

2021– 2022 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. Offering a full continuum of education, the school caters for students from pre-kindergarten to Year 12, nurturing the transition from childhood to adulthood.

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.

Dr Montessori believed that learning requires the head and hand to be interconnected, and that learning can happen anywhere as students contribute purposefully to the community they

are a part of. Students experience an integrated curriculum where they are able to immerse themselves in the whole experience, while multi-age classrooms and community work provide opportunities for leadership and mentorship as students teach, and learn from, one another.

In 2021-2022 the total enrolment was 332 full time equivalent students. The average student attendance rate was 92.45%.

OUR VISION:

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

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.

At MIC, we are small-by-design which means we can personalise, adapt and respond to our students' needs. Innovative and challenging learning contexts encourage our students to develop their sense of personal agency 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.



Student learning is broad and purposeful. The task at hand sees our students shift effortlessly between independent, interdependent and collaborative problem solving, work and study. MIC students are immersed in their learning experience and seek ways to see the wider world and celebrate its diversity.

MIC Pedagogical Framework

Eight key principles underpin the Montessori Pedagogical Framework at MIC. These principles are consistent across the continuum of development (Prep-Year 12) and inform the developmental learning experiences and teaching practice at MIC. The framework is designed to assist teachers to develop learning experiences that prepare children to take charge of their learning and their lives. Each student attending MIC benefits from a learning environment

that is structured on, among other things, the following eight principles.

1. Movement and Cognition
2. Choice
3. Interest
4. Intrinsic not extrinsic
5. Peer Interaction
6. Learning in Context
7. Adult Interaction
8. Order in the Environment



Extra-curricular activities

Through extra-curricular activities at MIC, groups are involved in various sports including sailing, mountain biking, surfing, 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 (soccer), cross country, and track and field.

The instrumental music program had more than 60 students participating in lessons on guitar, voice, piano, and drums with the program engaging four 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.

2021–2022 highlights



ALADDIN JR MUSICAL

The musical Aladdin Jr was performed under the stars at MIC featuring more than 100 MIC students as cast and crew.

CHILDREN'S WORLD EXPO

More than 200 people attended the inaugural Children's World Expo to enjoy the food, music and languages from 13 of the different countries represented by the MIC community.

YEAR 7-12 SCHOOL DANCE

A small group of adolescents organised the first ever MIC School Dance raising \$1,279 for charity YouTurn, a youth organisation dedicated to helping children and adolescents across Australia.

NEW EARLY LEARNING CLASS

Due to enrolment growth, a new, third Early Learning class was introduced, in alignment with MIC's vision which is to allow for incremental, organic growth over the next 20 years.

GUBBI GUBBI CULTURAL AWARENESS CAFE

Representatives from Aboriginal cultural awareness organisation Bulu Tabun ran a cultural awareness workshop in the Adolescent Cafe to help MIC parents connect with, and understand, the local Gubbi Gubbi people and culture.

EARLY LEARNING GALLERY BY TWILIGHT

The Early Learning community held it's first ever Gallery by Twilight event.

ADOLESCENT COFFEE HOUSE

Adolescent Coffee House was introduced, an opportunity for the Year 7-10 students to showcase and perform their work each term - from music performances to science experiments, public speaking and more.

PEACE FOR HUMANITY

Adolescent Community students initiated projects to raise money for the people of Ukraine and those affected by floods in the Gympie region. The projects included the Ribbon Project, Blue and Yellow Day and the Human Peace Sign and raised \$1,984.55 with two-thirds donated to RefugEase, an organisation providing humanitarian support to the people of Ukraine.

Parent involvement

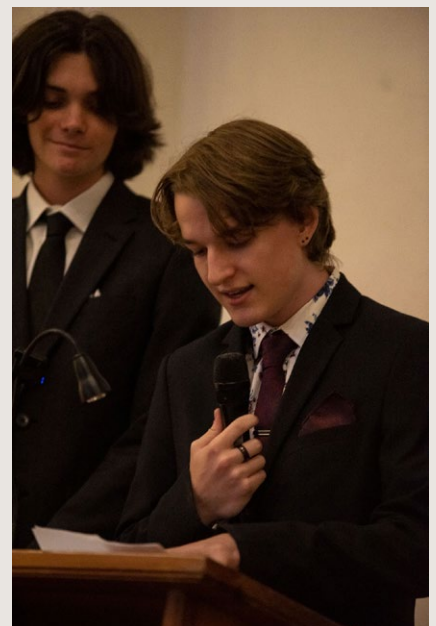
Building relationships and engaging our parents is essential to developing the community at MIC. The Parent Ambassador program continued this year with ambassadors attending regular meetings with the Principal and providing opportunities for families to enjoy activities together.

