



# Montessori International College

## PARENT HANDBOOK 2024



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## WELCOME TO MIC



It is my pleasure to welcome all families to Montessori International College.

At MIC we do things a little differently to traditional schools. Here we cherish the holistic development of every child, nurturing their growth academically, emotionally, and socially; we champion truly personalised learning — an approach that recognises and celebrates the unique strengths and passions of each student. A Montessori education isn't just about learning; it's a journey of exploration, curiosity,

and self-discovery. We believe in fostering a love for learning that extends beyond the classroom, preparing our students to be independent thinkers, enabling them to embrace responsibility, integrity, and self-direction.

Success, at MIC, goes beyond academic achievements. A successful student graduates not only with a wealth of knowledge but also as a responsible member of society, driven by our values of courage, respect and generosity. They embody civility, self-motivation, and enthusiasm in every endeavour they pursue.

Our commitment to instilling these values doesn't end within our classrooms; it extends to every corner of our institution, influencing our interactions, decision-making, and aspirations. We aim not just to educate but to inspire, nurturing individuals to embody integrity, compassion, and a drive to make a positive impact.

I hope you find the information in this handbook useful throughout the year.

Warm regards

Natalie

**Natalie Smith**  
**Principal**



**PLEASE NOTE: Whilst every effort is made to ensure this document is up to date, sometimes we are not quick enough to keep up with the dynamic pace of the College so please forgive any errors.**

## Working in partnership

In this handbook we discuss our expectations of the parents and families of our students. We see our relationship with parents and carers as a partnership — we have selected a staff of talented, competent, responsible adults and you, in turn, have chosen to trust MIC with the growth and education of your child or children. Together we share a vision of the special, unique and well rounded schooling MIC offers.

At MIC we share not only a vision but expectations and responsibilities. We endeavour to provide the highest quality, professional, consistent and respectful school environment that supports each person's personal and professional aspirations to the best of our ability.

In turn, we expect MIC families to work collaboratively and respectfully with all other members of our community. We expect you to stay informed of school matters by attending education nights and other school functions, reading our newsletter and weekly What's On emails and other MIC correspondence, participating in our community events and, ultimately, contributing positively to the strong sense of community and connection we enjoy at MIC.

Parents are the child's first and most important educators. At MIC we acknowledge the importance of family in each child's development and seek to create a partnership with parents. An effective partnership is a two-way, interactive process.

The development of the whole child requires the involvement of both the family and the school. Parents grow and learn along with their child and the College grows through its collaboration with parents. Together, staff, parents, and children become a community of learners, able and willing to receive and to give back.

## Our philosophy

As a Montessori College, we believe that each child is unique, with their own strengths, interests, and ways of learning. Our approach to teaching reflects this understanding.

We create engaging and challenging learning environments that encourage students to take charge of their learning. We want them to feel confident in doing things on their own. At every step, we encourage curiosity and give students chances to share their ideas, think about different ways to solve problems, and learn from each other.

Learning at MIC is varied, but always purposeful. Our students effortlessly move between working independently, collaborating with others, and solving problems together. They're fully engaged in their learning and always looking for ways to explore the world and appreciate its diversity.

We care deeply about our students' health and happiness. A crucial part of our approach is focusing on each stage of a child's growth and development, guiding them towards social, intellectual, and ethical independence.

Our teachers are known as Guides and they support and nurture our students, helping them become more self-reliant learners. We stick to the Montessori way, which empowers our students to love learning, think for themselves, and prepare to be responsible citizens and leaders in our global community.

## Montessori and MIC approaches to learning

*"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."*

~ Dr Maria Montessori

[Dr Maria Montessori](#) was a physician, anthropologist and educator who, for over 50 years, studied children of all ethnic, cultural and socio-economic backgrounds. Her intense scientific observation of the human being from birth to maturity allowed her to distil a body of philosophical, psychological and teaching principles. These, together with a vast range of self-teaching materials, came to be known as Montessori education.

A Montessori education offers a distinctive approach focused on the holistic development of each child. It's designed to nurture individuality, creativity, and independence, preparing students for success in both academics and life beyond the classroom.

