# Table of Contents

Who and What is Montessori? ................................................................................................................................. 4
  The Person.............................................................................................................................................................. 4
  The Philosophy ....................................................................................................................................................... 4
  Premises to the Methodology .............................................................................................................................. 4
  The Environment .................................................................................................................................................. 5
  The Curriculum .................................................................................................................................................... 5

About Our School .................................................................................................................................................... 6
  Our History ............................................................................................................................................................. 6
  Our Vision ............................................................................................................................................................... 6
  Our Mission ............................................................................................................................................................ 6
  Our Values and Principles ...................................................................................................................................... 6
  Beyond the Basics .................................................................................................................................................. 8
  Parent Involvement ................................................................................................................................................ 8
  The Classroom Environment ................................................................................................................................... 9

What Makes Caboolture Montessori School Special? ............................................................................................. 10
  Our Key Differences .............................................................................................................................................. 10

Our Location and Environment .......................................................................................................................... 11
  Our Location .......................................................................................................................................................... 11
  Country Environment ............................................................................................................................................ 11
  School Office Hours .............................................................................................................................................. 11
  Contact Information ............................................................................................................................................... 12

Our Education Program ........................................................................................................................................... 13
  Practical Life .......................................................................................................................................................... 13
  Sensorial ................................................................................................................................................................. 13
  Language ................................................................................................................................................................. 14
  Mathematics ............................................................................................................................................................ 14
  Science ..................................................................................................................................................................... 15
  Information Technology ......................................................................................................................................... 15
  Studies of Society and Environment .................................................................................................................. 15
  Arts .......................................................................................................................................................................... 16
  Languages Other Than English ........................................................................................................................ 16
  Health and Physical Education .......................................................................................................................... 17
  Excursions and Camps .......................................................................................................................................... 17

Parent Education ...................................................................................................................................................... 18
  Journey and Discovery .......................................................................................................................................... 18

Fee Schedule ............................................................................................................................................................. 19

The Enrolment Process .............................................................................................................................................. 20

The Transition Process ............................................................................................................................................... 21

School Annual Report ............................................................................................................................................... 24

Maria Montessori Now and Then ........................................................................................................................... 35
**Who and What is Montessori?**

**The Person**

Maria Montessori was born in Italy in 1870 and developed an approach to learning which we call today The Montessori Method. Dr Montessori was the first woman physician in Italy and, despite the difficulties of having to cope in a male environment, she became famous and respected by her contemporary colleagues in the area of medicine, psychology and education.

Maria Montessori spent her life fighting for the rights of children and women. Near the end of her life (1952) she was working with UNESCO to promote her self-directed education of students in secondary and university settings.

Some of Dr Montessori’s scholars were Piaget, Edison and Einstein.

The Method is now practiced in every continent, excluding Antarctica.

**The Philosophy**

Maria Montessori was a constructivist and she strongly believed that children are born with similar tendencies regardless of their culture or economic status. She also believed that children follow positive desires to construct their intellect and want to naturally acquire skills that lead to independence. Her philosophy of education belongs with developmentalists such as Piaget (1896-1980), Johann Bernard Basedow (1724-1790), Johann Heinrich Pestalozzi (1746-1827), Georg Wilhelm Friedrich Hegel (1770-1831), Friedrich Froebel (1782-1852), Herbert Spencer (1820-1903), William James (1842-1910) and G. Stanley Hall (1844-1924).

Children are given a prepared environment, where didactic materials are displayed for educational purposes in a sequential arrangement. Children work with this equipment and construct learning through a manipulative, concrete process. The materials are scientifically designed to isolate and highlight specific concepts and are mostly self-correcting. The furniture is child size and completely functional. All items are real and beautiful and mostly made of natural materials. Maria Montessori believed that children learn to respect objects that are beautiful and fragile (glass, ceramic, pottery).

Assessments are done through observation and through informal and formal instruments; traditional methods of measuring educational achievement (tests, grades) are not viewed as the most important tools, but are used to ensure adults have some forms of comparative testing for own learning. Competition is not discouraged if it is supportive of personal improvement and does not become an ‘us against them’ philosophy.
Premises to the Methodology

- Children learn through movement and interaction with their environment
- Children are responsible for their own learning and their actions
- There are no rewards and punishments, but rather logical consequences and freedoms gained through discipline
- Children work in an uninterrupted timeframe called ‘Three Hour work cycle’
- Observation guides the adult in presenting concepts that meet the child’s optimal learning stage (Sensitive Periods)
- Information presented is always correct, scientifically proven and delivered with specific terminology that suits the content
- Children correct their own mistakes with adult supervision and support each other through peer tutoring
- Respect for all living things and the environment is an expectation and should be developed as a desire
- Children manage conflict resolution with mediation and facilitation until they become independent enough to develop own strategies

The Environment

Each classroom has students of at least three age groups and they belong to a stage of development (0-3, 3-6, 6-9 and 9-12). The classroom preparation reflects the needs of the specific group of students in that environment. Materials are placed accessibly on shelves in the different learning areas: Practical Life, Sensorial, Mathematics, Language and Cultural areas.

All materials are complete and aesthetically pleasing. There is usually only one item of each piece of equipment, this develops respect and patience. Children must replace everything they use exactly as they find it and if something is incomplete, it is removed from the room.

The Curriculum

Each subject in the class is presented as a distinct and separate subject; however, the cultural learning areas support total integration of learning. Therefore, if a student is learning about plants, they will inevitably work with mathematical concepts (measuring, analysing data, computing), they will adopt the language required to complete their study (genre, grammar, vocabulary), science will be included by conducting experiments and so on.

Dr Montessori presented ‘The Great Stories’ so adults can entice the students and encourage them to explore knowledge from differing points of perspectives. The stories relate specifically to learning areas:

- **The Time Line of Life** – geography, history, botany, zoology, language, art
- **The Time Line of Man** – history, zoology, geography, language, art
- **The Story of Numbers** – mathematics, history, language, science, art
- **The Story of Language** – language, history, science, art, technology
- **The Story of Plants & Animals** – botany, zoology, history, science, art, technology

Dr Montessori’s ultimate desire is that children respect everyone and everything and that this will lead to internal and external PEACE.
About Our School

Our History

The Harmony Montessori School, Caboolture opened in 1998, operating out of the Caboolture Historical Village with just 8 students. In 1999, the school moved to its current location at 200 Old Gympie Road with 23 students and has grown to 150 students in 2014. In April 2008, the School changed its name to Caboolture Montessori School.

Our Vision

To promote positive, peaceful learning with creative, independent, joyful children in a beautiful, inclusive, prepared environment through caring and knowledgeable adults.

Our Mission

The Caboolture Montessori School’s mission is to educate individuals in our school and community by implementing the Montessori philosophy and methodology. Our aim is to prepare a developmentally appropriate environment to encourage our children to responsibly and respectfully engage in their learning journey.

This mission is best accomplished by:

- Providing a curriculum adhering to rigorous Montessori standards, informed by current thinking and research on child development and learning.
- Fostering a love of learning.
- Embracing a diverse student body in which students experience and learn to respect ethnic, cultural, economic and other differences and seek to identify common ground.
- Recognising that personal growth involves responsibility toward others and toward the Earth.
- Facilitating the involvement of parents, class directors, students and the larger community.

Our Values And Principles

In the tradition of the finest International Montessori Schools, the Caboolture Montessori School is committed to excellence and offers a comprehensive education for children based on the individual needs of each child.

Montessori classrooms are like no other. They are designed to ignite the flame of learning for life. In essence they provide a framework and environment in which each child can develop individually as a whole person in ways which are appropriate to that child at the time.

“The child has to acquire physical independence by being self-sufficient.”

M. Montessori
The secret of the Montessori classroom is that the Montessori Method is totally child focused. It is caring, non-competitive, non-graded and co-operative.

The children express their innate drives for knowledge and skills in ways that are natural for their level of development.

The children work in classes that cover a 3-4 year age range in accordance with the periods of development identified by Dr Maria Montessori and other leading child development researchers.

The caring atmosphere is nurtured by the personal approach of the Principals and teaching staff. All children and their families become part of the Caboolture Montessori School family which plays an important part in the child’s growth and development.

The Caboolture Montessori School offers a holistic approach to education aimed at developing the whole child. Each child is encouraged to take responsibility for their learning. The school is committed to providing students with the opportunity to become self-motivated, confident, self-disciplined, responsible and caring adults who will become future leaders and thoughtful contributors to society.

