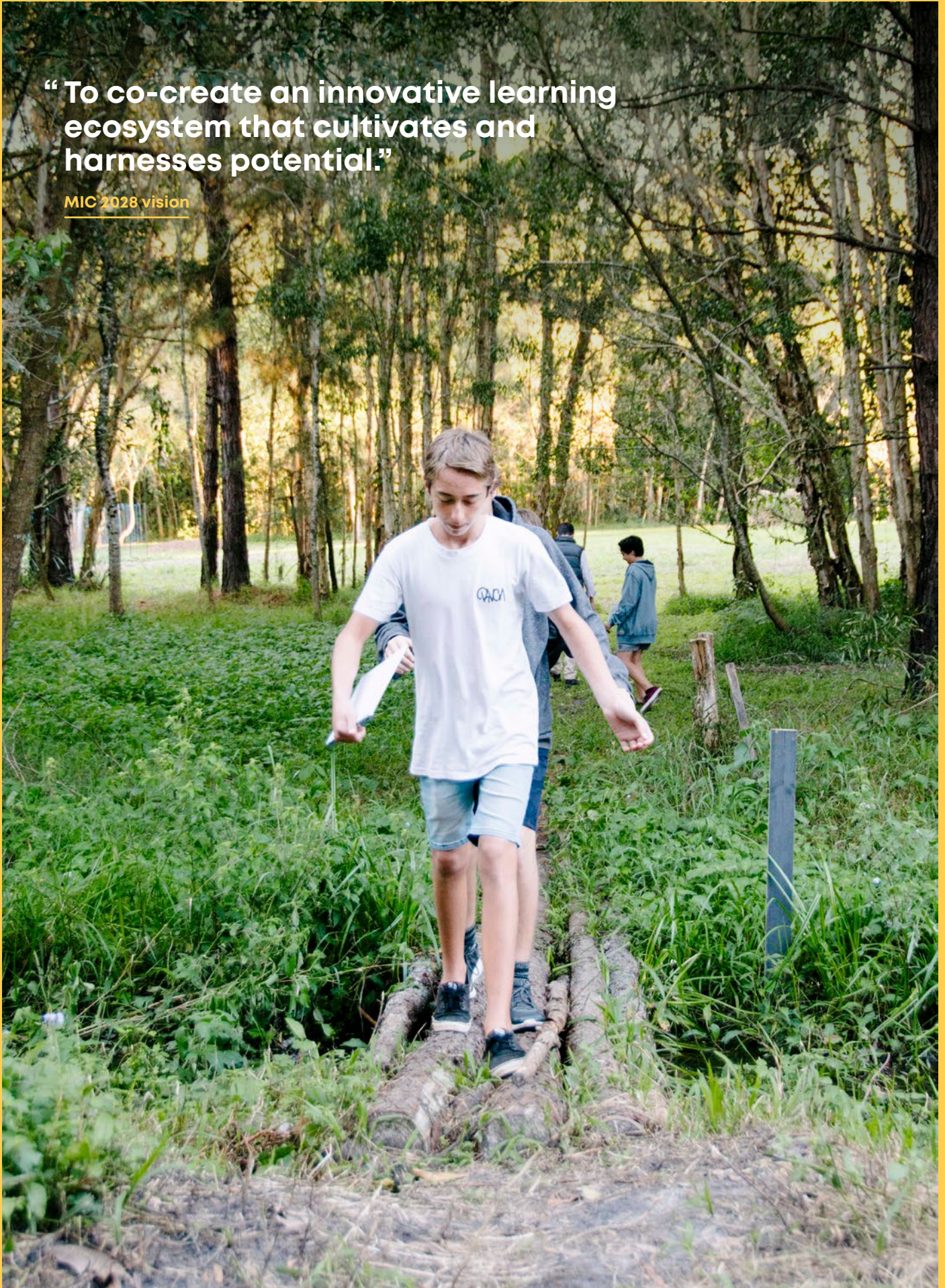
Our core values

**Interdependence
Deep Collaboration
Autonomy
Continuous Transformation
Creativity
Social Responsibility**



“To co-create an innovative learning ecosystem that cultivates and harnesses potential.”

MIC 2028 vision



Section 1 – Introduction

About us
Our philosophy
Our teachers are one of our greatest assets
Lifelong friendships begin here
Our approach to behaviour support
Our story
Natural progression of activities
MIC vs. Traditional Education

Section 2 – Organisation

Staffing
School structure
Parent engagement
Parent education

Section 3 – Administration

Governance
Principal
Fees
Pre-primary and childcare fees (3 – prep age)
Building and land levy

Section 4 – Entry to the College

Enrolment procedure
Accepting an offer of place

Section 5 – Enrolment Statement

Section 6 – Application Process

School tour
Application for enrolment
Classroom observation (early years and primary)
Meeting
Follow up meeting (if required)
Notice in writing

Section 7 – Schedule of Fees

Section 8 – Meet the Leadership Team

Section 9 – MIC Collaboration

Contact us

admin@mic.qld.edu.au

+61 7 5442 3807

880–932 Maroochydore Road
Forest Glen QLD 4456

Section 1

Introduction

This handbook is written for families interested in enrolling their children at MIC. It provides information about the College and the expectations of families.

