



Caboolture Montessori School

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Caboolture Montessori School

Annual Report 2016

School Profile

School Sector	Independent School																						
School's Address	200 Old Gympie Road, Caboolture Qld 4510																						
Total Enrolments	2014 – 141 2015 – 143 2016 – 167 2017 – 202																						
Year Levels Offered	Toddler Community – (fifteen months – 3 years old) Pre-Kindergarten – Year 6 (ages 3-12)																						
Type of education	Co-educational																						
Characteristics of the student body. Infant group is not included in Total numbers of students.	Girls: 56% Boys: 44% (Yrs 1-6 only) <table border="1"> <tr> <td>Toddlers</td> <td>30</td> </tr> <tr> <td>Pre-Kindy</td> <td>24</td> </tr> <tr> <td>Kindy</td> <td>18</td> </tr> <tr> <td>Prep</td> <td>23</td> </tr> <tr> <td>Year 1</td> <td>25</td> </tr> <tr> <td>Year 2</td> <td>15</td> </tr> <tr> <td>Year 3</td> <td>22</td> </tr> <tr> <td>Year 4</td> <td>12</td> </tr> <tr> <td>Year 5</td> <td>19</td> </tr> <tr> <td>Year 6</td> <td>9</td> </tr> <tr> <td>Total</td> <td>167</td> </tr> </table>	Toddlers	30	Pre-Kindy	24	Kindy	18	Prep	23	Year 1	25	Year 2	15	Year 3	22	Year 4	12	Year 5	19	Year 6	9	Total	167
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Kindy	18																						
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Year 5	19																						
Year 6	9																						
Total	167																						
Contact person for further information	Yvonne Rinaldi – Principal																						

Year levels offered

15 months to 12 years. Toddlers to Y6, and planning for a high school. Due to school enrolment growth and parental demand, we are planning for a high school that will continue highlighting the values and qualities of a Montessori education. Our desire is to include the International Baccalaureate for our senior program.

Characteristics of the student body

Our Montessori philosophy requires proportional numbers of gender and age groups in each class. Our classes have at least three age groups that meet a developmental stage: 0-3, 3-6, 6-9, 9-12. As a multi-cultural environment, our children bring many cultures with interesting traditions to the school. At present we have 51% males and 49% females, included in our pre-primary and primary cohort. These analytics exclude our 30 toddlers from 15 months to age 3.

Distinctive curriculum offerings

Our curriculum is based on the Montessori philosophy and methodology. We strongly believe that our methodology supports a futuristic education, by preparing our children for work positions not existent as yet. We have clear outcomes and guidelines which rely on student interest and learning needs and promote student responsibility, choice and own pace. We are working with a National Montessori Curriculum and we align our outcomes to the National Australian Curriculum.

Our methodology includes scientific didactic materials used by qualified Montessori educators that enhance the student's understanding and interactive learning. We provide more opportunities for an integrated curriculum within the learning areas and encourage students to explore the interconnectedness of all disciplines. Besides the traditional learning areas familiar to all, our syllabus includes learning areas, such as Practical Life and Sensorial (exploration), considered critical in the preparation of student adaptive strategies and for the enhancement of practical understanding of new knowledge.

The Caboolture Montessori School actively promotes leadership. Leadership is particularly encouraged in our senior students and fostering this attribute is our student Community Service program. Our children learn by doing, therefore their interaction with their community supports their understanding of other's needs and builds compassion. Our desire to create positive leaders is managed with various opportunities and by ensuring there is an expectation of shared responsibilities between student and adults about their learning and their behaviours.

Our new direction is to identify and support early intervention which will ensure our student's needs are explicitly managed and supported. This will address learning and establish effective teaching strategies. One of the programs to support identified children is 'Learning Connections'.

Mental health has been on the school agenda and programs to foster this have been: 'The Friends Program', yoga, student safety awareness.