The Caboolture Montessori School seeks to provide each child with a sense of the importance of making a contribution to the continuing stream of human progress. Learning the right answers will get you through school – learning how to learn will get you through life! Caboolture Montessori School teaches students to think, not simply to memorize, feedback and forget.

The basis of our approach is the simple observation that children learn most effectively through direct experience and the process of investigation and discovery. No two students learn at the same pace nor do they necessarily learn best from the same methods. Our goal is to be flexible and creative in addressing each student as a unique individual.

Caboolture Montessori School is designed to be a school where children can blossom. We seek to inspire a passion for excellence and to nurture curiosity, creativity and imagination. Our goal is not only to give students a detailed education, but to prepare them for life.

Our students develop into people who are fascinated by the universe and feel compelled to understand something of life’s secrets. They come to see that we all belong to the Earth and the human family.

All our staff, both teaching and administration, deeply believe in the human potential. We treat even our youngest child with respect as a full and complete individual. Our task as a School is to help each student to discover and develop the unique talents and possibilities that are their birthright.
Beyond the Basics

Today’s rapid technological and social change makes it increasingly difficult for us to understand and keep pace with the modern world. This has put schools under terrific pressure to re-evaluate what should be taught in an age when no-one can predict the skills that our children will need when they reach maturity.

In the past, when Mankind’s store of knowledge was relatively fixed and limited, the most efficient education consisted of lecture, drill and memorization.

In an era of technological revolution and social change, the foundation of a fine education is to learn how to learn. This reiterates the fact that the most important years in your child’s education are not high school and university, but the first twelve years of life. This is when character and values, self-image, basic skills and knowledge and appreciation for culture and the arts are formed.

At Caboolture Montessori School your child will learn to think, observe and reflect, not memorize and quickly forget. In stead of giving the right answers, we will ask the right questions, which leads to discovering the answer. Learning will become its own reward and each success will fuel the desire to discover something new.

We want your child to truly love learning and discover their true potential as a human being.

Our approach to education is based on the fact that both children and adults learn best through experience and the process of independent discovery. Our curriculum has unusual substance and depth, yet we do not place undue stress on academic competition for grades. Our students work and learn side by side at their own pace, striving to the highest limits of their ability. Lessons are introduced simply and concretely in the early years and are reintroduced several times over the following years at increasing degrees of abstraction and complexity.

Before children can take advantage of a good education, they need to discover the innate ability to think logically, solve problems and learn. From this point they can become fascinated by the universe and feel compelled to understand its secrets. They come to feel that they belong to the earth and to the family of man. They are willing to make mistakes. They develop a strong sense of order, independence, self-respect and responsibility.

Parent Involvement

Parent involvement at the school adds to the community spirit. Each term parents join in to support class outings and we encourage parents to share their particular skills with the children. Parents and children enjoy special days where the children take the role of the teacher and share with their parents what they are learning.
The school encourages a sense of partnership between teacher, parents and students. We work closely with families through parent-teacher conferences, formal reports, class meetings, school meetings and regular newsletters. We ask every parent to commit to both fund raising and working bee activities. The working bees are a wonderful social time for parents giving them the opportunity to work towards a goal at the school.

**The Classroom Environment**

Each class is a community of children and teachers, normally spanning an age range of three to four years. Our students typically learn in the same classroom for three years and see their teachers as mentors, guides and friends. They form lasting friendships with teachers and fellow students and learn to value people of different backgrounds and points of view. Older classmates encourage, coach and collaborate with those who are younger. Because children tend to learn so much more effectively from one another, often the best teacher for a six year old is someone just a little bit older.

In contrast to a mainstream classroom where a child has one year to cover certain learning objectives, the Montessori primary classroom provides flexibility over a three year cycle. Areas can be revisited many times without the child ever being “behind”.

You will not find rows of desks in our classrooms. The rooms are set up to facilitate student discussion and stimulate collaborative learning. At a glance it is clear that our children feel comfortable and safe.

Students will typically be found scattered around the classroom, working alone or with one or two others. They tend to become so involved in their work that visitors are immediately struck by the peaceful atmosphere.

It may take a moment to spot the teacher within the environment. They will be found working with one or two children at a time, advising, presenting a new lesson, or quietly observing the class at work.

Within the room the students have freedom of movement and freedom of choice; however, this freedom exists within carefully defined limits. All students are free to choose activities appropriate to their learning level — if the ground rules are broken for some reason the students are redirected promptly and firmly.
What Makes Caboolture Montessori School Special?

- We begin with a deep respect for the child as a unique individual. We work from a deep concern for his or her social and emotional development, because there is far more to an education than mastering facts.
- Caboolture Montessori School is a warm and supportive community of students, teachers and parents. You won’t get lost in the crowd!
- We consciously teach students to be kind, respectful and peaceful.
- Here, learning is not focused on rote drill and memorization. Our goal is to develop students who really understand their schoolwork.
- Our students learn through hands-on experiences, investigation and research. They become actively engaged in their studies rather than passively waiting to be spoon fed.
- Our school is consciously designed to recognize and address different learning styles, helping students learn to study most effectively.
- We challenge and set high expectations for all our students, not only a special few.
- Our students develop self-discipline and an internal sense of purpose and motivation. After leaving us, they find these values and skills really pay off in high school and later life.
- We instil in our students a love for the natural world. Ecological studies and outdoor education are an essential part of every student’s life.
- Our curriculum is carefully structured and integrated to demonstrate the connections between the different subject areas. Every class teaches critical thinking, composition and research. History lessons link architecture, the arts, science and technology.
- We not only teach facts and skills; we facilitate learning, we coach children as their mentors.
- Our students are not afraid of making mistakes; they see them as natural steps in the learning process.
- Our students learn to work together in daily activities and on larger projects. They strive for their personal best, rather than compete against one another for the highest grade in their class.

Our key differences

- Classrooms are identified by Cycles (developmental stages)
- Cycles are multi age: Infant Group, 1.5-3 years old
  - Cycle 1, 3-6 years old
  - Cycle 2, 6-9 years old
  - Cycle 3, 9-12 years old
- Resources are scientific, didactic materials
- Classroom Directors (Teachers) have to complete extra studies
- We have a unique global curriculum
- We have a stable curriculum (over 100 years old)

“Education must no longer be merely the imparting of knowledge but must take a new path, seeking to release human potential.”

M. Montessori
Our Location and Environment

Our Location

Our School is located at 200 Old Gympie Road, Caboolture, situated amongst acreage blocks at the gateway to the Sunshine Coast.

Country Environment

Caboolture Montessori School is situated on a ten acre property that can boast a wonderful variety of trees and bamboo. This selectively cleared block of land provides a beautiful environment for children to learn and grow.

A staged, structured building program will ensure the provision of the finest facilities for all students.

School Office Hours

Our School Office hours are between 8.15am and 4.00pm during term.

Office hours for each school holiday will be announced in the last newsletter issued prior to that holiday.
Contact Information

Mailing address:
PO Box 1610
CABOOLTURE QLD 4510

Phone: 07 5495 5877
Fax: 07 5499 3927

Email:
School Secretary: school.secretary@cms.qld.edu.au
Business Services Coordinator: business.services@cms.qld.edu.au
Financial Officer: accounts@cms.qld.edu.au
Principal: principal@cms.qld.edu.au

Web: www.cms.qld.edu.au

Our Location and Environment

“The child has a mind able to absorb knowledge. He has the power to teach himself.”

M. Montessori
Our Education Program

In a Montessori environment, all subjects studied belong to our key learning areas. There are ten key learning areas in a Montessori environment. Our school covers the eight traditional subjects (The Arts, Health and Physical Education, Mathematics, English, SOSE, Information Technology, LOTE, Science) and two learning areas specific to Montessori: Practical Life and Sensorial. Both these areas support acquisition of information and practical skills. Some learning areas are defined as cultural subjects and form part of our integrated curriculum. Every term is introduced with a theme and the theme starts usually with one of Dr Montessori’s ‘Great Stories’.

Students learn to associate a concept with various subjects, such as: if they are studying planets, they will look at geography and at the same time work with mathematical equations, establishing sizes of planets, distances from Earth, etc. Language will be introduced possibly by addressing differentiation of adjectives and genre writing. Technology may be introduced by asking students to complete a PowerPoint presentation.

Children become aware that everything is connected and that their active participation in events can modify outcomes.