About us

MIC is an independent, non-denominational International Baccalaureate World School renowned for its innovative learning spaces and expertly trained teachers. Situated on the Sunshine Coast in Queensland, we cater for children from 3 years of age to secondary school.

MIC students enjoy a learner-friendly education. They experience hands-on, multi-dimensional, broad-based learning and the support of a caring and inclusive community. Learning occurs in carefully prepared environments, under the guidance of carefully trained teachers. These learning spaces provide a comprehensive participatory framework for MIC students to engage their intellectual curiosity and realise their creative potential.

Montessori education is structured so that children learn how to manage their own learning, how to identify good questions and how to find their own answers independently. With the extra attention we provide in a small school environment, our students consistently demonstrate independence, accomplishment, civility, responsibility for self and others, and an enthusiasm for distinction in all they do.

MIC is pioneering new ways of knowing and working within a school setting. Surrounded by nature, our students are happy; they feel connected to and proud of their school community. With inspirational leadership and teaching staff, MIC students look to the future with confidence and optimism.

MIC also offers a wide range of workshops, forums, and other learning opportunities for parents.

Our philosophy

“Preparing young people for the complexities of the future requires challenge based, and highly personalised and socialised learning. The twenty-first century calls for global citizens, who are comfortable working with ideas and abstractions as well as individuals who build relationships, adapt, collaborate, and think creatively and innovatively. MIC is committed to providing ways of working that ensure students have the skills to shape their own futures and the futures of their communities.”

Chiray Fitton, Principal



Small by design

Small by design means we are able to personalise, adapt and respond to our students' needs. Innovative and challenging learning contexts encourage our students to develop their sense of personal agency, and to do and achieve things for themselves. At every stage of development we celebrate discovery and provide opportunities for students to share hypotheses, reflect upon alternatives or reflect upon controversy.

We might be small but student learning is diverse, cohesive and purposeful. More than a decade of research validates the workings and virtues of small learning communities.

Whether it is investigating the formation of stars, becoming competent in expressing yourself, learning the language of mathematics or music, creating and implementing solutions for effective watershed, or exploring local, regional, and global contexts in the City of Shanghai, an MIC student is immersed in their learning experience and seeks out ways to see the wider world and celebrate its diversity.

Our commitment to the health and wellbeing of our students is another 'size' factor that sets MIC apart from other schools – a factor that is a powerful element in successful learning.

Our teachers are one of our greatest assets

MIC teachers maintain the highest standards of practice and mirror ways of working that can be found among today's most innovative and vibrant organisations in the creative industries. Individual talent and working together is the dominant paradigm. Our 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. They are thoroughly trained in Montessori theory and practice and are selected on the basis of their enthusiastic motivation.

Under the guidance and care of their teachers, students at MIC become valuable contributors to their own learning. With encouragement and dedication, our students learn how to manage their own learning journey, skillfully supported by their guides. We remain true to the Montessori approach and believe that at the heart of our learners' experience is skillful teaching that puts the learner in control.

Lifelong friendships begin here

Friendships at MIC are unique and very important to the students. Many of our students commence their learning together at age 3. It's a bit like being among extended family. The students enjoy close-knit relationships and the social environment is collaborative and inclusive.

More than anything else, it is their caring and supportive friendships that make school life fun and enjoyable. In addition to student friendships, lifelong family friendships are formed at MIC.

Within the warm atmosphere of MIC, students make friends easily and develop strong bonds.



Their support and care for one another is demonstrated in all that they do. Each year the students express their sense of being valued, that their opinion counts and they enjoy coming to school. These comments confirm the harmony and productivity of their learning environments. Research shows that happy students make successful learners. The well-being of each of our students is always at the forefront of our thinking. An MIC student is not just another face but an individual with a unique personality.

Teachers, students and parents enjoy an old-fashioned sense of friendship and collaboration. This opportunity for community, stability and a true sense of community within the school means a great deal to us at MIC. Your child will quickly feel connected to and at home at MIC.

Our approach to behaviour support

Restorative Practice is a **shared set of values** (not a program) in the hearts and minds of everyone in our college community that ensures we all have a shared understanding and shared beliefs around discipline and behaviour support. It is a philosophy in action that places **relationships** at the heart of the educational experience.

It is based on the understanding that the development of safe and emotional learning – and relationship-centred classroom management practices – is the foundation of a safe and supportive college environment.

