

2020– 2021 Annual Report

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-kindergarten 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 2020-2021 the total enrolment was 330 full time equivalent students. The average student attendance rate was 94.5%.

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

Through extra-curricular activities at MIC, groups are involved in various sports including sailing, bouldering and football, and a number of students are taking part in the Duke of Edinburgh program.

Despite many district sport competitions being cancelled during the year due to COVID-19, students participated in district level sport in football, swimming, cross country, and surfing. Two students subsequently qualified for the regional team in AFL and four students qualified for the regional competition in cross country, placing in the top 20.

The instrumental music program had more than 50 students participating in lessons on guitar, voice, piano, and drums with the program engaging six different tutors during the year.

The Montessori+ program engages external providers to run after-school activities at MIC. In the last 12 months these have included yoga, chess, taekwondo, film and TV acting, and soccer.

MIC students participated in many community service projects during the year including a weekly trip to The Shak Community Centre in Nambour to provide support to people experiencing homelessness and, more recently providing assistance at LifeLine, at Kunda Park.

2020–2021 highlights

FIRST KOALA FOREST HARVEST

The first harvest of eucalyptus leaves from our Koala Forest saw koalas in rehabilitation at Wildlife HQ enjoying our leaves with the trunks used for garden edging and the branches used in the Senior Primary playground for the students' humpies.



COVID-19 FEE ASSISTANCE PACKAGE

The introduction of a temporary Fee Assistance Package to assist families in need to meet their school fee commitments during the COVID-19 pandemic resulted in an enrolment decline that was far less than anticipated.



REVISED ADOLESCENT PROGRAM

The revised Adolescent Program commenced in Term 1, 2021 with two-year couplets, an integrated curriculum, and land-based projects. The program reflects the Montessori principles while ensuring the academic, social, emotional and physical needs of the adolescent are met.

EXTENDED DAY PROGRAM

An Extended Day program - until 4.30pm on Tuesdays for project work and until 4.30pm on Wednesdays for Clubs and Teams - was introduced in the Adolescent Community.

NEW PLAYGROUND IN ROUNDHOUSE

A new Outdoor Learning Environment in the central courtyard area of the Roundhouse building allows for purposeful movement, independence, quiet reflection and observation - as well as opportunities for exercise and the development of gross motor skills and the senses.

ALADDIN JR MUSICAL UNDER WAY

More than 100 MIC students were cast in the musical Aladdin Jr and commenced rehearsals with the final shows to be held in August 2021.

Parent involvement

Building relationships and engaging our parents is essential to developing the 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 & student satisfaction

MIC engaged an independent stakeholder engagement agency to undertake research with current and former Adolescent Community students, parents and staff in order to better understand the attitudes of its community. The engagement program included a series of face-to-face interviews, workshops and online surveys.

The results were overwhelmingly positive and reinforce what is valued at MIC - the relationships fostered and the strong sense of community the students experience. Of particular note, students feel a strong bond with their teachers who are interested in their individual

needs and adapt the curriculum to their individual interests. The research found that parents choose MIC for its secular and holistic approach to learning and they appreciate that the College allows students to learn at their own pace.

The research also highlighted some areas for improvement in the Adolescent Community including a greater investment in resources and facilities, stronger partnerships and collaboration with local organisations, and a stronger focus on the Montessori philosophy in the adolescent program. Each of these recommendations have been given careful consideration and are being actioned this year.





Staffing

STAFF PROFILE

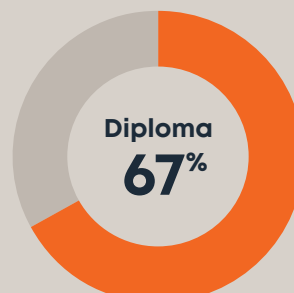
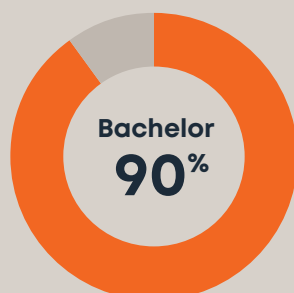
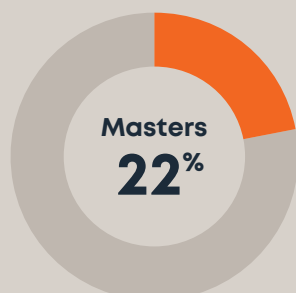
At MIC individual talent and working together is the dominant paradigm. Teachers, often holding multiple degrees, are talented and empowered to respond to the individual needs of their students. They model respect and work tirelessly to serve the children and adolescents in their care.