Practical Life

Within the Practical life area, students become familiar with looking after themselves and the environment. Control of Movement and self-control are included in this learning area. They learn to complete personal tasks so they become independent of the adult and are able to recognise their own abilities and level of growth. Practical Life is one of the most important areas in a Montessori class. The young child may learn to tie their shoe laces, whilst the older student organises the school assembly. Each stage of development is given opportunities to manage tasks that will enhance their personal development and their self-esteem.

Sensorial

The sensorial equipment is specifically designed for the younger students (3-6), however, older children practice with the equipment if they identify a need in some sensorial areas. The equipment identifies and refines the student’s visual, auditory, tactile, gustatory, olfactory and stereognostic (kinaesthetic) sense. Children who may have some slight deficiencies in these areas can improve their skills by practicing with this equipment.
Language

The process of learning how to read should be as painless and simple as learning how to speak.

We begin by placing young students in classes in which the older students are already reading. All children want to “do what the big kids can do”, and, as the intriguing work that absorbs the older students involves reading, there is a natural lure for the younger children.

The student begins by learning the phonetic sounds of the alphabet, using their growing knowledge to read and write increasingly complex words and sentences. Mastery of the basic skills normally develops so smoothly that students tend to exhibit a sudden “explosion into reading”.

There is typically a quick jump from reading and writing single words to sentences and stories. At this point, we begin a systematic study of the English language: vocabulary, spelling rules and linguistics.

We begin to teach the functions of grammar and sentence structure to students as young as 5 years old, just as they are first learning how to put words together to express themselves. This leads them to master these vital skills during a time in their lives when it is a delight, rather than a chore.

Mathematics

Often in this world, students learn maths by rote without any real understanding or ability to put their skills to use in everyday life. Learning comes much easier when students work with concrete materials that graphically show what is taking place in a given mathematical process.

In Montessori, we use hands-on learning materials that make abstract concepts clear and concrete. Students can literally see and explore what is going on. Our approach to teaching mathematics is based on research of Drs. Maria Montessori and Jean Piaget. It offers a clear and logical strategy for helping students both understand and develop a sound foundation in mathematics and geometry.

As an example, consider the very basis of Mathematics: the decimal system: units, tens, hundreds and thousands. Since quantities larger than twenty rarely have any meaning to a young child, Dr Montessori reasoned that we should present this abstract concept graphically. Children cannot normally conceive of the size of a hundred, thousand or million: much less the idea that a thousand is equal to ten hundreds or one hundred tens.
Montessori overcame this obstacle by developing a concrete representation of the decimal system. Units are represented by single, one centimetre beads; tens are made up of a bar of ten unit beads strung together; hundreds are squares made up of ten bars; and thousands are cubes made up of ten hundred squares.

Together, they form a visually and intellectually impressive tool for learning. Great numbers can be formed by very young children. “Please bring me three thousands, five hundreds, six tens and one unit”.

From the foundation, all of the operations in Mathematics, such as the addition of quantities into the thousands, become clear and concrete, allowing the child to internalize a clear image of how the process works.

We follow the same principle in introducing plane and solid geometry to students, using geometric insets and three dimensional models which they learn to indentify and define. The study of volume, area and precise measurement in everyday applications around the school is introduced in the early years and continually reinforced and expanded on.

**Science**

The science area includes our botany and zoology programs, as well as a materials and physical science syllabus. The Montessori materials designed for this area are specific to our curriculum. Students start by identifying parts of plants and animals and work towards classifying the Kingdom Plantae and the Kingdom Animalia. All the work done in class is interactive and students manipulate specific didactic materials to acquire knowledge. Science is done through experiments and is included in their research projects.

**Information Technology**

One hundred years ago Dr Montessori did not design a technology syllabus, therefore, our school IT curriculum is based on Education Queensland outcomes. We have modified some outcomes to include our philosophical principles. Students are presented all strands within IT.

**Studies of Society and Environment (SOSE)**

This cultural area includes subjects such as history, geography, sociology, psychology, economics and others. Each subject can be related to the ‘Great Stories’ and integrated with all other learning. The materials designed to support SOSE are scientifically prepared and allow students to visually and practically experience the information to be learned.
We are all members of the human family. Our roots lie in the distant past and history is the story of our common heritage. Without a strong sense of history, we cannot begin to know who we are as individuals today. Our goal is to instil in our students a global perspective. The study of history and world cultures forms the cornerstone of that process.

With this in mind, we teach history and world culture at every age level. Students work with maps and begin to learn the names of the world's continents and countries. Physical geography begins with the study of the foundation of the Earth, the emergence of the oceans and atmosphere and the evolution of life. They learn about the world's rivers, lakes, deserts, mountain ranges and natural resources.

Students study the emergence of the first civilizations and the universal needs of Humanity. In later studies the students' focus is on early man, ancient civilizations and early Australian history.

Dr Montessori passed a deep love for the world of nature on to thousands of students through a program of outdoor education, gardening and camping experiences.

We want our students to be fascinated by the universe and to honestly enjoy the process of discovering its secrets and interrelationships. We want them to observe, analyse, measure, classify, experiment and predict — and to do so with a sense of eager curiosity and wonder. The scope of our curriculum includes a sound introduction to botany, zoology, chemistry, physics, geology and astronomy.

**Arts**

Children in a Montessori classroom explore arts in a skills based atmosphere. The children's senses are enhanced through the sensorial work that has been done in Cycle 1 and now it is time to use this in a practical sense to explore details of objects and how objects truly look, not just the stereotyped image.

The children in each Montessori classroom have a great passion for singing. Each year the children prepare for a concert or some type of theatre performance. This allows the children to develop the skills of singing and the confidence to perform in front of large audiences. The instrumental areas are enhanced by our purpose built equipment.

**LOTE (Languages Other Than English)**

Our Language program includes Italian lessons from a specialist teacher, taught through active, hands-on participation in everyday activities while speaking, reading and writing in Italian.

As Italian is derived from Latin, it supports students in acquiring English.
Health and Physical Education

Our school understands the importance of physical development and the value of a good Health and Physical Education program within the school. From information provided by the Australian Sports Commission, it is now coming to light that young people who are physically active: are healthier and fitter; are more co-ordinated and physically competent; often develop good social and people skills; develop leadership, teamwork and sound cooperative skills; work well and enjoy people’s company; learn better lifelong leisure skills; and study and concentrate better.

Each year children participate in a Physical Education program that includes ball skills, fitness activities, skipping, dance and surf awareness. These activities are complemented by curriculum in the classroom.

Excursions, Incursions and Camps

The curriculum is enhanced by many excursions and incursions made by the children throughout the year. These include visits to museums and libraries and visits to the School by specialists and performers. Camps are also part of the curriculum with each Cycle attending a camp each year.
Parent Education

Our parents are the third vital link in our educational triangle: Child, Parent and School. The involvement and understanding of our community enhances and promotes student learning and the Montessori approach.

To support our students and parents we offer the following programs:

**Journey and Discovery**

A hands-on program, where parents participate actively as a student, using the Montessori equipment and being immersed in the philosophy and methodology. We usually hold two workshops during the year and have a limit to the amount of adults included in the program. This provides the experience a real window in the day of their child’s life at school.

**Parent Education Sessions**

Parents are introduced to the philosophy and the methodology through various lectures and network groups. These sessions are provided for parents to discuss their opinions, needs and concerns in a safe space and with individuals sharing similar issues. Parents can identify topics they would like addressed.

Examples of topics selected: Roles of Parents today, Freedom and Discipline, Stages of Development.

We have one parent education session every month. Please see our Parent Education brochure for dates and topics.

**Parent and Teacher meetings**

Our class directors/teachers organise events where they discuss their term overview, their expectations and topics that parents consider important to their child’s education.

Parent and Director meetings are delivered once a term.

Our staff are always willing to inform parents about our unique approach to learning. Therefore, informal meetings between a family and their class director can be organised promptly, if one is desired.

“Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge; its aim must be to give the necessary aid to human development.”

M. Montessori
# Fee schedule for 2014

## Tuition Fees

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Fee per Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 7</td>
<td>$1,010</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>$1,350</td>
</tr>
<tr>
<td>Infant Group</td>
<td>$195 per term for the first child</td>
</tr>
<tr>
<td></td>
<td>$95 per term for the second and subsequent children</td>
</tr>
<tr>
<td>Trial or Transition day</td>
<td>$25 per day</td>
</tr>
</tbody>
</table>

## Discounts

- **Sibling Discount**
  - 5% for the second child
  - 10% for the third child
  - 20% for the fourth and subsequent children

Please note that discounts are calculated by our school in the following way: the youngest child is the ‘first child’, the second youngest child is the ‘second child’, etc. This means that the youngest child will always pay the full fee applicable to their year group, and sibling discounts will be applied to the subsequent older children.