The Toddler Community

Our Toddler Community is for children between the ages of fifteen months and three years of age. A dedicated environment is provided for toddlers and parents to support a fundamental time of growth and development. Parenting is supported by a qualified Montessori early education teacher. The approach to learning in this space, is cultivated through enriched language and activities that enhance independence and motor skills. Observation of own children in a small community, feeds parents with a renewed attention to needs and interests of their own child. This is for many the first structured environment away from home, where contact with other children is experienced. Montessori starts here at the Caboolture Montessori School.

The 3-6 Program – Early Learning

At the beginning of 2013 we introduced our younger children aged 3-6. This cohort forms an important educational element in the Montessori program. Montessori schooling starts at this early stage. Foundations are laid in every discipline to give the early learner an experiential understanding of the world around him/her, in a nurturing and creative environment, with fully qualified teachers.

This program labelled by traditional educational contexts as the Childcare sector of school, provides our impressive learners with didactic games to set the parameters of what will be required in their schooling career through explorative activities and caring guidance. Parental involvement is highly desired. Children from the age of 3 are included in all extra-curricular offerings, such as Italian, physical education and library

We were very excited to receive such a high rating by the Department of Early Childcare Education and Care: Exceeding National Quality Standard

The 6-12 Program – Primary

Our Cycle 2 and 3 classrooms as all classes at CMS are based on developmental age groups and needs. Cycle 2 classrooms include students between the ages of 6-9 and Cycle 3 students are children between the ages of 9-12. The Montessori methodology and philosophy is followed by all and students complete a comprehensive and rigorous Montessori curriculum. Our Class Directors (teachers) are responsible to ensure that the Australian National Curriculum aligns with our Nationally Recognised Montessori curriculum. Students in this environment are offered an enquiry based approach to learning through an integrated curriculum. Projects and research are not unfamiliar to our children. Children are given opportunities to extend their learning through the prepared environment and own interests. Children in this stage of development crave knowledge and are genuine explorers.

The Montessori Educational Program

Our Montessori curriculum is the foundation on which we develop any lessons or educational plans. The Montessori program is delivered at CMS by highly qualified teaching staff. Besides the required teaching degree all staff must complete Montessori training. Excellent teachers are synonymous with student achievement. Adult belief in students is critical in student motivation and engagement.

Term overview plans are created to include developmental needs and student interest as well as meet our Montessori outcomes and alignment with the Australian National Curriculum.

Each classroom is the home of three age groups, within a developmental stage. Transitioning between classrooms/cycles is managed by various meetings including all stakeholders, thus ensuring the age and gender in each class as well as the personality of the children transitioning is addressed with care. Children are with the same teacher for three years; therefore it is imperative that the relationship is positive.

The three hour work cycle is maintained in every classroom, as much as possible, for the development of concentration, therefore specialist programs are offered mostly in the afternoon or at the end of the week.

Peer teaching is fostered as this has effective and long lasting educational results for all involved and builds confidence.

Staff are continuous learners and researchers; as such they are open to acquire new knowledge in supporting student growth and this is always done within the parameters of our Montessori methodology.

Most of our resources are attained through reputable Montessori companies to ensure we deliver accurate and precise information to our students. Our unique hands-on pedagogical approach has resulted in meeting student needs affectively.

Our parent educational program was enriched by parent pro-active participation. Parents are offered various ways of accessing information about their child's progress or understanding the school's philosophy and methodology. We value highly what parents are able to offer and their engagement with the school.

Our Learning Enhancement team supports exceptional students within the class environment where possible, to provide a natural integration of each student. Our desire is to work preventatively rather than by remediation.