A Montessori education involves students learning many life skills beyond academics – from practical life skills that support self care, care of the environment and grace and courtesy, right through to care of the immediate community and, as they get older, skills required to be of service to others outside of our community, and even on a global scale. At MIC, students are encouraged to also learn the skills they need to behave appropriately and manage conflicts.

Traditional versus Restorative Practice

When it comes to helping children to learn to behave, traditional approaches often rely on retributive justice. This is based on age-old justice systems that make the (mistaken) assumption that those harmed are 'helped' by the punishment of the perpetrator.

Questions asked in traditional settings include – What rules were broken? Who is to blame? What punishment should apply? The focus is on stopping the behaviour – the cause is rarely addressed and there is little opportunity for self-reflection or taking responsibility. The main lesson learnt is: don't get caught.

The Restorative Practice we utilise at MIC asks different questions – Who was harmed? How were they affected? What part did each person play in the incident? Whose obligation is it to make it right? How can the relationship be restored? The focus is on changing the behaviour as it addresses the cause and provides an opportunity to understand the broader ramifications for both self and others. Participants are encouraged to self-reflect and take responsibility for their actions. They learn about themselves and others and self-esteem is built, rather than diminished.

From role modelling, to using peace tables to resolve conflicts, to holding no-blame whole class meetings, to discussing individual obligations and responsibilities – Restorative Practice is a whole school approach that is utilised as part of everyday college life and is based on our core principles at MIC including connectedness, empowerment, respect, courtesy and peacemaking.

How is Restorative Practice used to manage bullying at MIC?

As Restorative Practice approaches are part of everyday life at MIC, the values it embodies are a fundamental aspect of our college culture across all ages and learning environments. All staff have engaged in Restorative Practice training and also attend refresher training on a regular basis. As a result, all community members engage in inclusive approaches every day.

However, when a conflict or bullying circumstance becomes evident, a Responding Continuum is adopted with a range of approaches utilised depending on the nature of the incident. This continuum ranges from minor incidents (such as name calling) where a "Connect before Correct" technique is used, through to an Informal Restorative Chat with those involved (exploring what happened, how it affected those involved and what each party can do to make it right), to a No Blame Classroom Meeting, or a Formal Restorative Chat.

Our story

Our award-winning \$8 million campus is creating a new benchmark for education and sustainability on the Sunshine Coast, and is quickly becoming a flagship for Montessori around the globe. We say that with a sense of accomplishment because our beginnings were humble and the journey has been challenging – but ultimately incredibly rewarding.

In 1995 a group of parents and educators banded together to create the region's first Montessori school at Sippy Downs. Originally there were just 13 children, one guide, and plenty of passion. It wasn't too long before our success provided the opportunity to expand so more children could get the opportunity of a Montessori education on the Sunshine Coast – and a decision was made to relocate to Forest Glen.

In 2015, MIC welcomed 235 students – and for the first time the children could start and finish their education at MIC. Located on 22 hectares (54 acres) of the most biologically diverse landscape of any school setting within the Asia Pacific region, students are experiencing an environment that is custom-built to support the Montessori philosophy, with a College that is 10 times the size of the previous school at Sippy Downs.

We offer educational programs for children from three to 18 years of age with a global curriculum that encourages creativity and independence. Children work in three year age groupings and are encouraged to learn from, and teach one other. Uniquely designed materials allow children to be 'hands-on' and learn at their own pace, building confidence, inner discipline and a sense of self-worth, forming the basis for joyful, lifelong learning.

The one constant over all these years has been the school's focus on the children – after all, that's what a Montessori education is all about.

Natural progression of activities

Every aspect of a Montessori classroom has a specific purpose. A child masters one material before going on to the next activity, which will build on what they have already learned. This provides a series of "light bulb" moments where they discover new things for themselves through hands-on interaction with manipulatives or with one another.

This natural progression of materials provides a solid foundation for learning, and allows the child to truly understand a subject, rather than merely memorise and regurgitate what someone else has told them. This truly is "learning for life."

MIC vs. Traditional Education

MIC	TRADITIONAL
+ The child is an active participant in learning.	+ The child is a passive participant in learning.
+ Promotes the natural development of the human being. Working and learning are matched to the social development of the child.	+ Promotes the transfer of a national curriculum. Working and learning take place without reference to the social development of the child.
+ Children learn at their own pace and follow their own individual interests. A child works as long as they wish on a chosen project.	+ Children learn from a set curriculum according to a time frame that is the same for everyone. A child is generally given specific time limits for work.
+ Children teach themselves using materials specially prepared for the purpose. The teacher works in collaboration with the children.	+ Children are taught by the teacher. The class is teacher-led.
+ Understanding comes through the child's own experiences via the materials and the promotion of children's ability to find things out for themselves.	+ Learning is based on subjects and is limited to information that is given by the teacher.
+ Children can work where they are comfortable, move around and talk at will while not disturbing others.	+ Children are usually assigned their own chair and encouraged to sit still and listen during group sessions.
+ The child's individual development brings its own reward and therefore motivation.	+ Motivation is achieved by a system of rewards and punishments.
+ The environment and the method encourage internal self-discipline.	+ The teacher acts as primary enforcer of external discipline.
+ Mixed age groups allow children to develop at their own pace.	+ Same age groups leave some children far ahead, and others far behind.
+ There is shared emphasis on intellectual, social, emotional and spiritual development. Also shared focus on the acquisition of academic, social, practical and life skills.	+ The main emphasis is on intellectual development, and academics.