## Fees Paid in Advance

- 10% discount is available where a full year’s fees are paid at the start of term 1

## Levies and Donations

<table>
<thead>
<tr>
<th>Levy/Donation</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stationery Levy</td>
<td>$145 per annum – paid in term 1</td>
</tr>
<tr>
<td>Building Fund Donation</td>
<td>$100 per term for the first child</td>
</tr>
<tr>
<td></td>
<td>$50 per term for the second child</td>
</tr>
<tr>
<td></td>
<td>$25 per term for the third and subsequent children</td>
</tr>
</tbody>
</table>

## Other Fees

- **Application for Enrolment**
  - $150 for the first child (*non-refundable*)
  - $100 for the second and subsequent children (*non-refundable*)

- **Enrolment Fee**
  - $400 (*non-refundable*)

- **Security Deposit**
  - $1,010 Prep – Year 7
  - $1,350 Kindergarten

The Security Deposit is refundable when the student leaves the School, provided that all fees are paid up to date, and any applicable notice period has been observed.

## Termination of Enrolment

An enrolment may be terminated by providing one term’s notice in writing. In the event that such notice is not provided, the School reserves the right to charge a term’s fees in lieu of notice.
The Enrolment Process

The Caboolture Montessori School follows a structured enrolment format to ensure all applications for enrolment are conducted in the same manner and student and families are offered our professional services at all times.

1. Initial Enquiry
   - Family are given an Application For Enrolment Form
   - The Application Fee is due on application for enrolment
   - A letter is mailed to Family confirming meeting with the Principal and requesting all student documents

2. Meeting with Principal
   - Parents to share information about their child (strengths/weaknesses, likes/dislikes, needs)
   - Principal to screen student readiness (academic/behavioural)
   - Information to parents about Montessori philosophy and methodology and school policies
   - Information about Transition process and confirmation of student trial
   - Request for copies of all student documents: school reports and specialist reports
   - Request permission to share documents with relevant personnel
   - Documentation for parents to view:
     - Enrolment contract
     - Fees: Enrolment Fee, Term-in-Advance
     - Fees: Tuition Fees, Building Fund Levy
   - School tour
   - Arranging future meeting date

3. Allocation of class
   - Considerations: age/gender/academic level, transitioning children

4. Discussion with class director of possible new enrolment
   - Class director to assess and record student progress and advise Principal
   - Class director to advise office of date of student permanent enrolment or dismissal

5. Parents are informed about enrolment progress
   - Letter of confirmation of enrolment / meeting to dismiss student
   - Information about Parent Induction Evenings

6. Second meeting with Principal: Acceptance of Enrolment Contract (duplicate)
   - Gift of Montessori book

7. Meeting with class director

8. School to follow-up with parents about student progress
   - After two weeks
   - After one month
The Transition Process

In a Montessori environment students transition from one class to the next when they 'are ready'. Transitioning happens when we feel students have abilities and qualities that will support their development. The process is started when the student shows clear signs of moving to the next stage of development. Transitioning happens when the class directors know that the move is going to be positive for all involved. Administrative issues must be addressed to ensure the child has everything to provide an easy Process of Adaptation.

Each cycle (0-3, 3-6, 6-9 and 9-12) provides a different environment to meet the developmental stages of the students; therefore, to give the child the best opportunity to succeed, we must address transition with knowledge, responsibility and utmost care. Our classrooms have at least three age groups that belong to one stage of development; this translates into careful preparation and due consideration to how and when we transition a student.

The selection of students for a class must meet Montessori principles.
1. Multi age group
2. Approximate same number of students per age group
3. Balanced gender for each age group

These principles do limit parental choice of class director or allocation of class.

Being ready means:
- Having completed the basic requirements for that Cycle (unless the student is working at higher or lower level due to personal abilities or difficulties)
- The ability to meet most requirements for the following stage of development
- The will and ability to select appropriate choices of work in the new class
- The ability to manage own behaviours appropriate for class (Stage of development)
- The student does not experience real difficulties or displays levels of stress due to the demands of the new class
- The student does not take too much time away from peers during the work sessions

The Process of Adaptation

When a child enters a new class, there can be some trepidation and nervousness about the response of others or about their own mode of behaving. To manage these issues positively and provide the best results, the staff and management at the Caboolture Montessori School have adopted a strong principal of Dr Maria Montessori: Adaptation.

The Process of adaptation has been described by Dr Maria Montessori as the
means to give the individual all the correct tools and foresight to transition into a new environment/context with the greatest benefits and the least stresses.

The process of adaptation ensures the student can familiarise themselves with a new situation in a safe, fun and productive manner. The staff introduce children to a context, explaining rules and expectations from a caring perspective, thus providing every chance for success.

**The Process of Transition**

Transitioning students can be from previous Cycles or from other schools.

The Transition Process at Caboolture Montessori School will cover specific steps:

1. **Discussion with parents about transition process, timeframe and outcomes**
   a. Principal will meet with newcomers to the school.
   b. Class director to meet with parents about possible transition of class students.
   c. Note to be sent home to advise parents/guardians of imminent transition. Note will specify:
      i. Days of visiting
      ii. Length of visiting or trial period
      iii. Desired outcomes
      iv. Forecast time of permanent move to next Cycle or termination of visit
      v. Name of new class director
   d. A time will be arranged with parents and class director to meet/discuss transitioning.

2. **Discussion with class director about a new student**
   a. Principal/Enrolment Officer/Director of Education will meet with class director to discuss new student.
   b. Documentation and past reports to accompany new student.

3. **Identification of student readiness via pre-requisites established by school**
   a. Pre-requisites will address stage of development of student and required basic skills for next environment.
   b. If students do not meet most pre-requisites, transition may still happen, however conditions will apply.

4. **Trial visits during the preceding term of transition (week/term)**
   a. New students may be asked to have a trial of a week/fortnight or term, depending on class director’s observations.
   b. If the school becomes aware of student needs not being met during trial period, parents will be informed and alternative solutions sought.
   c. Caboolture Montessori students will visit one/two days a week during preceding term to adjust to change and prepare for next Cycle.
5. Decision making about progressing transition
   a. Teaching staff and management meet to decide if transition is to progress or if school does not meet student educational needs.
   b. Staff and parents meet to confirm decision about progressing/not progressing transition.
   c. A meeting to introduce new class director will be arranged for students progressing with transition.

6. Dates of final transition
   a. Office is notified when students have transitioned fully.
   b. Formal info to parents (see point 7).
   c. Complete Transfer Form.

7. Written communication to all parties about transition
   a. Letter to inform parents and staff.

8. Preparation of space for newcomer to class (tidy tray, labels, etc.)
   a. The new student must feel welcome:
      i. A place must be identified for him/her in the class.
      ii. A class buddy can be chosen to support transition.
      iii. A personalised tidy tray is prepared (photo).
      iv. All relevant labels and folders are prepared by the office.
      v. Class students are informed about new arrivals and reminded about Grace & Courtesy when dealing with visitors.

9. Introduction (re-introduction) of new student to class

10. Twice a year staff and management meet to discuss group transitions
    a. Class directors from both Cycles of transitioning students meet with management (Principal and Director of Education) to discuss transitions.
    b. Information about new students is given to class directors with any relevant documentation.
    c. Special needs students must have copies of all documents before entering classroom.

Transition can be a positive experience for all involved if preparation is addressed. A positive initial introduction to a new environment will encourage the student and their family to accept the changes readily and happily. A smooth transition will benefit all students, parents and staff.
“The child has a different relation to his environment from ours...the child absorbs it.”