Co-curricular and extra-curricular Programs

During 2016 students had a range of worthwhile experiences that enhanced their learning at the Caboolture Montessori School and we encourage all students to participate. Activities include:

The students at the Caboolture Montessori School participate in:

- Toddler program & Parenting support
- C1 (3-6 year old) mini excursions
- Cycle 2 & 3 (6-12 year old) Camps
- Canberra visit
- Learning journeys – students teach parents
- Friends Program
- Learning Connections
- 'Support A Talker'
- Mentoring of younger students by older students
- Yoga
- Student Cafe
- Our 'going out' program – small group excursions
- Music concerts
- Writer's Festival
- Philosophy
- Yoga
- School Choir
- End of year Concert
- Sporting Schools activities: archery, soccer, tennis, cricket, etc.
- Leadership program
- Business enterprise for older students
- Work experience for students in the school
- Senior students community service

School Social Climate

All stakeholders of our school understand and protect the vision of our school, thus providing a strong ethos of respect. The school Vision and Mission Statements were reviewed in 2016 as a school community to ensure we are all heading in the same direction.

Vision

To provide an exceptional Montessori environment that develops each child's potential.

Mission

To prepare the school community and environment to foster our school's core values of respect, responsibility, resilience, empathy and love, so that each child develops a lifetime love of learning.

Our school has a zero tolerance to any form of bullying. Children and adults alike are aware of our Code of conduct and our high expectation of respectful behaviour between each member of our community. Mediation is a tool we adopt for any situation where conflict arises and responsibility is undertaken by each person involved. Parents are informed whenever there is a concern of unacceptable behaviours and they become part of the process to improve the outcomes.

Children are directly responsible with the adults for the management and analysis of school behaviours and their suggestions are sought for improvement.

Student and Staff Wellbeing

Our school understands and values mental and physical wellbeing for all in our community. Our attention to socio-emotional development is included in our assessments of students and staff participate in our "Welcoming Our Wellbeing" (WOW) program. "*Mens Sana in corpore sano – Juvena*" – *A healthy mind in a healthy body.*

Parental Involvement

Our school values our parent volunteers as they are responsible for supporting and assisting in the growth of our school.

There are many volunteer groups in our school that offer their time, expertise and knowledge with the intent to grow our skills, strategies and relationships. Parents are part of groups such as:

- School Board
- Parents & Friends Association
- Parent representatives for each class
- Environment management
- Animal care
- Gardening
- Cooking
- Library
- Reading support group
- Resource making
- Curriculum extension

The school values and considers parent interaction as an integral part of the student's success with learning. There is a clear process with the manner with which parents are guided and inducted into our community to provide an effective, well managed and safe environment.

Staffing Information**Staff Composition, Including Indigenous Staff**

Sourcing Montessori staff does present a challenge to most Montessori schools. Teachers have to add additional training to their four year teaching degree. Montessori qualifications can take an extra three years of training. During 2012 the composition of our staff was:

Part time	Fulltime	Teaching (incl. Teacher Aides)	Non-teaching	Indigenous Staff
26	9	26	9	0

Staff Retention

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
13	13	100%
From the end of 2015 100% of staff were retained for the entire 2016 school year		

Staff Attendance

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Teaching Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
13	183	62	97%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97% in 2016.			

Staff Qualification

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	0%
Masters	8%
Graduate Certificate	7%
Bachelor Degree	85%

Staff Professional Development

PROFESSIONAL DEVELOPMENT 2016					
Staff PD			Staff meetings		
Date	TOPICS	PRESENTER	WHERE/WHEN	HRS	CPD Areas
January					
18/01/2016	Welcome to new staff + Staff meeting Prepared Environment	Principal	Library		
19/01/2016	Deb T (Autism) + Bill (Literacy Coaching) + Anne (tools for data collection) Meetings between staff cohorts	Principal Staff	Library Classrooms	2.5	3,4,5,6,7
21/01/16	First Aid/CPR / Asthma /Anaphylaxis		Library/classroom	2/6	4,6,7
22/01/16	Fire training + Child Protection + WHS + Induction	Principal + Psyche	Library/classroom	4	4,6,7
February					
03/02/16	Maths and Montessori		Library/classroom	1 (3.30-4.30)	1,2,3,5,6,7
17/02/16	ISQ -Spelling module 2	Literacy coach	Library/classroom	2 (3.30-5.30)	1,2,3,5,6,7
March					
02/03/16	ISQ -Spelling Module 3	MQAP (If we have received a report by then)	Library/classroom	2 (3.30-5.30)	1,2,3,5,6,7
09/03/16	Staff meeting - MQAP feedback?		Library/classroom		
16/03/16	SEMP Cycle meetings – Maths S&S?		Library/classroom	1.5 (3.30-5.00)	1,2,3,6,7
23/03/16	Staff meeting – Literacy Coaching		Library/classroom	.5 (3.30-4.00)	1,2,3,5,7

