



Caboolture Montessori School

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Caboolture Montessori School

Annual Report 2022

School Annual Report 2022

School Profile

School Sector	Independent School																						
School's Address	200 Old Gympie Road, Caboolture Qld 4510																						
Total Enrolments	2019 – 208 2020 – 212 2021 – 217 2022 – 229																						
Year Levels Offered	Toddler Community – (fifteen months – 3 years old) Not included in enrolment numbers 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: 54% Boys: 46% <table border="1"> <tr> <td>Toddlers</td> <td>38</td> </tr> <tr> <td>Pre-Kindy</td> <td>22</td> </tr> <tr> <td>Kindy</td> <td>24</td> </tr> <tr> <td>Prep</td> <td>28</td> </tr> <tr> <td>Year 1</td> <td>35</td> </tr> <tr> <td>Year 2</td> <td>28</td> </tr> <tr> <td>Year 3</td> <td>31</td> </tr> <tr> <td>Year 4</td> <td>34</td> </tr> <tr> <td>Year 5</td> <td>18</td> </tr> <tr> <td>Year 6</td> <td>9</td> </tr> <tr> <td>Total</td> <td>229</td> </tr> </table>	Toddlers	38	Pre-Kindy	22	Kindy	24	Prep	28	Year 1	35	Year 2	28	Year 3	31	Year 4	34	Year 5	18	Year 6	9	Total	229
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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, STEAM 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 still reliant on finding the land for our school.

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 46% males and 54% females included in our pre-primary and primary cohort. These analytics exclude our 38 toddlers from 15 months to age 3.

Distinctive curriculum offerings

The last two years have been very challenging for students and staff due to the many disruptions from COVID; however due to the resilience and dedication of parents and staff we have supported our students in achieving highly and managing their socio-emotional needs. 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 scientifically designed 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. These two additional curriculum areas align to the General Capabilities and Cross-Curriculum Priorities of the Australian Curriculum.

The Caboolture Montessori School actively promotes leadership. Leadership within the staff at the Caboolture Montessori School as well as with our students. Leadership is particularly encouraged in our senior students; however, this attribute is fostered in all students. 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. Students in our early childhood section of the school (Cycle 1) do not work with computers as students do from Y1 to Y6. Their work is within the area of Design and Technologies and some exploration of Digital technologies.

The early intervention approach will ensure our student's needs are explicitly managed and supported from the very beginning of their schooling experience, to provide the best foundation. Gifted students are given opportunities to develop their acumen through exploring laterally and vertically interests and learning outcomes. Montessori is an environment that places great expectations on all learners to achieve highly academically and personally. It is not an environment that allows inactivity.

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)

Students guide the selection of extra-curricular activities planned. All activities target student needs and interests. Many of the extra-curricular activities extend student learning and support personal growth and wellbeing, whilst ensuring the academic progress continues to be a priority.

The continued effects from the pandemic have placed limitations to some activities in our planning; however, as this is an important part of our curriculum and philosophy, we have substituted these with similar activities within the school.

Activities include:

- Learning Connections
- 'Support A Talker'
- Breaking the Code
- Mentoring of younger students by older students
- OSHC
- Chess
- After School Sport activities: archery, soccer, tennis, cricket, etc.
- Music instrumental and singing
- Leadership program:
 - Business enterprise for older students
 - Work experience
 - 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. We are a strong community that values each other.

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 the Student Protective Management process and share their flyers with peers to alert each child/student of their right to ask for help. 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.

Consideration to mental and physical wellbeing is a priority 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 opportunities to families of becoming involved with the school, for the benefit of our students.