At MIC, classrooms provide a prepared environment where children are free to respond to their natural tendency towards joyful, self-driven activity. The children's innate passion for learning is encouraged by giving them opportunities to engage in spontaneous, purposeful activities with the guidance of a trained adult. Through their work, the children develop concentration and joyful self-discipline. Within a framework of order, the children progress at their own pace and rhythm, according to their individual capabilities. Dr Montessori's advice was always, *"Follow the child."*

In a Montessori setting, children are seen as unique individuals, each with their own strengths, interests, and learning styles. This approach fosters a love for learning by allowing kids to explore at their own pace and pursue subjects that captivate their curiosity.

The classroom environment encourages hands-on, experiential learning, enabling children to engage with materials that promote critical thinking, problem-solving, and self-discovery. Through this method, students develop a strong sense of personal responsibility and autonomy in their learning journey.

Every aspect of a Montessori classroom has a specific purpose. A child masters one material before going on to the next activity, which builds on what they have already learned. The natural progression of materials provides a solid foundation for learning, and allows the child to truly understand a subject, rather than merely memorise and regurgitate what someone else has told them.

Moreover, Montessori education emphasises social and emotional development, teaching children important life skills such as cooperation, empathy, and respect for others. By encouraging independence and self-motivation, it cultivates confident, adaptable individuals who are prepared to excel academically and thrive in a diverse, ever-changing world.

This truly is 'learning for life'.

## Our team

### Board of Directors

MIC is a not-for-profit pre K-12 learning community governed by an independent Board of Directors that is an expert panel of leaders drawn from the arts, business and government sectors. Each board member holds a shared responsibility for the ultimate legal authority of our organisation and in ensuring the business remains sustainable through good governance.

The Board is responsible for hiring the Principal, setting and approving policies and the College budget.

### College Executive

The school led by our College Executive, comprised of:

Natalie Smith - Principal

Rael Matthews - Deputy Principal

Larissa Rook - Assistant Principal

Geoff Bridger - Chief Operating Officer

For more on our Board of Directors visit the [Our Leaders](#) page of our website.

## Guides and staff

Our teachers are one of our greatest assets.

MIC teachers maintain the highest standards of practice and mirror to a great extent ways of working that can be found among today's most innovative and vibrant organisations in the creative industries. Individual talent and working together is the dominant paradigm.

Our teachers, often holding multiple degrees, are talented and empowered to respond to the individual needs of their students. They model respect and work tirelessly to serve the children and adolescents in their care. They are thoroughly trained in their practice and are selected on the basis of their enthusiastic motivation.

We are very proud of our staff and recognise their commitment to creating meaningful learning experiences for their students.

## Term dates 2024

Term 1: Monday, 22 January – Wednesday, 27 March *(10 weeks)*

Term 2: Monday, 15 April – Thursday, 13 June (half-day) *(9 weeks)*

Term 3: Monday, 8 July – Friday, 13 September *(10 weeks)*

Term 4: Monday, 30 September – Wednesday, 27 November\* *(9 weeks)*

\* Wednesday, 13 November for Year 12s; Thursday, 21 November for Years 10 and 11

Student-free days

- Thursday 28 March
- Friday 30 August
- Thursday 28 November
- Friday 29 November

## Schedule of fees 2024

You can find our schedule of fees for this year [here](#).

## Hours of operation

School days are Monday to Friday: 8.15 am - 3.15 pm.

The College office is open Monday to Friday: 8.00 am - 4.00 pm.