In 2020 MIC employed the full-time equivalent of 45.4 staff, of whom 27.6 were teaching staff.

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

**Retention of
teaching staff
was 85%**

**Staff
attendance
was 97%**



Professional development of staff

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 encouraging participation in broader areas of interest.

For 2020, the total expenditure on external professional development was \$72,333. This was slightly lower than in recent years due to the impact of COVID-19.

Staff attended a wide range of professional learning sessions including AMI Workshop: An Introduction to Adolescence; Festivals in Conversations Webinar; QCAA Online Webinar - Principal's Delegates; PM Benchmark Literacy Assessment Webinar (Nelson); ISQ Spiral of Inquiry Masterclass; Introduction to the EAP Verification Portal Webinar; Spellinar Two: Morphological World Families (Nelson); Duke of Edinburgh Bushwalking Emergency Response and Rescue Training (ERRT); Centre of Excellence - Sensory Processing Disorders; First Nations Education EDC2200; Neuroscience Academy: 2hrs: brain anatomy, neuroplasticity, cognitive and emotional brain, the neuroscience of motivation; ISQ School and Curriculum Leaders Update Workshop; Online Orientation to Duke of Edinburgh (ODE) Workshop; Sue Larkey Webinar - Transition: Getting Ready for 2021; QCAA Online Webinar: Unpacking Visual Literacy

in preparation for Essential English; ISQ NCCD Evidence and Data Quality Workshop; QCAA Webinar - English (Reflecting on Endorsement 2019); Vanessa Aitken - Meet in the Middle (Montessori); EQ Vision Impairment Presentation (Aitken Jardine); Dealing with Difficult Parents Workshop - Preferred Training Networks; QCAA Essential Maths (Reflecting on Endorsement 2019); QCAA Implementation of CIA or 2020 Essential Mathematics; QCAA WECH10 - Online Webinar - Essential English: Single-phase Common Internal Assessment; ISQ Online Courses - STEM; Disability Standards for Education for Senior Secondary: Part 1 Online Modules; Child Protection Training; Fire Extinguisher Training; First Aid in an Education and Care Setting; Provide CPR with Asthma and Anaphylaxis (Childcare); CPR Refresher; Self Care Workshop by Sure Psychology; NAPLAN Coordinator's Training; STEAM Workshops; ISQ Webinar Students with Disabilities School Leader; EAP Webinar; Inclusion/Diversity SALT Training; Workplace Health and Safety SALT Training; Behaviour Management/Inclusion Tony Attwood ASD Training Support; Child Safety/Report Abuse SALT Training; Flying Arts Webinar QCAA Moving into Uncertainty: Art as Alternate; Sunshine Coast Council Curatorial Arts Program; Privacy for Schools SALT Training; Building Cultural Capability within the Classroom AITSL; Supporting Students with Self Regulation Beyond Blue; Developing Early Childhood Approaches for children with Additional Needs.

Academic performance

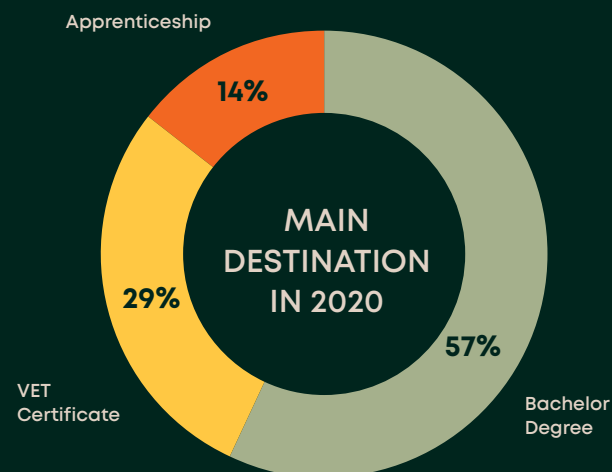
The approach at MIC is never to ‘teach to the test’ but rather to ‘teach to mastery’, with child-led learning that has the time acquired to learn the concept as the key variable - which is different for every child.