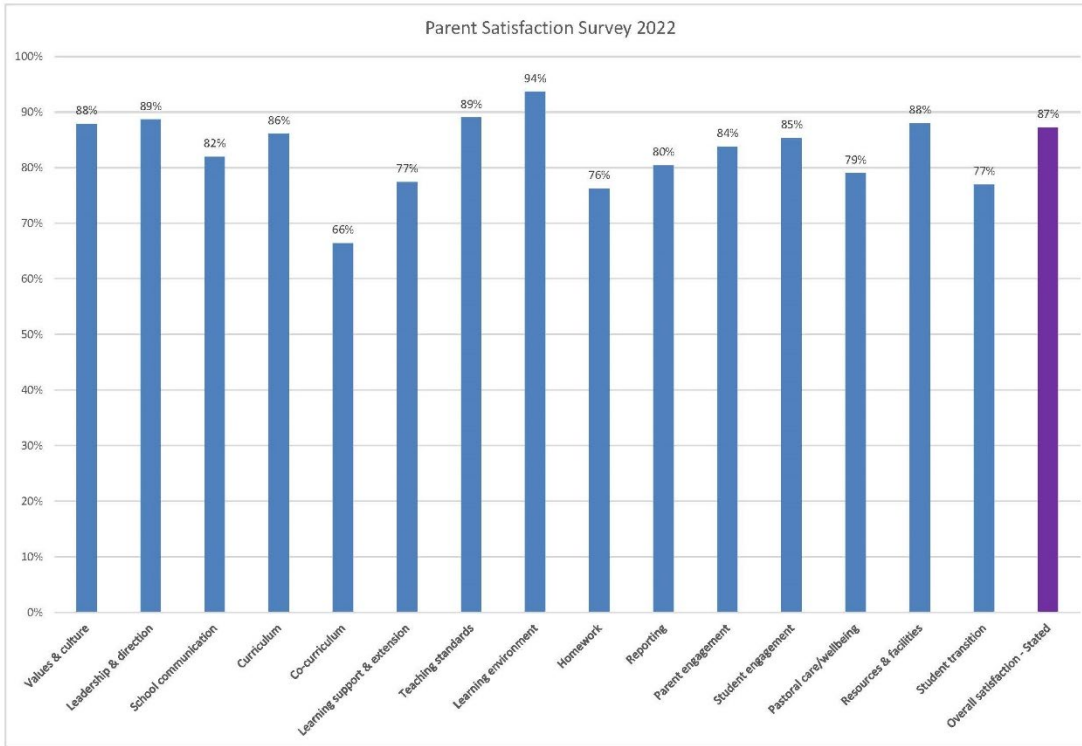
Both the School Board and Parents & Friends (P&F) Associations are comprised of parent and business people that volunteer their time, to develop a school strategic plan. Parents are included in reading programs, cooking, gardening and generally supporting staff in building a strong educational context. 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

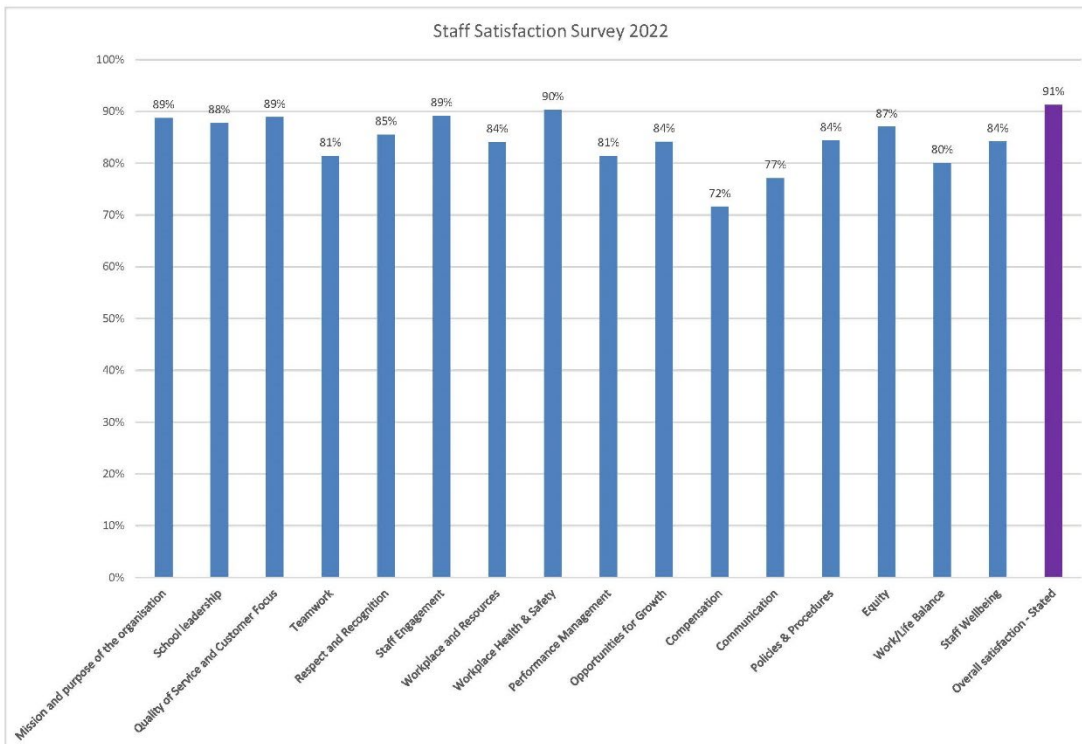
Again, in 2022 our parents provided feedback to the school which allows management and governance to address improvements and enhance our educational context.

