



Caboolture Montessori School

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Caboolture Montessori School

Annual Report 2020

School Profile

School Sector	Independent School																						
School's Address	200 Old Gympie Road, Caboolture Qld 4510																						
Total Enrolments	2017 – 202 2018 – 202 2019 – 208 2020 – 212 2021 – 217																						
Year Levels Offered	Toddler Community – (fifteen months – 3 years old) Pre-Kindergarten – Year 6 (ages 3-12)																						
Type of education	Co-educational																						
Characteristics of the student body. Toddler Community is not included in Total numbers of students.	Girls: 51% Boys: 49% <table border="1"> <tr> <td>Toddlers</td> <td>30</td> </tr> <tr> <td>Pre-Kindy</td> <td>12</td> </tr> <tr> <td>Kindy</td> <td>27</td> </tr> <tr> <td>Prep</td> <td>35</td> </tr> <tr> <td>Year 1</td> <td>36</td> </tr> <tr> <td>Year 2</td> <td>43</td> </tr> <tr> <td>Year 3</td> <td>18</td> </tr> <tr> <td>Year 4</td> <td>15</td> </tr> <tr> <td>Year 5</td> <td>11</td> </tr> <tr> <td>Year 6</td> <td>15</td> </tr> <tr> <td>Total</td> <td>212</td> </tr> </table>	Toddlers	30	Pre-Kindy	12	Kindy	27	Prep	35	Year 1	36	Year 2	43	Year 3	18	Year 4	15	Year 5	11	Year 6	15	Total	212
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Total	212																						
Contact person for further information	Yvonne Rinaldi – Principal																						

Year levels offered

Our student cohort includes children from 15 months to 12 years of age. Due to school enrolment growth and parental demand, we are planning for an Adolescent Program that will continue highlighting the values and qualities of a Montessori education. Our desire is to continue offering a Montessori environment that includes programs fostering innovation, creativity, STEM within a rigorous educational setting, producing high achievement levels for each student. A planned date for opening the doors to our unique secondary program is 2024/2025.

Characteristics of the student body

Our Montessori philosophy requires proportional numbers of gender and age groups in each class. Our classes have at least three age groups that meet a developmental stage: 0-3, 3-6, 6-9 and 9-12. As a multi-cultural environment, our children bring many cultures with interesting traditions to the school. At present we have 50% males and 50% females included in our pre-primary and primary cohort. These analytics exclude our 43 toddlers from 15 months to age 3.

Distinctive curriculum offerings

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

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 building foundations to new knowledge.

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

Our robotics program, meeting the STEAM skill sets for our young learners, starts at the age of 3 and is developed to expose our students to future problem solving and creative exploration.

We have a renewed focus on early intervention which will ensure our student's needs are explicitly managed and supported from the very beginning of their schooling experience. This will address learning and establish effective teaching strategies. Gifted students flourish when given the right exposure to individualised exploration and a rich environment.

Mental health is an important factor in the school agenda for students and staff; programs are implemented to monitor and support our community.

Our professionally run Outside School Hours Care program offers a rich program in accordance to ACECQA regulations and Montessori philosophy.

Co-curricular and extra-curricular Programs (COVID-19)

During 2020 the pandemic provided our community with new ways of addressing learning and teaching. Programs had to be delivered through various platforms, online and face-to-face. Students were provided Montessori resources (handmade) by staff to continue their interactive learning, as well as some online materials to expand their knowledge. Interactive online sessions were planned with students and staff to ensure connectedness and student and parent needs.

Many positives surfaced from this less than desirable event: students displayed their creative thinking and shared their excitement with staff and peers (online); parents became more involved with their child's daily learning and closely connected with staff; staff learned, very quickly, different ways to teach and share with their class families each child's progress.

The rapid learning that took place will definitely provide innovative ways we address curriculum and learning methodologies.

Due to COVID restrictions, we could not run many events for our community and students were not able to participate in the usually planned activities. Many in-house activities and events were carried out by staff for students attending school.