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.

Despite challenges arising from the COVID-19 pandemic, the College continued to encourage parent participation at school with events including the Adolescent Community Open Day, working bees held throughout the year, in-class reading and cleaning, and community events including the Aladdin Junior production, Early Learning Gallery by Twilight, Adolescent Coffee House, Cultural Awareness Cafe, Children's World Expo and all of the transition and graduation celebrations.



Year 12 Graduation





Staffing

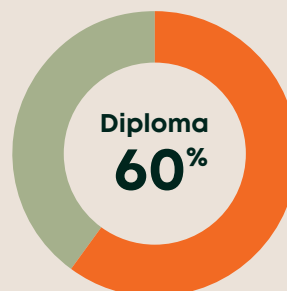
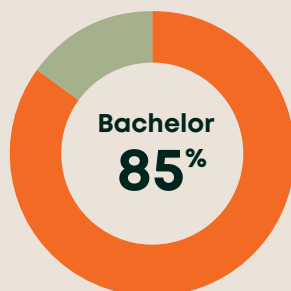
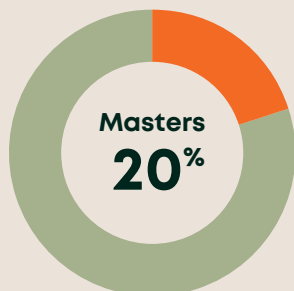
At MIC individual talent and working together is the dominant paradigm. Teachers, often holding multiple degrees, are talented and empowered to respond to the individual needs of their students. They model respect and work tirelessly to serve the children and adolescents in their care.

In 2021 MIC employed the full-time equivalent of 49 staff, of whom 28.9 were teaching staff.

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

Retention of teaching staff was 91%

Staff attendance was 97%



Professional development of staff

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.

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 2021, the total expenditure on external professional development was \$26,829. This was lower than in recent years due to the impact of COVID-19.

Staff attended a wide range of professional learning sessions including: Cengage Learning - Effective Reading; Review of ACARA; Building Cultural Capacity within the Classroom (AITSL); Supporting Students with Self Regulation (Beyond Blue); Developing Early Childhood Approaches for Children with Special Needs; Restorative Practice Workshop

(Sue Attrill); ISQ Practical Training in Media and Crisis Management Training; Courageous Principals Series; Facilitating Breakthrough with Adam Kahane; Level 0 Orienteering Coach; Wildling Training - Early Childhood Australia; Child Protection Workshop with Suzanne Brooks (School Lawyer); Travelling Tutor; Buzz Career Counselling; Sue Larkey Teacher Assistants Online Course; Minilit Sage Workshops; International Montessori Training Institute - Orientation 12-18 Training; Leadership Learning Academy; Zones of Regulation Workshop; Languages Roadshow Expo; Allens Online First Aid Training (CPR and Asthma and Anaphylaxis); LawSense Legal Seminars and Training; Growth Coaching in Education Conference; Association of Counsellors of Catholic Secondary Schools Qld (ACCSSQ) - Emerging Mental Health and Wellbeing Trends within School Communities; Workplace Health and Safety SALT Training; Child Safety/Report Abuse SALT Training; Privacy for Schools SALT Training; Whistleblowers Course SALT Training; and Elevate Drama Qld Conference.

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.

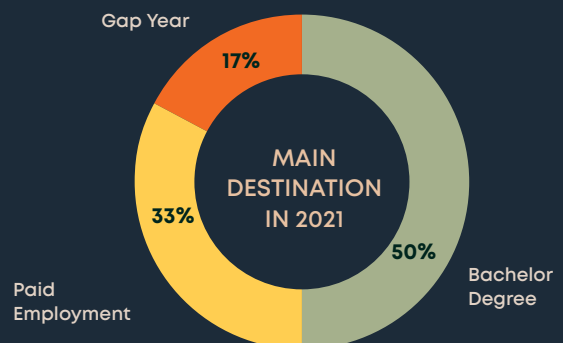
The Montessori approach is an attitude to learning not merely an acquisition of knowledge, as deep and profound learning does not occur via a homogenous schedule. Academic excellence is not the prime objective, but rather an attitude to learning as a part of life itself.