Section 2

Organisation

Staffing

Teaching staff

Our aim is to ensure that class guides hold an appropriate Montessori qualification. In addition to their Montessori diploma, they must also have the appropriate tertiary qualifications required for teacher registration in Queensland. For most Montessori guides, their coming to Montessori education involves considerable commitment and sacrifice both during training and their later work.

Administration staff

The Principal is responsible for the day to day operations of the College. Other roles within administration are the Business Manager, Executive Assistant, Enrolments Coordinator, Accounts Manager, Communications Manager, Events and Community Engagement Manager and two Administrative Assistants.

Executive leadership

The Principal together with the Business Manager form the College Executive. The three Assistant Principals (Early Years, Primary College and Secondary College) form the Senior Leadership Team for the College.

Learning support

The Learning Support Program supports five developmental phases of the student. This program includes a support and, where necessary, a referral process for the child. The program is designed to address any initial observations or concerns of both teachers and parents and, where required, enables the College and families to work together with Independent Schools Queensland and Education Queensland to obtain further assessments. The educational content and programs are continually assessed to ensure the needs of the student are being met.

School structure

Currently, the MIC program is delivered over 15 years and is broken up into three learning hubs - the Early Years Learning Hub (3-6 years old) , the Primary College Learning Hub (Years 1 - 6) and the Secondary College Learning Hub (Years 7 - 12). These phases follow the Montessori continuum of development. Children generally enter at the age of three and remain at the College until they graduate in their final year of the Secondary College.

Parent engagement

Parent engagement isn't an optional extra at MIC, it's absolutely fundamental to our schooling environment. Parents play an important part in our community – their contribution is valued, encouraged and is a requirement as members of our community.

Parent education

It is hoped that a child's experience at school will be a continuation and extension of the parent's nurturing and that the class guide will build on the strengths that parents have fostered. It is the Montessori philosophy and approach to education that resonates for parents choosing Montessori education. The importance of a shared approach between home and school cannot be underestimated.

Below are essential aspects to a shared approach:

- + Treating a child with respect
- + Consistency in approach
- + Refraining from correction unless absolutely necessary
- + Providing an ordered and secure environment and routine
- + Allowing children to work without interference within their time frames rather than the adult's time frames
- + Allowing children the choice of whether to work alone or with others
- + Allowing children to be genuinely involved in decision making
- + Allowing children to have responsibility within their capabilities.



The challenge of parent education is to develop a better understanding of how to achieve these goals in parenting.

Parents who have chosen a Montessori education for their child are encouraged to extend their knowledge and understanding of the Montessori philosophy through reading and attendance at workshops, general meetings and education evenings. Class meetings are held at the beginning of each term and provide the opportunity for families to gain more information about the classroom program and related aspects.

Regular observations are essential and enable you to follow your child's development as well as acquire a greater understanding of the delivery of Montessori education. Parents are required to attend an observation followed by a parent teacher conference twice a year.

Attendance at the school's regular parent education workshops is encouraged.

Section 3

Administration

Governance

The College is governed by a skills based independent Board of Directors. The benefits gained from a skills based Board is that it brings together a wealth, breadth and depth of corporate governance, foresight and business acumen to MIC ensuring sustainable management and growth outcomes are achieved. The Board of Directors employ the CEO/Principal and delegates responsibility for the day to day management of the College to the Principal.

Principal

The Principal is responsible for all aspects of College management including accommodation, staffing, financial affairs and the co-ordination of educational leadership within the College.

Fees

1. MIC receives government funding (for prep age children and over). Fees are set at a level necessary to cover the operational expenses of the College and assure ongoing financial sustainability (salaries, rent, equipment, electricity, phone, insurance, staff training, consumables and other administrative expenses) and are supplemented by fundraising.

2. The College provides three options for payment of tuition fees:

Tuition fees in advance - Annual tuition fee payments attract a 5% discount. These tuition fee payments are paid in advance and are due on the last day of the first week of Term 1.

Term fees - Term fees to be paid in whole by **DUE DATE** each term by Cash/ Cheque/Credit Card/Direct Deposit/BPay.