Date	TOPICS	PRESENTER	WHERE/WHEN	HRS	CPD Areas
April					
20/04/16	Staff meeting – Maths S&S	Own classroom	Library/classroom	1.5 (3.30-5.00)	1,2,3,5,6,7
27/04/16	Montessori Conference + Staff Montessori conversations		Brisbane	1 (3.30-4.30)	6,7
May					
11/05/16	Student Data Collection Cycle meetings		Library/classroom	.5 (3.30-4.00)	6,7
June					
05-06/06/16	MAF Refresher		Sydney	10 (2 days)	1,2,3,5,6,7
08/06/16	Staff sharing/ Professional stds		Library/classroom	.5 (3.30-4.00)	6,7
20-22/06/16	PD –Maths scope and sequence		Library/classroom	15 (3 days)	1,2,3,5,6,7
July					
13/07/16	Staff meeting				
20/07/16	Parent meetings				
27/07/16	Staff meeting/Critical Incident		Library/classroom		
August					
03/08/16	Staff meeting				
10/08/16	Maths S&S Cycle 1, 2		Library/classroom	1 (3.30-4.30)	1,2,3,5,6,7
17/08/16	Staff meeting				
22/08/16	Maths S&S Cycle 2, 3				
24/08/16	Coaching: Reading			1.5	1,2,3,5,7
26-27/08/16	AMI Maths 6-12	Peter Erskine	Library	8 (Fr 5.30- 9.00pm & Sat 9.00am- 4.00pm)	1,2,3,5,6,7
31/08/16	NAPLAN				
September					
07/09/16	Staff meeting				
October					
05/10/16	Staff meeting				
19/10/16	Staff meeting				
November					
02/11/16	Report Writing				
09/11/16	Reports due to Principal				
December					
05/12/16-06/12/16 PLEASE DO NOT BOOK YOURSELF FOR ANYTHING OUTSIDE OF SCHOOL FOR THIS WEEK	Student Data collection review & Reflection Maths scope and sequence SIP/SEMP Review	Carmel/Yvonne/Staff		10 (2 days)	1,2,3,5,6,7
07/12/16	Calendar for 2016 & Jan PD	Staff		Total Hrs 74.5+(first aid)	
08/12/16 – 09/12/16	Appraisals and professional Stds outcome.				
TOTALS				63.5	

Expenditure on PD

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD Per teacher
12	\$46,900	\$3,910

Our teaching staff are required to complete their Montessori training, keep up-to-date with contemporary educational strategies and theories and ensure they complete the required Continuous Professional Development to satisfy their teacher registration requirements.

The major professional development initiatives were as follows:

- Montessori methodology
- Student Data Collection
- Literacy coaching
- Mathematics scope and sequence
- Observations in other schools

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Key Student Outcomes

At the Caboolture Montessori School student achievement is assessed through various assessments, including mental health evaluations.

Our pedagogical vision : **'To connect, inspire, guide and empower the child, in a rigorously prepared environment.'** Our student achievement is evidenced by our data collection from baseline results measured each beginning of year to final assessments completed at end of year. Other assessments are provided by various tools selected by staff using reliable, standardized and Montessori friendly methods. Our most relevant tool is still student observation and feedback.

Student Attendance

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
20,674	125	1,903	18,771
The average attendance rate for the whole school as a percentage in 2015 was: 91%			

Year levels	Average attendance rate
Whole School	91%

Year levels	Average attendance rate
Prep	89%
Year 1	89%
Year 2	90%
Year 3	89%
Year 4	91%
Year 5	93%
Year 6	92%

How non-attendance is managed by the school

The students enrolled at the CMS do not miss many school days and when they do, parents are asked to call the school to let us know reason for absence. Staff will call parents/guardians if a child is not at school for two days to enquire about student's health and reason for non-attendance. Staff will visit students that are not able/willing to come to school.