## Contact information

<b>For general information contact Administration</b>	Telephone: 07 5442 3807 Email: <a href="mailto:admin@mic.qld.edu.au">admin@mic.qld.edu.au</a>
<b>College Street Address</b>	880-932 Maroochydore Road, Forest Glen, Queensland, 4556
<b>College website</b>	<a href="http://www.mic.qld.edu.au">www.mic.qld.edu.au</a>
<b>Absentee link</b>	<a href="https://montessoriic.schoolzineplus.com/absentee">https://montessoriic.schoolzineplus.com/absentee</a>
<b>Schoolzine app information</b>	<a href="http://www.schoolzine.com/szapp">http://www.schoolzine.com/szapp</a>
<b>Accounts enquiries</b>	<a href="mailto:accounts@mic.qld.edu.au">accounts@mic.qld.edu.au</a>
<b>Deputy Principal</b>	<a href="mailto:rael.matthews@mic.qld.edu.au">rael.matthews@mic.qld.edu.au</a>
<b>Assistant Principal</b>	<a href="mailto:larissa.rook@mic.qld.edu.au">larissa.rook@mic.qld.edu.au</a>
<b>After School Care</b>	Telephone: 0439 695 045 <a href="mailto:afterschoolcare@mic.qld.edu.au">afterschoolcare@mic.qld.edu.au</a> (Early Years and Prep only)
<b>Holiday Program</b>	Telephone: 0439 695 045 <a href="mailto:afterschoolcare@mic.qld.edu.au">afterschoolcare@mic.qld.edu.au</a>
<b>M+ afternoon club</b>	Telephone: 0419 711 737 <a href="mailto:montessoriplus@mic.qld.edu.au">montessoriplus@mic.qld.edu.au</a>
<b>Instrumental Music enquiries</b>	<a href="mailto:imlp@mic.qld.edu.au">imlp@mic.qld.edu.au</a>

## WHOLE SCHOOL INFORMATION

### New parent and child orientation

The orientation of new families begins with the enrolment process and continues as new families integrate into the College community. MIC is mindful of the needs of new children and families as they approach a new academic setting.

One of the most helpful aids is the meeting of new parents with the class Guide before the start of school. Each year, we hold a [Back to School](#) Sessions parents-only event for this purpose. In 2024 this event will be held on Friday 19 January, please consult the table below for the relevant time for your child.

Cohort	Time	Classroom
Early Years	4.30 - 5.30pm	Goolum Muru-kutchi Ninderry
Prep	9.00 - 10.00am	Mudjimba Beerwah
Junior Primary	4.00 - 4.45pm	Cooinda Deerum Wandi Wira
Senior Primary	4.45 - 5.30pm	Dingira Gawung Nerida
7-8 Couplet	4.00 - 4.45pm	The Land and Community Program (Blue Room)
9-10 Couplet	4.45 - 5.30pm	The Local Integrated Studies Program (Yellow Room)
11-12 Couplet	4.45 - 5.30pm	The Future Pathways Senior Studies Program (The Lab)

All MIC families are encouraged to attend this event in January each year to meet their child's class Guide, visit the classroom and meet and mingle with other parents in our community before the start of school. In particular, it's an opportunity for our existing families to extend a warm MIC welcome to our new and incoming parents. Parents are often more comfortable asking questions of other parents, and this is also a great opportunity to meet the Parent Ambassador for your child's class.

## Early Years and Prep orientation

MIC provides a child-centred, gradual orientation to the class for young children. In our Early Years and Prep classes, new children may begin separately from returning children so that the Class Guide can support them with concentrated attention to help them settle into their environment and routines. Older children are involved in helping and welcoming younger children.

To minimise class disruption for the children, parents are please asked not to enter the classroom and to please wait outside until your child is dismissed or ready to be collected.

## Adolescent Community orientation

The apprehension of being newly enrolled is primarily related to social adjustment rather than separation from parents. Orientation for these adolescents involves immediate active participation with their peer group.

So for their orientation, all new Adolescent Community students spend the last week of Term 4 in their new environments. Students participate in orientation activities and meet their Guides to help them prepare for next year. A strong focus for adolescents during this transition week is preparing for Odyssey in Term 1 the following year.

## Day-to-day

### Clothing

Students are encouraged to dress for comfort rather than style. MIC does not have a set uniform and instead asks students to choose appropriate, sun-safe (hats with brims, no singlets, etc.) attire for each day and weather conditions. Remember, this is a place of work and so clothing and appearance needs to be considered with care.

Clothing and enclosed shoes are to be clean and in reasonable condition with clothing that covers the body appropriately and allows for active participation. See-through clothing is not an acceptable choice for school and shorts and other clothing needs to be worn with modesty. Shirts must cover the shoulders and be long enough to cover the top of shorts, jeans and skirts (no midriffs or crop tops). Shorts need to be long enough to cover the bottom and the top of the leg.

Clothing with superheros/fantasy characters, or which displays violent, offensive or inappropriate graphics or slogans is not appropriate and jewellery must be discreet. High fashion including high heels are not only

uncomfortable, they can also create a distraction and promote unhealthy competition.