Direct deposit instalments - Fees to be paid by instalments via the College's Direct Debit facility from your nominated bank account or credit card to ensure the total tuition fees are paid by no later than 1 December each year.



3. Parents are responsible for ensuring that all fees are paid in full by the due dates agreed.
4. Fees outstanding after the due date will attract a late fee.
5. Tuition fees are determined in September of each year with these changes applying from January of the following year. Fees are subject to an annual increase of 8-10% in line with CPI and Montessori education costs.
6. No student may commence a new Term unless the previous Term's fee commitment has been settled.
7. If fees continue unpaid, and a satisfactory arrangement is not entered into, the classroom guide and the parents will be notified that the child's continuing enrolment is in question. The College reserves the right to terminate enrolment for non-payment of fees.
8. Fees for children commencing part way through a term will be calculated on a pro-rata basis. There is no provision for reduction in fees for student free days or for any period a child is temporarily absent from class due to holidays, illness or parents' commitments.
9. Parents who wish for any reason to withdraw a child from the school must give **A FULL TERM'S NOTICE IN WRITING TO THE ENROLMENTS CO-ORDINATOR BY THE DUE DATES REFER TO PAGE 25, 3.8 Notice period required. IF SUCH NOTICE IS NOT GIVEN, A TERM'S FEES WILL BECOME PAYABLE IN LIEU).**
10. Parents who wish to withdraw their child for a term or more, for travel or any other reason and a place is to be kept pending their return, a holding fee will be charged. The holding fee charged for a Term's absence will be the equivalent of one Term's tuition fee for the level the student was to have entered, plus any federal or state recurrent grant foregone by the College during this period. These fees are payable before departure.

* Please note on initial enrolment an Enrolment Bond (equivalent to one term's fee) is required in advance.

Pre-primary and childcare fees (3 – prep age)

Children entering the College at 3 years of age are charged childcare rates. Childcare attendance has the option of five days/week, three consecutive days/week (Mon-Wed) or two consecutive days/week (Thurs & Fri). The College is an approved care provider up until the child reaches Prep age. The approved care provider status enables families to claim refunds via the Child Care Rebate and Childcare Benefit schemes. Once a child enters Prep age (school age) then tuition fees are applied and attendance is compulsory five days per week.

Building and land levy

The building and land levy contributes to the development of our new campus at Forest Glen. **The figures below are per annum.** Families may choose to spread this payment over four terms.

2017 per annum		2018 per annum		2019 per annum		2020 per annum	
1st Child	\$626	1st Child	\$626	1st Child	\$626	1st Child	\$626
2nd Child	\$588	2nd Child	\$588	2nd Child	\$588	2nd Child	\$588
3rd Child	\$535	3rd Child	\$535	3rd Child	\$535	3rd Child	\$535
4th Child	\$441	4th Child	\$441	4th Child	\$441	4th Child	\$441



Section 4

Entry to the College

Enrolment procedure

The College's enrolment procedure is designed to ensure that all families have a sound understanding of the Montessori philosophy and the College before committing to the 15 year program.

Please refer to information presented on the following pages outlining the application process.

- + **Enrolment statement**
- + **Application process**
- + **Schedule of fees**



The College provides a range of information directed towards ensuring families are able to make an informed decision when accepting an offer of place at MIC.

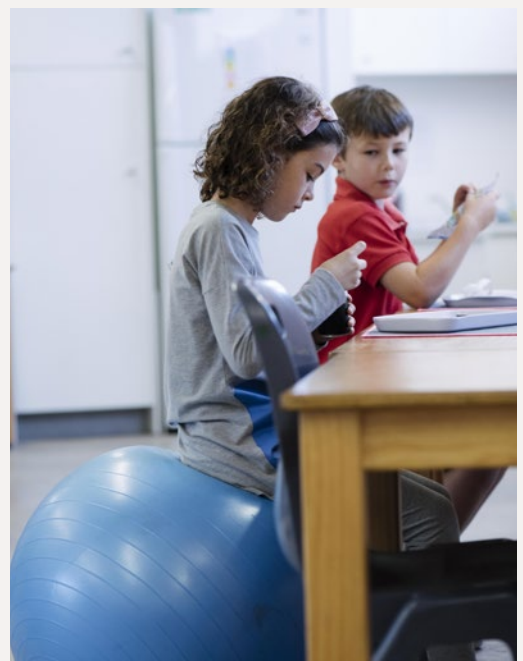
Accepting an offer of place

The College provides a range of information directed towards ensuring families are able to make an informed decision when accepting an offer of place at MIC.