M. Montessori
School Profile

In brief:

<table>
<thead>
<tr>
<th>School Sector</th>
<th>Independent School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School’s Address</td>
<td>200 Old Gympie Rd, Caboolture Qld 4510</td>
</tr>
<tr>
<td>Total Enrolments (at end of 2012)</td>
<td>135</td>
</tr>
<tr>
<td>Year Levels Offered</td>
<td>Prep – Year 7 in 2012</td>
</tr>
<tr>
<td></td>
<td>Pre-kindergarten (3 years old) – Year 7 in 2013</td>
</tr>
<tr>
<td>Type of education</td>
<td>Co-educational</td>
</tr>
<tr>
<td>Characteristics of the student body</td>
<td>Girls: 50% Boys: 50%</td>
</tr>
<tr>
<td></td>
<td>Prep 22</td>
</tr>
<tr>
<td></td>
<td>Year 1 10</td>
</tr>
<tr>
<td></td>
<td>Year 2 25</td>
</tr>
<tr>
<td></td>
<td>Year 3 11</td>
</tr>
<tr>
<td></td>
<td>Year 4 14</td>
</tr>
<tr>
<td></td>
<td>Year 5 24</td>
</tr>
<tr>
<td></td>
<td>Year 6 19</td>
</tr>
<tr>
<td></td>
<td>Year 7 10</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
</tr>
</tbody>
</table>

Contact person for further information  Yvonne Rinaldi – Principal

Year levels offered

In 2012 the school started an Infant Community program for children between the ages of 15 months and three years of age. These younger learners added a special feel to our community and provided the feeder for our planned pre-kindergarten and kindergarten program (Cycle 1) for 2013.

Characteristics of the student body

Our student population included 50% males and 50% females. From our initial enrolment of 18 students in 1998, we have finished 2012 with 135 students and are about to increase our enrolments considerably for such a small school. Our parents select this school as a clear statement of choice. They desire diversity and very importantly, the Montessori approach to learning. Our parents are a true asset to our community. They want children who are disciplined, motivated, independent, well educated and ready to face a positive, happy future in the workforce.

Students come from surrounding areas and as far as Lawnton in the South, Glass House Mountains in the North, O’Aguiar in the West and Bribie Island in the East. We offer a unique approach to learning to students from 15 months to 13 years of age.

Students continue their education in secondary environments within the immediate enrolment catchment area. To date our former students are performing highly and achieving in many areas, in all learning contexts and this is confirmed by Principals from the high school sector.

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 link 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 part of this direction 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 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 Montessori Educational Program**

During 2012 processes to support staff training, such as study leave, additional professional development and monitoring were implemented and refined. Our belief is that excellent teachers produce great students and seed the ground for easy learning.

Term overview plans were reviewed, with an aim to provide a three year curriculum with which to cover the broad and specific Montessori curriculum learning areas.

The three-hour work cycle was maintained in every classroom for the development of concentration, therefore specialist programs are offered in the afternoon or at the end of the week.

Our learning enhancement team support students within the class environment where possible to provide a natural integration of each student. Our desire is to work preventively rather than by remediation.

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

Cognizance of contemporary elements within the educational arena is sought by accessing high quality workshops/conferences/seminars.

Purchases of top quality Montessori equipment afforded staff opportunities to extend student educational outcomes, and allowed the integration of the curriculum more efficiently. Our unique pedagogical approach has resulted in meeting student needs affectively.

Our parent educational program was enriched by parent pro-active participation. Parents were very supportive of work done by staff and school and gained better insight into what is delivered in the class. External speakers have added to the information shared with parents and given all insights to support our students better.

Transitions between classrooms/cycles is now 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 viewed with care. As children are with the same teacher for three years it is imperative that the relationship is positive.

**Co-curricular Programs**

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:

- Cycle 1 Camp (sleepover)
- Cycle 2 & 3 Camps
- Survival Camp
- Canberra visit
- Learning journeys – students teach parents
- Mentoring of younger students by older students
- Our ‘going out’ program – small group excursions
Annual Report (Cont.)

Caboolture Montessori School

Annual Report 2012

- Restaurant Night
- Music concerts
- End of year Concert
- Caboolture Show Exhibition
- Leadership program
  - Assembly planning and delivery
  - Guides for school tours
  - Business enterprise for older students
  - Work experience for students in the school
  - Participation of students in the preparation of our school magazine
  - Community service

School Social Climate

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.

Parental Involvement

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 groups
- Gardening
- Animal husbandry
- Cooking
- Library
- Reading Support Group
- Material making
- Educational presentations

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.

School Income broken down by funding source

<table>
<thead>
<tr>
<th>Net recurrent income 2012</th>
<th>$ Total</th>
<th>$ Per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$681,053</td>
<td>$6,526</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$248,647</td>
<td>$1,842</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$490,495</td>
<td>$3,633</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$70,581</td>
<td>$521</td>
</tr>
<tr>
<td>Total gross income (excluding income from government capital grants)</td>
<td>$1,490,379</td>
<td>$12,323</td>
</tr>
</tbody>
</table>

Deductions

- Income allocated to current capital projects | $19,594 | $145 |
- Income allocated to debt servicing (incl. principal repayments and interest) | $566,502 | $4,196 |
| Total Deductions | $686,096 | $4,841 |

Total net recurrent income | $1,104,283 | $8,181 |
Key Student Outcomes

Student Attendance

<table>
<thead>
<tr>
<th>Year levels</th>
<th>Average attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School</td>
<td>92%</td>
</tr>
<tr>
<td>Prep</td>
<td>90%</td>
</tr>
<tr>
<td>Year 1</td>
<td>97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3</td>
<td>92%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92%</td>
</tr>
<tr>
<td>Year 5</td>
<td>86%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>93%</td>
</tr>
</tbody>
</table>

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.

Benchmark Data: NAPLAN 2012

CMS student outcomes may be addressed by accessing My School website [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

<table>
<thead>
<tr>
<th>Year</th>
<th>School Average Score</th>
<th>National Average Score</th>
<th>% above/below National average standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>439</td>
<td>420</td>
<td>4.52%</td>
</tr>
<tr>
<td>Year 5</td>
<td>495</td>
<td>484</td>
<td>0.20%</td>
</tr>
<tr>
<td>Year 7</td>
<td>550</td>
<td>542</td>
<td>1.46%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>394</td>
<td>416</td>
<td>(5.29%)</td>
</tr>
<tr>
<td>Year 5</td>
<td>441</td>
<td>477</td>
<td>(7.55%)</td>
</tr>
<tr>
<td>Year 7</td>
<td>494</td>
<td>518</td>
<td>(4.63%)</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>413</td>
<td>414</td>
<td>(0.24%)</td>
</tr>
<tr>
<td>Year 5</td>
<td>463</td>
<td>495</td>
<td>(6.46%)</td>
</tr>
<tr>
<td>Year 7</td>
<td>525</td>
<td>543</td>
<td>(3.31%)</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>425</td>
<td>424</td>
<td>0.24%</td>
</tr>
<tr>
<td>Year 5</td>
<td>460</td>
<td>491</td>
<td>(6.31%)</td>
</tr>
<tr>
<td>Year 7</td>
<td>549</td>
<td>546</td>
<td>0.55%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>366</td>
<td>396</td>
<td>(7.58%)</td>
</tr>
<tr>
<td>Year 5</td>
<td>469</td>
<td>489</td>
<td>(4.09%)</td>
</tr>
<tr>
<td>Year 7</td>
<td>545</td>
<td>536</td>
<td>1.30%</td>
</tr>
</tbody>
</table>
Annual Report (Cont.)

Staffing

Staff composition

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:

<table>
<thead>
<tr>
<th>Part time</th>
<th>Fulltime</th>
<th>Teaching (incl. Teacher Aides)</th>
<th>Non-teaching</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>8</td>
<td>19</td>
<td>7</td>
<td>0%</td>
</tr>
</tbody>
</table>

Staff Retention

From the end of 2011, 100% of teaching staff were retained for the entire 2012 school year.

Staff Attendance

Average staff attendance for 2012 was 96%.

Staff Qualification

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Percentage of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>9%</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>82%</td>
</tr>
</tbody>
</table>

Staff Professional Development

The Continuing Professional Development required means that teachers will undertake Continuing Professional Development that demonstrates:

- a balance across the following identified areas;
  - employer directed and supported CPD
  - school supported CPD
  - individually identified CPD
- a range of types of CPD activities; and
- completion of at least the minimum number of hours required.

The CPD will be of at least 30 hours per year for full-time teachers, with reduced requirements for teachers not working full-time (see Table 2 for pro-rata amounts).

The CPD completed will have regard to the Professional Standards for Queensland Teachers.