Parent Satisfaction Data



Staff Satisfaction Data

The staff survey is an active tool, which demonstrates the school culture, needs and ways to improve our collegial community. We thank each staff member for the work and passion they have demonstrated during a very challenging and changing time.



Workforce Information

Staff Composition

Sourcing Montessori staff presents 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 2022, the composition of our staff was:

Part time	Full time	Teaching (incl. Teacher Aides)	Non-teaching	Female Staff	Male Staff	Indigenous Staff
26	16	33	9	39	3	1

Staff Retention

Number of permanent teaching staff at end of 2021	Number of these staff retained in 2022 (the program year)	% retention rate
16	15	94%

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
16	2676	108	96%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was **96%** in 2022.

Staff Qualification

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Master's Degree	19%
Graduate Diploma	0%
Graduate Certificate	6%
Bachelor Degree	75%

Staff Professional Development

The pandemic brought about many changes in how we delivered education at the Caboolture Montessori School and to ensure our students were not disadvantaged in any way, we reviewed our teaching methodology. 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 2022.

Professional learning was delivered according to staff request and school plan to augment didactic and pedagogy within teaching staff. Many of the programs designed during the pandemic will augment our strategies and programs going forward.

Cycle Meetings

At the Caboolture Montessori School, our classes meet developmental needs and as such each class had a cohort of students spanning a three-year age group. Our teaching staff can focus on educational and developmental needs of each group by meeting regularly every fortnight in Cycle meetings. 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 and high educational expectations of all.

Professional Development

Professional development for each staff cohort was adjusted to meet staff needs and student growth.

The proportion of the **teaching staff involved in professional development** activities during 2022 was **100%**.

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
16	\$35,399	\$2,212
The total funds expended on teacher professional development in 2022		\$27,720
The proportion of the teaching staff involved in professional development activities during 2022		100%
The major professional development initiative was: Student Data Collection Project		

Our teaching staff are expected 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.

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
Whole School	86.5%

Year levels	Average attendance rate
Year 1	85.3%
Year 2	86.1%
Year 3	87.1%
Year 4	87.0%
Year 5	88.1%
Year 6	85.8%

How non-attendance is managed by the school

Absenteeism is recorded by staff, and Parents can update attendance data electronically via the Parent Portal. An SMS is sent for unexplained absences, requesting that Parents provide an explanation. A record of student attendance is provided to the Principal to address with families when required.

Benchmark Data: NAPLAN 2022

NAPLAN was completed in 2022 and our school scored highly in most areas, topping the state in Reading and Grammar.

Results		
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain.		
Reading	Year 3 (2022)	Year 5 (2022)
Average Score (School)	473	555
Average Score (National)	438	510
Writing	Year 3 (2022)	Year 5 (2022)
Average Score (School)	386	514
Average Score (National)	422	484
Spelling	Year 3 (2022)	Year 5 (2022)
Average Score (School)	407	551
Average Score (National)	418	505
Grammar	Year 3 (2022)	Year 5 (2022)
Average Score (School)	483	566
Average Score (National)	433	499
Numeracy	Year 3 (2022)	Year 5 (2022)
Average Score (School)	424	510
Average Score (National)	400	488

Progress
The percentage of students at the school who achieved above average progress, compared to students of a <u>similar background</u> and who had the <u>same starting score</u> on their previous NAPLAN test.
Please visit http://www.myschool.edu.au/ to view progress information (2022 data not available at time of publication).

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

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