- + **This handbook provides a background on administrative and operational aspects of the College as well as some introductory information about Montessori educational philosophy.**
- + **The school tour presents in detail information regarding the curriculum and its delivery.**
- + **The classroom observation enables you the chance to see the class environment in action.**
- + **Various opportunities are available to seek further information via parent education evenings.**
- + **The College website and Facebook page provides articles and links to useful websites that discuss Montessori education.**
- + **During the interview staff will endeavour to answer questions you may have in relation to the College or Montessori education.**

On formal acceptance of the offer of a place, the following conditions must be agreed to:

1. That the Placement Fee and Enrolment Bond (a Term's fees in advance) are paid.
2. That parents will abide by the policies of MIC.
3. That parents will assist with community projects, fundraising and other activities as required.
4. That parents will attend parent education evenings.
5. That parents will attend classroom observations and parent teacher conferences.
6. That the child will complete the entire program unless exceptional circumstances intervene.
7. That should a child be withdrawn for any reason, one full term's written notice, or a term's fees in lieu are required.



Section 5

Enrolment Statement

MIC strives to maintain a safe and dynamic learning community. The College considers the needs of our current students and their families as we make the decision to accept new students.

Prospective families need to have an understanding of the Montessori approach and a willingness to commit to Montessori's developmental continuum from age 3 through to 18 years of age.

MIC values and celebrates difference in others. A balanced and inclusive learning community reflects the academic, racial, cultural, economic and physical diversity of humanity.

We value:

- + and welcome people from all walks of life;
- + the Montessori philosophy;
- + the students and families in our existing community;
- + the future of Montessori education.

Our decision to accept new students is based on:

- + the existing cohort and the current learning environment;
- + the ongoing stability of the community.

Preference will be given to:

- + siblings of current and past students;
- + transferring Montessori students or those with some Montessori experience.

Consideration will also include:

- + availability of places;
- + the current gender and age balance in each classroom;
- + parents who express a sound knowledge and understanding of Montessori philosophy;
- + commitment to the 15 year program (Montessori's developmental continuum).



**“The environment must be rich in motives,
which lend interest to activity and invite
the child to conduct his own experiences.”**

Dr Maria Montessori



Section 6

Application Process

Thank you for your interest in MIC. Following is an explanation of our Application Process. Please read this carefully.

School tour

The Application Process begins with your attendance at one of our School Tours. School Tours are held on a Thursday morning, once a month for parents of children aged 0-5yrs and bi-annually for parents of children aged 6-18yrs. To reserve a place on a next School Tour simply visit the 'Book a Tour' section of our website to register your attendance.

Application for enrolment

At the conclusion of the school tour you will receive an Enrolment Information Pack containing an Enrolment Handbook and an Application for Enrolment form. Depending on the age of the applicant, the Application for Enrolment form requires additional attachments, including school reports, teacher recommendations, specialist reports and assessments, community member recommendations, student questions and essays etc. The Application for Enrolment form is complete when all additional attachments have been received. No Application for Enrolment form will be considered until it is complete. A \$200 non-refundable Application for Enrolment fee applies at this stage.

After receipt of a complete Application for Enrolment the applicant is placed in the waiting pool. When a position becomes available the College will email confirming one of the following things: a) invite to attend a classroom observation, b) request additional recommendations or other information, c) invite to attend a meeting with the Assistant Principal, d) send notice that the applicant has been accepted or not.

Classroom observation (early years and primary)

Pending a place becoming available, parents applying for the Early Years and Primary College will be invited to attend a Classroom Observation. Observations are an important part of the application process where parents are able to gain a greater understanding of a Montessori classroom by spending time in one and making their own observations. Observations are usually held for 30 minutes during the morning and we request that both parents, if possible, are able to attend.

Meeting

The application process also requires the applicant and their parents to meet with either the Assistant Principal or Principal. Pending a place becoming available the school may contact you and invite you to attend a meeting. The meeting can be considered a relaxed conversation where we are gaining insight and learning more about the unique qualities of the applicant. This is also an opportunity for the school to answer your questions to make sure you are clear about our missions and values.

Follow up meeting (if required)

Parents may be invited back to attend a follow up meeting to gather further information on the applicant and discuss observations.

Notice in writing

Once the Enrolments Committee has reviewed each of the Application Process requirements and they are sure there is a place available for the applicant an Offer of Place letter and Contract of Enrolment will be sent out. The Contract of Enrolment should be completed and returned within 14 days together with a \$400 non-refundable Placement fee and an Enrolment Bond of one term's fees. If the College is unable to confirm a place for the applicant they will be notified in writing.

The Application Process for entry into MIC includes, but is not limited to, the review and analysis of each of the above requirements. Each requirement is considered an individual part of the Application Process. Please note, an Offer of Place letter cannot be sent out until all of the above requirements have been met, however, if the College is unable to offer a place for the applicant they can be notified in writing at any stage of the Application Process.

If you have any questions in relation to enrolments please do not hesitate to email us at enrolments@mic.qld.edu.au.