---

Page 8 of 11
**Table 2: CPD Amount: requirements for teachers employed full-time and less than full-time**

<table>
<thead>
<tr>
<th>Days/hours of teaching employment per year</th>
<th>CPD requirements per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching full-time</td>
<td>At least 30 hours</td>
</tr>
<tr>
<td>200 days and above (1000 hours and above)</td>
<td>At least 30 hours</td>
</tr>
<tr>
<td>160 – 199 days [600 – 999 hours]</td>
<td>At least 25 hours</td>
</tr>
<tr>
<td>120 – 159 days [600 – 799 hours]</td>
<td>At least 20 hours</td>
</tr>
<tr>
<td>80 – 119 days [400 – 599 hours]</td>
<td>At least 15 hours</td>
</tr>
<tr>
<td>40 – 79 days [200 – 399 hours]</td>
<td>At least 10 hours</td>
</tr>
</tbody>
</table>

**Table 1: Types of CPD Activities**

To meet the required type and minimum amount of CPD, teachers will plan and undertake CPD that leads to professional growth and achievement of learning goals. A range of activities must be undertaken, relevant to a teacher’s individual professional development plan, aligned to the standards and the three identified areas (employer directed and supported, school supported, and individually identified CPD).

The following is an indicative not exhaustive list:

- (1) Active contribution to education system initiatives, pilots, trials and projects
- (1) Courses, workshops (including school-based), conferences, vacation schools or online courses relevant to teaching context
- (1) Syllabus, curriculum and assessment professional development conducted by QSA or employer
- (2) Training for and development from participation in national and state test marking, QSA and school-based teacher consistency of judgement procedures
- (2) Formal presentations to colleagues on classroom practices, research findings or contemporary issues in education
- (2) 1) Leading school-based curriculum and/or policy development
- (2) 2) Preparation for and development through providing collegial professional support for pre-service or beginning teachers as part of supervising/mentoring role
- (2) 3) Educational research/action research projects
- Active involvement in approved overseas teacher exchange, encompassing pre-preparation, on-site professional development and subsequent reporting
- (3) 2) Professional reading linked to activities such as research, preparation of articles, presentations to colleagues and professional practice
- (3) 2) Formal study leading to a qualification in education or field related to teaching area
- Montessori

<table>
<thead>
<tr>
<th>Date</th>
<th>CPD Activities</th>
<th>Presenter</th>
<th>HRS</th>
<th>CPD Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>18/01/2012</td>
<td>CPR / First Aid</td>
<td>First Response</td>
<td>1.5</td>
<td>6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>19/01/2012</td>
<td>Art in the class</td>
<td></td>
<td>5</td>
<td>2, 3, 4, 6, 9, 10</td>
</tr>
<tr>
<td>20/01/2012</td>
<td>Administration + Staff Meetings + WH&amp;S</td>
<td>Yvonne + Psyche</td>
<td>2</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>15/02/2012</td>
<td>School policies; Student Safety / Duty of Care</td>
<td>Yvonne</td>
<td>1.5</td>
<td>6-10</td>
</tr>
<tr>
<td>07/03/2012</td>
<td>MAF – Complying with Early Years Learning</td>
<td></td>
<td>5</td>
<td>1, 2, 3, 4, 5, 10</td>
</tr>
<tr>
<td>07/03/2012</td>
<td>Cosmic Education</td>
<td>Yvonne +</td>
<td>1.5</td>
<td>1-5, 10</td>
</tr>
<tr>
<td>12/03/2012</td>
<td>Intro to recorder</td>
<td>Psyche</td>
<td>0.5</td>
<td>1-4, 10</td>
</tr>
<tr>
<td>21/03/2012</td>
<td>Learning enhancement: PIPS / Sporting activities</td>
<td>Carmel</td>
<td>1.5</td>
<td>5, 8, 9, 10</td>
</tr>
<tr>
<td>16/04/2012</td>
<td>Montessori National Curriculum</td>
<td>Susan Fezz</td>
<td>5</td>
<td>1-6, 6-9, 10</td>
</tr>
<tr>
<td>09/05/2012</td>
<td>Montessori presentations: Cycle 1</td>
<td>Cycle 1</td>
<td>1.5</td>
<td>1-5, 10</td>
</tr>
<tr>
<td>08/10/6/2012</td>
<td>MAF Refresher Conference</td>
<td></td>
<td>8</td>
<td>1-6 + 7-10</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Pathways – Friends for Life (teaching staff)</td>
<td>Melanie Todd</td>
<td>5</td>
<td>6-10</td>
</tr>
<tr>
<td>25/07/2012</td>
<td>Report back from Conference</td>
<td>Staff</td>
<td>1.5</td>
<td>8-10</td>
</tr>
<tr>
<td>01/08/2012</td>
<td>Montessori Presentation</td>
<td>Cycle 2</td>
<td>1.5</td>
<td>1-5, 10</td>
</tr>
<tr>
<td>15/08/2012</td>
<td>Day out</td>
<td>All staff</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>05/09/2012</td>
<td>Montessori Presentation</td>
<td>Cycle 3</td>
<td>1.5</td>
<td>1-5, 10</td>
</tr>
<tr>
<td>22/10/2012</td>
<td>QCAT’s Moderation/Montessori</td>
<td></td>
<td>3</td>
<td>5, 9, 10</td>
</tr>
<tr>
<td>24/10/2012</td>
<td>Montessori Presentation</td>
<td>Cycle 1</td>
<td>1.5</td>
<td>1-6, 10</td>
</tr>
<tr>
<td>21/11/2012</td>
<td>PD reflection &amp; discussion for 2013</td>
<td></td>
<td>1.5</td>
<td>6, 8, 9, 10</td>
</tr>
</tbody>
</table>
Annual Report (Cont.)

Caboolture Montessori School

Annual Report 2012

Professional Development for Classroom Assistants (Teacher Aides)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Hours</th>
<th>PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/01/12</td>
<td>Plan &amp; discuss 2012</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>07/02/12</td>
<td>PL: Role plays for grace &amp; courtesy</td>
<td>1 hour</td>
<td>All staff</td>
</tr>
<tr>
<td>13/03/12</td>
<td>Correcting or self-correction</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>17/04/12</td>
<td>Observation &amp; Recording</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>08/05/12</td>
<td>Grammar: The Farm</td>
<td>1 hour</td>
<td>All staff</td>
</tr>
<tr>
<td>17/07/12</td>
<td>Grammar: Sentence break down &amp; parsing</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>07/08/12</td>
<td>Grammar: Sentence analysis</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>11/09/12</td>
<td>Maths: Racks &amp; Tubes</td>
<td>1 hour</td>
<td>All staff</td>
</tr>
<tr>
<td>09/10/12</td>
<td>Supporting student interest &amp; independence</td>
<td>1 hour</td>
<td>Yvonne</td>
</tr>
<tr>
<td>06/11/12</td>
<td>Reflections and plans for 2013</td>
<td>1 hour</td>
<td>All staff</td>
</tr>
</tbody>
</table>

Expenditure on PD

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PD</th>
<th>Average expenditure on PD Per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>$20,771</td>
<td>$2,596</td>
</tr>
</tbody>
</table>

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.
Parent Satisfaction Data

Satisfaction Data - 2013

Satisfaction Data – 2010 to 2013
Staff Satisfaction Data

Satisfaction Data - 2013

Satisfaction Data – 2010 to 2013
Student Satisfaction Data

Satisfaction Data - 2013

Satisfaction Data – 2010 to 2013
Abstract

This paper will discuss learning viewed from an unusual perspective. Maria Montessori’s brief history will precede the discussion, so there is a better understanding of her theories. Learning will be addressed from an environmental perspective and how the preparation of a specific environment can foster the process of ‘natural learning’. Attention will shift to contemporary theories, such as that of ‘Multiple Intelligences’, Gardner (1985) and how the curriculum can stimulate the different talents the child may have. Many forms of learning will be touched on, such as ‘Conditional learning, Observational learning, Motor-sensorial learning’ and the way this facilitates an individual in the complex function of learning.

Maria Montessori felt that for a person to learn successfully, easily and efficiently, interrelationships and intrarelationships had to be studied and there had to be a common ground, a link, to be formed between teacher and pupil. The attitude of the adults in the environment can facilitate learning or place barriers to the understanding of information; therefore it is vital that teachers understand the process and feelings of the learner. A brief mention will be given to Special Learners and how their needs are met.

The paper will address issues such as stress, which is becoming a concern for educationalists. Montessori explains how the problem of stress affects learning. Reference to contemporary research will be discussed briefly.