Activities included:

- Learning Connections
- 'Support A Talker'
- Breaking the Code
- Mentoring of younger students by older students
- Yoga
- OSHC
- After School Sport activities: archery, soccer, tennis, cricket, etc.
- Leadership program:
 - Business enterprise for older students
 - Work experience
 - Community service
 - Events management

School Social Climate

Student and staff wellbeing are prioritized to ensure we have a safe and respectful environment. There is zero tolerance to aggression of any form and our community is continuously made aware of our values through our Vision and Mission statement. All members of our community follow a relevant Code Of Conduct.

Vision

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

Mission

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

Students are directly involved with designing our Student Protective Management tools and share their flyers with peers. Our Behaviour Management Policy is provided to all parents with the explicit intention that we all work to enhance positive skills through mediation. Provision to students, parents and staff of anti-bullying (including cyberbullying) workshops supports awareness and relevant strategies. Child Protection seminars are provided to every community member that works or volunteers in our school.

Our school understands and values mental and physical wellbeing for all in our community. Our attention to socio-emotional development is included in our assessments of students, and staff participate in our "Welcoming Our Wellbeing" (WOW) program.

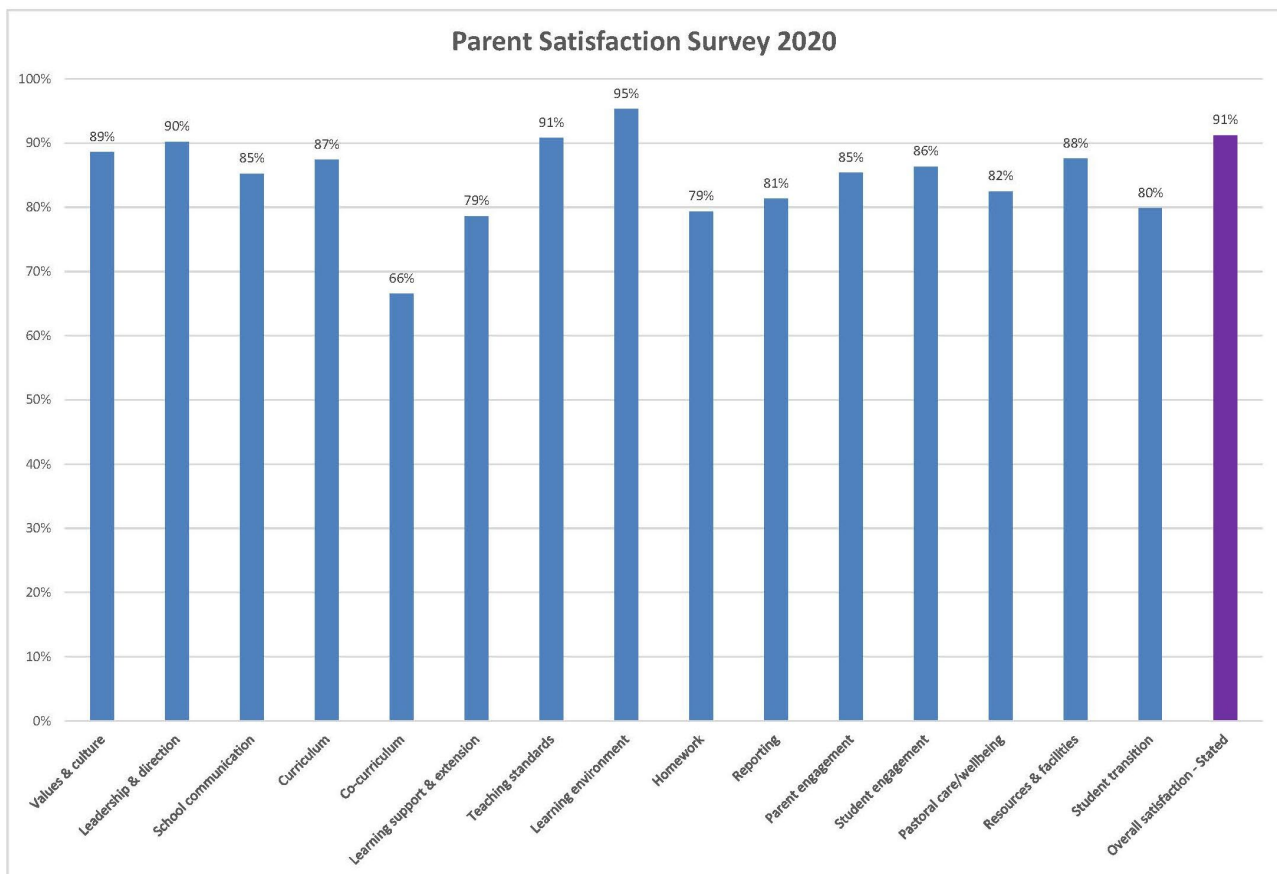
Parental Involvement

The Caboolture Montessori School provides strong involvement with all families for the benefit of our students.

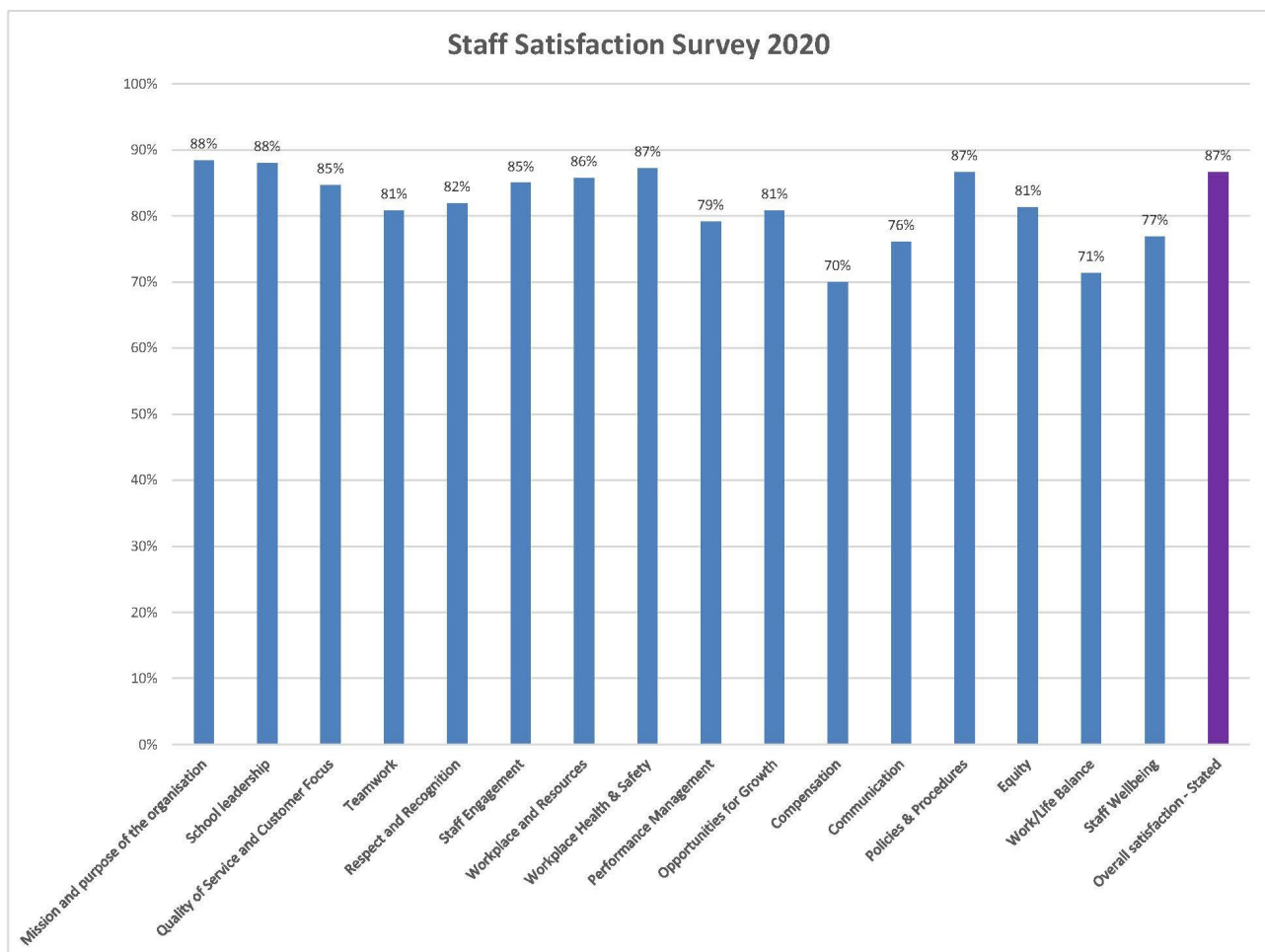
Both the School Board and Parents & Friends (P&F) Associations are comprised of parent and business people that volunteer their time to develop a strategic plan. Parents are included in reading programs, cooking, gardening and generally supporting staff in building a strong educational context. Every class is supported by a Parent Representative and they liaise with the P&F. Parents are provided monthly forums to grow their understanding of Montessori learning, and general parenting strategies.