**“Education...
must take a new path,
seeking the release of
human potentialities.”**

Dr Maria Montessori

Section 7

Schedule of Fees

1 On Application			
1.1	Application for Enrolment	\$200	A per family non-refundable fee is required on application. Note: Application for Enrolment forms must be completed for each sibling and submitted as one transaction. If younger siblings apply for enrolment at a later stage the \$200 administration fee will once again apply.
2. On Acceptance of Offer			
2.1	Placement Fee	\$400	A non-refundable placement fee required on enrolment to confirm acceptance of the place.
2.2	Enrolment Bond - One term's fees in advance per child. This is used as a bond to protect the school from financial risk. <i>(It is not used to pay for the first term of fees).</i>	\$1,924 (early years –year 6) \$2,509 (year 7–9) \$2,636 (year 10–12)	This bond will be applied to any outstanding fees when a student leaves the College and is fully refundable should all fees be up-to-date and appropriate notice has been given. Note: Families with students entering the College aged from 3 years old will also be charged the enrolment bond (term in advance fees).
3 Annual Fees and Charges			
3.1	Senior Phase (Year 10–Year 12) <i>Tuition Fees</i> Per Term (4 terms per year) Per Annum	 \$2,636 \$10,544	Tuition fees are due for 2020. Term 1 Fees are payable by January 31 . Term 2 Fees are payable by March 27 . Term 3 Fees are payable by June 12 . Term 4 Fees are payable by September 11 .
3.2	Adolescent Community (Year 7–Year 9) <i>Tuition Fees</i> Per Term (4 terms per year) Per Annum	 \$2,509 \$10,036	Tuition fees are due for 2020. Term 1 Fees are payable by January 31 . Term 2 Fees are payable by March 27 . Term 3 Fees are payable by June 12 . Term 4 Fees are payable by September 11 .

3 Annual Fees and Charges <i>Continued</i>			
3.3	Primary College (Prep*–Year 6) <i>Tuition Fees</i> Per Term (4 terms per year) Per Annum *Prep age is turning 5 years old by 30th June that year)	\$1,924 \$7,696	Tuition fees are due for 2020. Term 1 Fees are payable by January 31 . Term 2 Fees are payable by March 27 . Term 3 Fees are payable by June 12 . Term 4 Fees are payable by September 11 . Tuition fees include tuition, all Montessori educational materials, junior and senior camp, most excursions and co-curricular subjects such as sport, music, languages and drama. Students in the Primary College are not required to supply any textbooks or stationery.
3.4	Pre-Primary Childcare Fees (3 years old–Prep age) Per Day* Per Week	\$98.50 \$492.50	Childcare Subsidy can be claimed through the Family Assistance Office at Centrelink. Public Holidays will be charged at the Per Day rate. MIC is an “Approved Care” provider. Our CCB approval ID is 1-LYOR4D.
3.5	Montessori Beyond After school care (up to 6pm, Mon–Fri) Per Day Vacation Care Per Day	\$25 \$80	Childcare Subsidy can be claimed through the Family Assistance Office at Centrelink. Public Holidays will be charged at the Per Day rate. MIC is an “Approved Care” provider. Our CCB approval ID is 1-LYOR4D.
3.7	Pro Rata Status		Tuition fees only will be prorated where a student commences during the term. All other fees including levies are not prorated. Note: Students starting mid-week will be invoiced for the entire week.
3.8	Notice period required		The College requires one full term’s notice in writing before the withdrawal of a student or one full term’s Tuition Fees will be payable in lieu of notice. To leave at the end of Term 2, 2020 notice is required by Friday 27th March 2020. To leave at the end of Term 3, 2020 notice is required by Friday 12th June 2020. To leave at the end of Term 4, 2020 notice is required by Friday 11th September 2020. To leave at the end of Term 1, 2021 notice is required by Friday 27th November 2020.

4 Other fees and charges			
4.1	Senior Phase Camps	\$1,200 (approx)	Students in the Senior Phase will be charged the cost of their accommodation and associated travel. Payments can be paid via a pre arranged instalment plan.
4.2	Adolescent Odyssey Expedition	\$1,200 (approx)	Students in the Adolescent Community will be charged the cost of their accommodation and associated travel. Payments can be paid via a pre arranged instalment plan.
4.3	Senior Primary Canberra Trip	\$1,500 (approx)	Students in Year 6 will be charged the cost of their flight, accommodation and associated travel. Payments can be paid via a pre arranged instalment plan.
4.4	Excursions & Going Outs	Pay as you go	For Senior Phase, Adolescent Community, Senior and Junior Primary students. As required, these excursions are to be paid for online and prior to the date of event.
4.5	National Testing	\$20	This fee applies to students in years 3, 5, 7 and 9 and is the administration fee charged by the government to administer national testing.
4.6	Community Levy (voluntary contribution) Per terms 1 & 2 (per family)	\$25	\$25 per terms 1 & 2 per family. This fee is used to provide community events. Should you wish not to participate please contact Accounts to have the charge reversed.
4.7	Montessori Training Levy	\$50	\$50 per family per annum (Term 4) assists the College in subsidising staff to complete specific Montessori training programs over and above their teaching professional development.