Benchmark Data: NAPLAN 2016

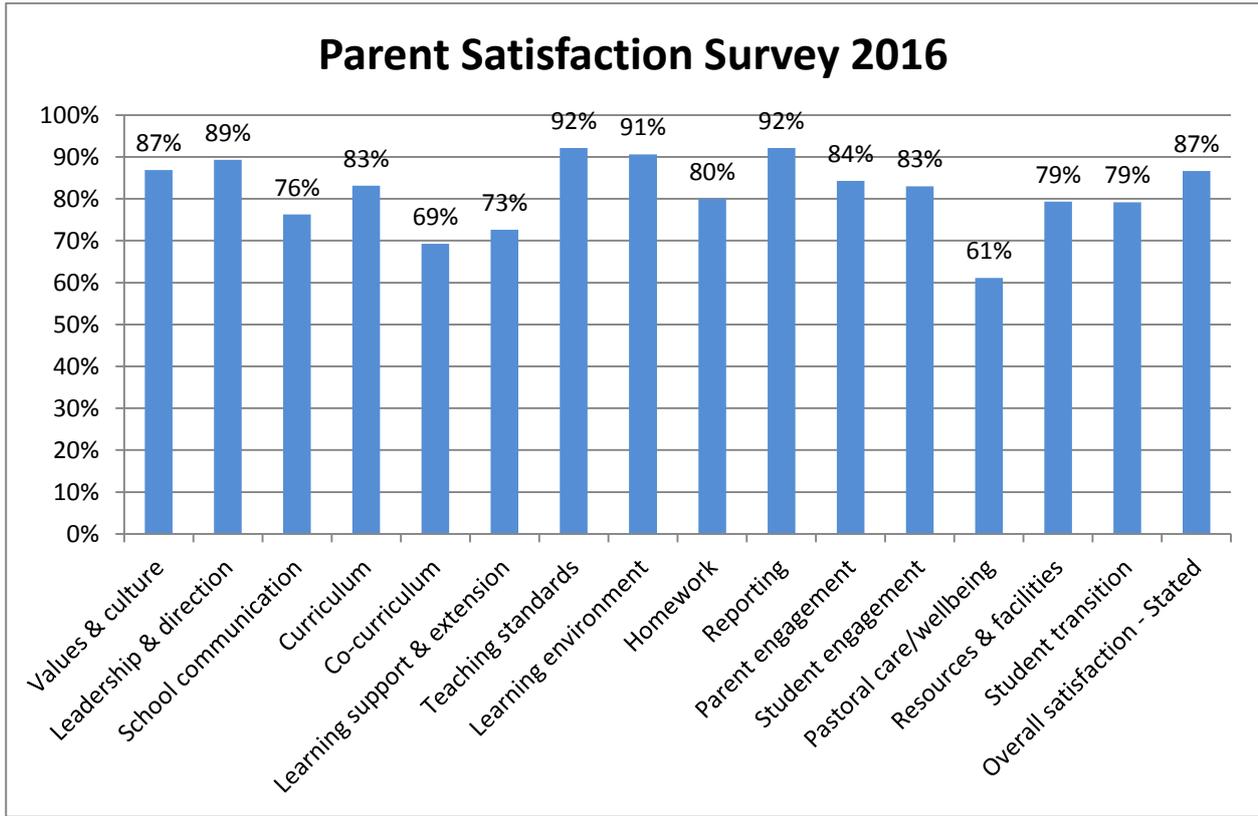
CMS student outcomes may be addressed by accessing *My School* website <http://www.myschool.edu.au/>.