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 largely meaningless. In reference to the Naplan writing test for example, Lucinda McKnight, Senior Lecturer in Pedagogy and Curriculum at Deakin University, commented in an article (February 2021) in the magazine School News Australia, ‘Unfortunately, the NAPLAN regime has hampered teaching writing as a process that involves planning and editing. This is because it favours time-limited exam style writing for no audience. Students need to practise writing in which

they are invested, that they care about and that they hope will effect change in the world as well as in their genuine, known readers. This is what machines cannot do.’

A summary of the results is available via the My Schools Website.

In 2021, MIC had six Year 12 graduates. Of these, 50% commenced university study toward a Bachelor Degree, 33% transitioned directly into paid employment and 17% took a gap year with plans to pursue tertiary education after a 12-month break.



Finance

In 2021 the College’s income received was \$7.3 million. The diagrams below provide information regarding the College’s major sources of funding and expenditure.

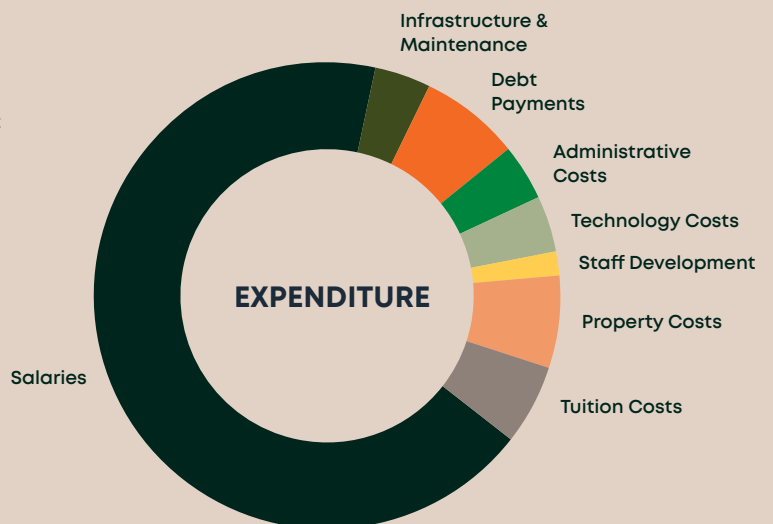
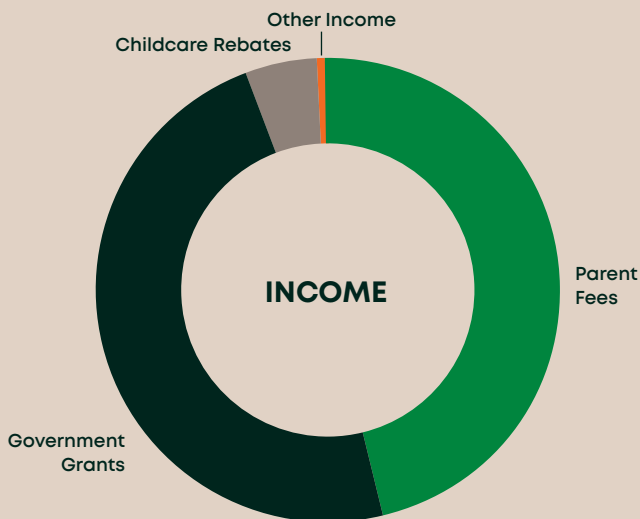
Financial Summary 2021

INCOME

Parent Fees	\$3,391,090
Government Grants	\$3,489,780
Childcare Rebates	\$361,526
Other Income	\$36,847
TOTAL	\$7,279,244

EXPENDITURE

Infrastructure & Maintenance	\$293,494
Debt Payments	\$514,442
Administrative Costs	\$282,227
Technology Costs	\$302,255
Staff Development	\$111,017
Property Costs	\$476,793
Tuition Costs	\$309,261
Salaries	\$4,989,754
TOTAL	\$7,279,244



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

**For more information please
visit our website**

mic.qld.edu.au