5 Levies			
5.1	Building and Land Levy	The Building and Land Levy can be invoiced per annum or per term, please see options below. The levy applies to every family and contributes to the development costs associated with building the new campus.	
	Building and Land Levy Fees	Per Annum Option 1 1st child \$626 2nd child \$588 3rd child \$535 4th child \$441	Per Term Option 2 1st child \$156.50 (x 4) 2nd child \$147.00 (x 4) 3rd child \$133.75 (x 4) 4th child \$110.25 (x 4)
5.2	Energy Levy	<p>\$225 per term or families are able to donate 5 hours of their ‘energy’ and services per term.</p> <p>Participation is required in the following activities: Classroom support Class Ambassador Maintenance/working bees Grandparents Day, Imagineers</p> <p>Note: Families who are unable to donate 5 hours of their ‘energy’ in a term will be invoiced \$225</p>	
6 Discounts			
6.1	Tuition Fees in Advance	5%	Annual tuition fee payments attract a 5% discount. These tuition fee payments are paid in advance and are due on the last day of the first week of Term 1. i.e. annual tuition fees for 2020 are due and payable on Friday 31st January 2020.
6.2	Sibling Discount for Third Child	20%	<p>A 20% reduction in tuition fees is applied to the third child enrolled in the College.</p> <p>Note: The sibling discount does not apply to payment of levies.</p>

- + **Late fee:** A \$50.00 late fee is applied to outstanding balances paid after the due date.
- + **GST:** If applicable, fees are inclusive of GST
- + **Annual Fee Increases:** Tuition fees, as per College policy are subject to an annual increase of 8% – 12%.
- + **Terms and Conditions:** In the ordinary course of business, fees are adjusted annually at the beginning of each calendar year. The board reserves the right to vary fees at other times during the year.

Section 8

Meet the Leadership Team



Chiray Fitton, Principal

Masters of Music; Bachelor of Music; Graduate Diploma in Education; NAMTA Montessori Orientation to Adolescent Studies (USA); Certificate in Public Leadership from the Netherlands School of Public Administration (NSoB)

Memberships

Member of Australian Heads of Independent Schools Associations (AHISA), Member of the University of the Sunshine Coast (USC) Education Academic Advisory Committee; Affiliate member of the Governance Institute of Australia.

Known to have the soul of a poet and the determination of a Wagnerian diva, Chiray is a visionary school leader whose achievements demonstrate her creativity and expertise in facilitating transformational change. Supported by the school community, she successfully navigated the building of a new campus on a greenfield site and the harmonious relocation of its operations. Since 2006, she has gently held her community during times of significant uncertainty and vulnerability. Now settled on the new site, Chiray has collaborated with the school and the broader community to realise a new and emerging vision, with the humanness of learning and leadership being key to the future of education.



Grant Vayro, Business Manager

Bachelor of Business (Acc), CA, Graduate Diploma (AppFin), Graduate Diploma (Education)

With a background of understanding both Public and Christian school environments I found a Montessori based education was more consistent with the teaching principles I was studying with my Graduate Diploma of Education. Fostering a child's intuitive love of learning in a structured environment designed to build self confidence, inner discipline and sense of self worth through meaningful learning experiences – it just makes more sense!



Larissa Rook, Assistant Principal

Bachelor of Teaching; Bachelor of Education Studies; AMI Diploma of Montessori Education (6-12 years); Certificate Montessori Education

My first encounter with the Montessori philosophy occurred during my Bachelor of Teaching course at the end of the eighties. I was drawn back to the philosophy when at the age of 2 years old my daughter proclaimed that she was ready for school. She was so eager to start that I went on a search for a program that would foster her natural curiosity and desire to learn.

After 20 years, my conviction for the Montessori pedagogy is steadfast and grows everyday. I have discovered that the children are my guides as much as I am theirs and I watch in wonder as they explore and unravel the world around them.



“Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.”

Dr Maria Montessori

Section 9

MIC Collaboration

MIC values collaboration with the Sunshine Coast community and businesses to create mutual opportunities. MIC supports local artists, environmental groups and businesses where our beautiful facilities are made available for use. Through our partnerships and hosting arts and cultural events this presents a world of experiences and opportunities for our students and College community alike.



“Education is a natural process carried out by the human individual, and is acquired not by listening to words, but by experiences in the environment.”

Dr Maria Montessori



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

For general school information contact Administration

Phone: +61 7 5442 3807

admin@mic.qld.edu.au

Please visit our website for more information

www.mic.qld.edu.au