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	413	426	3.05 below
Year 5	520	502	3.59 above

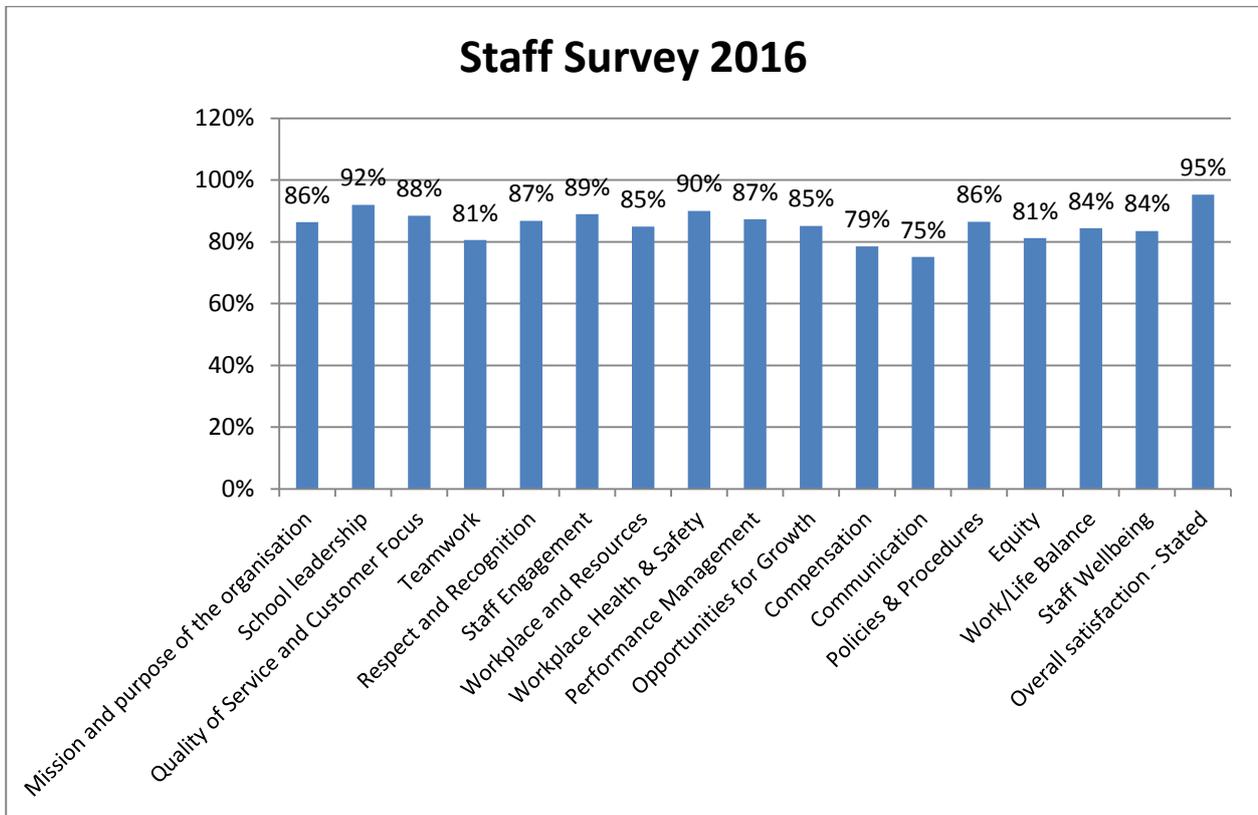
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	384	421	8.78 below
Year 5	462	476	2.94 below
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	396	420	1.42 below
Year 5	487	493	1.21 below
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	427	436	2.06 below
Year 5	523	505	3.56 above
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3	396	402	1.49 below
Year 5	476	493	3.44 below

Low numbers of students completing the NAPLAN testing affects our whole school results and these become askew due to single individual outcomes.

Parent Satisfaction Data



Staff Satisfaction Data



School Income Broken Down by Funding Source

Please refer to 'My School' website for School Income information – <http://www.myschool.edu.au/>

Contact Person for Further Information:

Principal – Yvonne Rinaldi