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, any generalisation about the results is meaningless. A summary of the results is available via the My Schools Website.

In 2020, 7 out of 9 Year 12 completers from MIC responded to the Department of Education’s Post-School Destinations

survey. Of the seven Year 12 respondents, 100% were engaged in some recognised form of education and training in the year after they completed school. The most common study destination was a bachelor degree. No respondents transitioned directly into paid employment with no further study.



For 2020-2021, the total expenditure on external professional development was \$72,333.

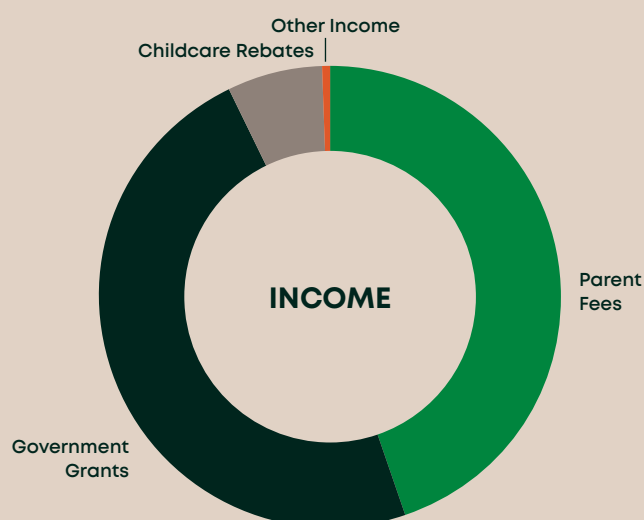
Finance

In 2020 the College's income received was \$6.8 million. The diagrams below provide information regarding the College's major sources of funding and expenditure.

Financial Summary 2020

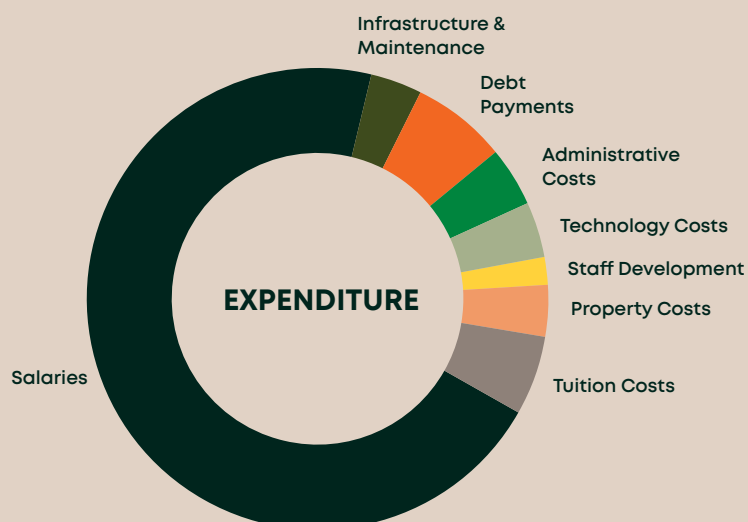
INCOME

Parent Fees	\$3,023,706
Government Grants	\$3,258,781
Childcare Rebates	\$441,472
Other Income	\$35,155
TOTAL	\$6,759,114



EXPENDITURE

Infrastructure & Maintenance	\$244,713
Debt Payments	\$462,442
Administrative Costs	\$284,387
Technology Costs	\$264,196
Staff Development	\$119,350
Property Costs	\$256,946
Tuition Costs	\$373,416
Salaries	\$4,753,665
TOTAL	\$6,759,114



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

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**For more information please
visit our website**

mic.qld.edu.au