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. CMS families are instrumental in growing our school ethos.

Parent & Staff Satisfaction Surveys**Parent Satisfaction Data**



Staff Satisfaction Data



Staffing Information

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 2020, the composition of our staff was:

Part time	Full time	Teaching (incl. Teacher Aides)	Non-teaching	Female Staff	Male Staff	Indigenous Staff
30	13	33	10	39	4	0

Staff Retention

Number of permanent teaching staff at end of 2019	Number of these staff retained in 2020 (the program year)	% retention rate
17	17	100%

From the end of 2019, 100% of teaching staff were retained for the entire 2020 school year.

Staff Attendance

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

Number of Teaching Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
17	2431	96	95%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95% in 2020.

Staff Qualification

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Master's Degree	22%
Graduate Diploma	0%
Graduate Certificate	1%
Bachelor Degree	72%

Staff Professional Development

Staff attended well over 50 hours of professional development held on site. Professional learning had to address many elements within the area of technology and delivering an educational platform that was suitable to our students. Collaboration between teaching staff and parents formed the basis of much of our learning during 2020.

Professional learning was delivered according to staff request and school plan to augment didactic and pedagogy within teaching staff.

Cycle Meetings

Cycle meetings have been established to ensure staff target their specific needs as a cycle. Cycle meetings provide opportunities for educators to work more effectively with requirements of a specific group of students. Collaborative decision making and sharing of strategies develops a higher level of pedagogical understanding.

Professional Development

Professional development for each staff cohort was adjusted to meet staff needs, student growth and the pandemic health directions.

The proportion of the **teaching staff involved in professional development** activities during 2020 was **100%**.

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
17	\$27,720	\$1,631
The total funds expended on teacher professional development in 2020		\$27,720
The proportion of the teaching staff involved in professional development activities during 2020		100%
The major professional development initiatives were as follows: Student Data Collection Project		

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

The major professional development initiatives were as follows:

- Managing learning during COVID-19
- Review of the Montessori scope and sequence aligned to ACARA
- Early Intervention
- Special needs (ASD and adjustments) within the Montessori methodology

Key Student Outcomes

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

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

Student Attendance

Year levels	Average attendance rate Sem 1	Average attendance rate Term 3
Whole School	86.8%	91.6%

Year levels	Average attendance rate Sem 1	Average attendance rate Term 3
Year 1	86.0%	91.0%
Year 2	85.4%	91.1%
Year 3	87.7%	89.8%
Year 4	85.8%	93.5%
Year 5	90.4%	92.6%
Year 6	89.8%	93.9%

How non-attendance is managed by the school

Attendance is managed and monitored online via The Alpha School System (TASS). Absenteeism and late arrivals are checked by staff and communication between home and school clarify reasons for non-attendance or late arrivals. A record of student attendance is provided to the Principal to address with families when required.

Benchmark Data: NAPLAN 2020

NAPLAN was not conducted during 2020; however, a practice run for NAPLAN online was completed online by students in Y3 and Y5.

School Income Broken Down by Funding Source

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

Contact Person for Further Information:

Yvonne Rinaldi

Principal

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