To conclude, an overview of the kind of environment that provides Montessori education will be discussed, how this addresses areas of development in a child and the bearing it has on the process of learning.

Historical Background

Maria Montessori was born in Italy in 1870. Her strong mathematical skills led her to the study of engineering, but her interest and love for biology and physiology redirected this unusual lady to the field of Medicine. She was the first woman in Italy to be admitted to the faculty of Medicine. This chosen career was met with the resistance of most of her associates and her own father. After obtaining her degree with the highest scores of her class, Maria Montessori was asked to work in a Psychiatric clinic in Rome. Here she met children with learning difficulties that were isolated from the world and classified as mentally retarded as was the custom of that time. Her interest in these ‘defective’ children led her to meet and work with doctors Edouard Seguin and Jean Itard. In 1899 Montessori stated at a pedagogical congress “defective children were not extra social beings, but were entitled to the benefits of education as much as, if not more than, normal ones”.

Reference

Through intense scientific observation, Maria Montessori devised materials and a methodology which addressed children’s needs educationally and developmentally. Her comment to this was “These two years of practice are indeed my first and only degree in pedagogy” (Standing, 1962). After two years of working with these unfortunate children, Maria Montessori offered to test these children academically and she used average school age children as a control group. Children with impairments scored as well as, or higher, in all areas of the curriculum. Montessori decided that her task was to implement her approach with ‘normal’ children, observing the progress, and proving her methodology was sound with all children. Maria Montessori studied nervous diseases in children and general neurology and in 1904 was awarded the title of Professor and the Chair of Anthropology at the University of Rome. On the 6th of January 1906 the first Montessori school opened, La Casa Dei Bambini (Lillard, 1972). Maria Montessori travelled most of the world and introduced her philosophy to all interested educators. She died in Holland in 1952.

**Contemporary Theories**

A quote from Montessori (Standing, 1962), will initiate the next discourse on ‘learning’: “We must give no more to the eye and ear than we give to the hand”. Maria Montessori advocates an environment that attends to all forms of learning. Her pedagogical approach invites adults to prepare an environment where learning happens naturally, where the curriculum can be accessed by children without barriers, such as the adult’s perceptions and limitations or the restriction of space and time. The physical area is inviting and aesthetically pleasing; activities are easily accessible and are self-corrective. Concepts are presented by identifying each stage in the process and by allowing practice with each step and therefore understanding of the final objective/concept. Movement is an important ingredient in the process of learning according to Montessori (Montessori, 1965). All activities include most of the individual’s senses and are dynamically driven. There is a belief that unless the whole personality of the child is involved in understanding, the process will have little formative value and learning will be restricted (Montessori Mario, 1976). The pedagogical materials in the environment will address the sequential curriculum and children are free to interact with these as much as they want, once the teacher has presented each lesson/concept. The curriculum is both process and outcome driven. The process is closely observed and critical stages in achieving a concept are monitored, until the adult is confident that the pupil will have acquired the knowledge to generalise the new information. The environment will be the principal stimulus for the child’s motivation and not the adult alone.

The environment that Montessori designed one hundred years ago has changed little through time, so how does this relate to contemporary theories? Learning can happen through **Conditional Learning**, where experiences will be repeated at will with mostly positive outcomes, so the individual will be encouraged to do more. Children are allowed to **observe** older pupils in the
environment and can spend time choosing to observe rather than ‘do’. The adult in turn will observe the child and direct him/her to interact with the work, when they feel there has been enough time to absorb the information. Our body learns through Motor-sensorial experience. Repetition of any physical action is stored in our memory and can be done with little or no cognition (changing gear in a car). The environment offers physical activities that are set up from left to right and the child follows a guided exercise. This can be repeated at will; in fact, the child will want to experience these activities because they mostly relate to their home environment. Ultimately, we need to perform a task ourselves and repeat this until we make this knowledge ours.

The ‘Prepared Environment’ in the Montessori school is just that: prepared to offer all forms of learning, as well as freedom to choose the most appropriate learning approach for oneself. The didactical materials offer the child learning through many options. Each activity will engage the creative, the visual/spatial awareness, the problem solving, the language ability, the kinaesthetic and often the naturalist intelligence. Montessori believed, as does Gardner, that learning would increase when two or more areas of the brain (intelligences) are operating simultaneously in learning tasks.

Teaching and learning take on diverse interpretations and significance once we place these concepts in educational contexts and when we address topics such as Pedagogical approaches. Cognitive constructivism asserts that ‘knowledge’ starts from within and is not given by the teacher; the teacher can only guide and share information, the pupil will add this information to his/her own background and form opinions. Montessori strongly advocates that learning is done solely by the individual and the environment will aid by supplying the relevant skills and information appropriate for the stage of development of that individual. As El Hindi (1998) says, “Constructivism assumes that knowledge is built by individuals from within instead of being transmitted into the learner from another source without”. A pupil of Montessori, Jean Piaget, is well recognized in the educational arena and his views of developing universal forms of knowledge through natural and biological growth are in line with cognitive constructivism. Piaget, like Vygotsky (1978), believes that the individual will construct their own realities and the social contexts will contribute to the understanding of those realities. In a Montessori environment, the child is free to move and communicate continuously. This allows the person to share activities and bounce off each other knowledge acquired, but still doing this by themselves, with the adult as a guide and not the source of all ‘knowledge’. There is time for individual learning in the class and shared learning, so both dimensions of objectivity and subjectivity are added to acquired learning (Palincsar, 1998). Children will form their own opinions when they are involved in personal experiences and events, hence the class (the physical environment) should be an interactive and dynamic place.

To reach each child in a class of approximately twenty-five children is not an easy task for any teacher and so the traditional rule is/was to aim instruction to
the majority (average child) so that curriculum can be delivered within time constraints. Montessori, like Gardner (1983), shares the view that we all have specific ways with which knowledge is transmitted easily to our brain. Some of us prefer to listen to information, others are visual and cope well with blackboards and written material, others need to manipulate the environment to understand a concept fully. Therefore, the optimal environment would be the one that provides all those forms to each child, so learning can take place without resistance. The Montessori classroom has defined, established areas of learning and the individual is fairly free to choose which area he/she will work with. The curriculum of each key learning area is placed in a sequential order on shelves and is prepared in such a way that the child’s ability will guide the choice.

Educationalists and psychologists have documented resistance to school and general education when working with children with learning difficulties (Grof, S., 1988; Holian, L., 2001; Holt, J., 1970; O’Brien, P., 1998). The environment, which includes us as adults, can become more of a hindrance to learning at times, than help. It is important to acknowledge the progress that the field of neurology has made and the relevance for the process of learning. We are told that if many areas of the brain become activated, there is a neural pathway that becomes active and our neurons can establish ‘long term potentiation’ which means we can retain information easily and for a longer time. The ingredient for this to happen is interest. The individual has to be motivated and this is an intrinsic function; we the educators can only supply the stimuli for this to occur. Maria Montessori, like other educationalists, found there are specific times when learning happens with less resistance. She called these times ‘Sensitive Periods’, such as the Sensitive Period for language in children from birth to about six years of age. The interest for language does not subside after that, but learning matter relating to language can be harder (an adult trying to acquire a foreign language). The classroom, indoors and outdoors will provide all the equipment/activities the child would need to satisfy these stages. The child’s developmental stages help with addressing the needs of each individual and the requirements of a barrier-free environment. The identified ‘Sensitivities’ are catered for, within the curriculum.

The individual’s intrapersonal and interpersonal relationships are important in a Montessori environment. The inner feedback of perceptions will provide more or less motivation to a student in the class. This internal dialogue will affect directly behaviour and thinking (Vygotsky, 1986). Often, the teacher has to challenge the negative attitudes students have of themselves and this can take many hours before the students will be ready to learn. In the same context, if there are negative feelings among some of the students, these will have to be addressed if one wants new information to be accessed by the group. Children are very sensitive to the relationship between themselves and the teacher, and more so today in a society where school sometimes supplies the only constant in a child’s day. Children look at the school for all learning, and not only the academic kind. Therefore, relationships are part of the vital background in

"The child’s interest in doing better, and his own constant checking and testing, are so important to him that his progress is assured.”

M. Montessori
acquiring learning.

Phenomenology looks at the individual’s experiences and how these become part of our interpretation of events. All viewpoints have a subjective and an objective side to them; it is how we perceive and experience them that will become our learning. In a Montessori context, a child is asked and taught how to ‘observe scientifically’ events and objects in the environment and to then share their experience with others. For example, a child may be asked to observe a caterpillar, draw it, write any experience they have about it and then build the information gathered to share with a small group. The explorer will have some objective notions because his/her senses will have gathered sensorial experiences that should be fairly objective, however, this project will have linked to personal past experiences, which then will add subjectivity to the output. Interaction with other students will add more perspectives and thus become a true phenomenological experience (Spielberg, H., 1965).

**Approaches and Practices**

If we are to connect school education to everyday life and bring about meaningful learning, then we need to provide an environment where all are involved in the process and there is ownership. A sense of trust has to be built for this to materialize. The departure point should be the child and not the teacher or the curriculum. One must assume the child has many competencies, the adult should know the child well and their background, be motivated and enthusiastic about what is to be learned and share this with the child. The adult should be able to perform a balanced act of following the child and directing when needed. This may appear to be difficult, however if the adult does not presume to have all the answers, the task becomes easier. Child directed learning is more effective than adult control of knowledge, if one is looking for long-term results (Levin & Long, 1981).

Collaborative classrooms provide shared knowledge, shared authority, and teachers are mediators rather than authorities. Heterogeneous groupings of students will provide a cross-cultural bank of information. This fosters cooperation rather than competition and brings about a better attitude to problem solving, risk taking, complex thinking and personal views. In a Montessori environment all these skills are valued more than the acquisition of content. The Montessori child will have a sequential and broad curriculum to follow, however the process and skills learned on the way are more valued than the final outcome. Self regulated learning and self assessment are critical activities in this context, because there is constant checking of effective learning strategies and how they impact on each individual (Slavin, 1987; Schmuch & Schmuck, 1983).

Peer tutoring and cross-age tutoring are another approach to learning that is fostered in a Montessori context. The outcomes of this approach are multifaceted. Children learn easily from another peer, the language used
sometimes is more relevant and the experiences similar. There is evidence of positive social behaviours, respect is developed between the tutor and tutee and discipline is less of a problem. Another very important factor that results from these interactions is better self-esteem and a stronger internal locus of control for both people involved (Greenwood, Carta & Hall, 1988). Children in a Montessori pre-primary and primary school are divided into three developmental groups: three to six year olds are grouped in one class, six to nine in another and nine to twelve in yet another. The transition from one class to the next is done through a complex process of assessment. Cooperation provides a more pleasant classroom atmosphere (Hedin, 1987). This form of tutoring is advantageous for children with Special Needs as well (Trapani & Gettinger, 1989).

Individuals according to Freud, Erickson, Piaget and Montessori, pass through different developmental stages. Maria Montessori divided these stages or Planes according to her observations of changes in ‘normal’ individuals. Each Plane of development is formed of six years of the person’s development, 0 to 6 years of age, 6 to 12 years of age and 12 to 18 years of age. After that Montessori believes we grow on what we have established in the previous stages. These developmental stages guide the adult in preparing the environment/class. For example the young child is developing their movement, hence the class should provide activities to foster and perfect fine and gross motor skills. Children will work with activities that require movement in the class and specific tasks to address various motor skills. The adult will be able to observe if there are specific impairments or if acquisition is unhindered. Early intervention can be planned if a diagnosis of some difficulty is made. A similar process is followed with refinement of senses, such as hearing, vision and tactile agility. All areas of the individual’s growth are monitored through the activities prepared for the needs of that specific stage. Therefore special needs are identified earlier and can be addressed.

Inclusiveness is part of the Montessori philosophy, rather than the methodology. There is no barrier of colour, race, religion, gender or ability. ‘Modelling’ our acceptance of differences shows each child a preferred behaviour. This is helpful to children with issues such as low self-esteem or with Learning Difficulties. There are no specific programs in the school for ‘Exceptional Children’, gifted or with disabilities. Each child will be helped to extract from the environment and adults, requirements to function effectively and happily. That means the adults will provide materials and activities for individual needs and if necessary obtain help from specialists. Help, if possible is given in the natural setting of the class and only if necessary will a child be removed for specific instruction. The curriculum itself is mostly concrete, so that each pupil will manipulate a concept for as long as they need to achieve the understanding required. Children learn about each other and respect each other’s strengths and weaknesses and are encouraged to provide for those less able.

A practice that is valued by Montessori groups is community interaction. This
aspect is part of the curriculum, so pupils are encouraged to form links with organisations such as World Vision and with communities close by, so they can become assistants in some way to the people outside the classroom. The relationships formed with older generations or needy groups, in some of these planned programs are priceless. No discipline in the curriculum could teach the valuable lessons learned.

Research and Montessori’s Effectiveness

The Montessori Method is not well known or documented outside the Montessori community. Possibly a reason for this is that not since the late 1900’s have the primary schools become popular. The method was relegated to pre-primary children ‘La Casa Dei Bambini’. Another partial explanation could be that any article or publications about Montessori has been confined to Montessori organisations. Many studies have been completed in the United States, in both pre-primary and primary student population. Takacs, Karnes and Duax, show that Montessori education for pre-primary and primary children, produced better competence in basic skills, greater desire to stay in school and a positive attitude toward school, compared to a sample of non-Montessori students. Sciarra & Dorsey (1976), showed that third grade children with four years of Montessori, scored best on all variables of the MAT (Metropolitan Achievement Test), compared with those children that had other preschools or none. This particular study was a six-year follow-up study. In 1972 Stodolsky and Karlson reported that the Montessori curriculum was effective in areas such as visual-motor integration, matching and sorting skills, psychomotor skills and number concepts. Kohlberg (1968) reported an increase of 17 points in the Stanford-Binet IQ Test in four months, in children of low intelligence, compared to children with average intelligence. These children were in a year long Montessori program for low-income black students.

In 1984, Christopher Glenn started an 18-year long longitudinal study, to assess the effects of a Montessori education. The results were that these children, even after having left the Montessori context, displayed positive relationships, managed stress better, were compliant to rules, but preferred self instruction, accomplished academic tasks and had high abilities to fit in socially with different peers. There was a marked difference of children who did attend Montessori schools right through the primary school years to those that did not attend.

Montessori today

Education is and will be an important factor in guiding each person’s life; how we perceive education will produce the quality of leaders we will have to contend with in the future. Stress affects the way we learn and is going to be a factor that education will have to address more frequently in the future. Children have to cope with divorce, separation issues and they have to deal with single parent families. Society places many expectations on their scholastic
achievements (Drake, 1981; Cantrell, 1986; Freeman & Couchman, 1985). Schools are expected to have children exiting the educational environment happy, well-adjusted citizens. These factors will produce anxiety for many and resources to reduce these negative effects and aid individuals involved will be required. Montessori talks about deviations ‘Barriers and Fugues’ with relation to a child’s reaction to outside pressures or barriers. She states that when a child becomes stressed or finds resistance to what their inner psyche is guiding them to do; they will develop behaviours, which will be judged as inappropriate. These can be supported by identifying the person’s missing needs, or, by imposing discipline, which is less effective in the long term. By attending to missing elements within the environment, Montessori believes, a positive inner ‘locus’ will manifest in the student with the specific intention to self-construct and become independent.

To support consistency and overall awareness, Montessori works at all times in a triad fashion. Parents, child and school work together to collect information to aid the process of learning in the child. Parents are often involved in the classroom with the academic process, as well as, with the daily development of the child’s personality and attitude. Parents are invited to form support groups within the school community and attend regular parenting and personal development sessions. Parents and children are involved in school events where children teach parents and vice versa.

Primary schools and even some Secondary schools are now becoming more prevalent. Parents can continue supporting the philosophy, children can follow the similar curriculum of their earlier years and the methodology can continue to promote individuals with specific skills: self-motivation, great time management, accurate selection of choices, self-directedness, responsibility, cooperation and mostly peaceful individuals. Montessori’s greatest vision was world peace and she believed this was possible if individuals had enough belief, trust and true knowledge of themselves. The philosophy in all Montessori schools today is to generate acceptance of differences and understanding of other’s needs, so that competition is naturally substituted with cooperation. Healthy competition in oneself is also encouraged, so each person strives for better personal achievements.

To conclude, it is relevant to notice that more research may be needed before conventional educators recognize the Montessori Method as a viable approach to education. Montessori has been successful for nearly one hundred years and success stories happen daily - children who have participated in this system are said to have skills that will be advantageous for the rest of their lives.

“We must help the child to act for himself, will for himself, think for himself.”

M. Montessori
References