## Shoes

Students are required to wear enclosed shoes. In Early Years, students will need two pairs of enclosed shoes. One pair for indoor use (e.g. slip-on) which will remain at school and the other for outside use, gumboots are often very useful for outdoor exploration and play. Children will change between outside and inside shoes during the day.

## Outdoor play

At MIC, free play in the outdoor prepared environment is considered an integral part of the day and for children it can also be big work! Children are encouraged to run, jump, dig, dance and sing in our outdoor environments and of course it is also an important opportunity to develop social skills while creating their own games. Early Years children have access to outside work, activities, and space, throughout the day.

Our Playscape includes a large sand pit and grassy area as well as other areas for free play. Prep students have morning and afternoon play in the Primary playground. Junior Primary and Senior Primary students often work outside during the school day and also have a minimum of a 45 minute free play break in the afternoon.

## Sun smart

Queensland has the highest rate of skin cancer in the world. Of all the new cancers diagnosed in Australia each year, 80% are skin cancers. Research indicates childhood sun exposure is an important contributing factor to the development of skin cancer in later life. Severe sunburn contributes to skin cancer. Most skin cancer is therefore preventable.

In alignment with the Cancer Council Queensland Sunsmart clothing guidelines, the College insists that children's clothing provides adequate protection from UVR in line with the Sun Smart Policy.

The Cancer Council Queensland recommends clothing with the following features:

- hats with an 8-10 cm brim (with no strings in Early Years as it is a choking hazard)
- dark colours (white and lighter colours reflect UV radiation onto skin)
- shirts with collars and longer sleeves
- closely woven fabric - natural fibre
- rash vests for outdoor swimming classes
- sunglasses.



## Preparing students for the day

It's important that all students:

- select appropriate clothing
- clean hair, teeth, hands, and bodies
- wear deodorant (if required)
- brush hair and manage long hair. Use of tools and other implements requires that hair is pulled back and secured.

## What to bring to school

All items are to be clearly labelled and include:

- broad brimmed hat
- water bottle filled with water (water is available to refill bottles)
- nutritious lunch and morning snack
- jumper when weather changes
- sunscreen (except Early Years and Primary where sunscreen is provided)
- mosquito repellent (non-aerosol).

## What not to bring to school

Students are asked to leave these items at home:

- stationery
- toys
- electronic devices (including mobile phones)
- junk food - chocolates, sweets, soft drinks, crisps
- nuts (due to anaphylaxis)

## Property and valuables

Students are encouraged not to bring valuables to school such as expensive jewellery, or other such items, which may become lost or damaged.

## Lunch boxes

Early Years classes have fridges in each class. So that all lunch boxes can fit in the fridge, it's important that lunch boxes are not in cooler bags or eskies and that the maximum size is 25cm x 20cm x 8cm.

Students in Primary College and Adolescent Community are required to bring their lunch in a cooler-bag/esky style lunch box with freezer blocks.

## Water bottle

During the day in the classroom, children use individual glasses to drink water and the care of these glasses, including washing, drying and putting away is explicitly taught to our Early Years children as part of their practical life curriculum. However, each child also requires a water bottle for use throughout

the day.

### School bag

As our lockers are quite small, it is important that backpacks are no more than 10 litres in capacity and no larger than 30cm x 30cm x 10cm. In Early Years and the Primary College all stationery and equipment is supplied, therefore a school bag is only required to carry your child's lunch, water bottle and clothes for different weather conditions.

### Sleep items

Early Years children often require a rest or nap during the day. Parents are required to supply one flat cot sheet stored in a drawstring bag. The sheet will go home with the child at the end of the week. Sleep mats are provided in class.

### Change of clothes

Early Years children are required to bring a waterproof drawstring bag with a change of clothes. This bag can remain in a child's locker unless used and requires washing.

### Sunscreen

Please note that all Early Years and Primary classrooms will now stock sunscreen for all children to use. When signing in on the first day, you'll be asked to sign that your child can use the class sunscreen which is 'Natural Instinct' SPF 30. If your child is unable to use the sunscreen provided, please bring in their own clearly labelled with their name.

### Snack (Early Years)

Practical life-skills are explicitly taught in our Early Years classrooms. To facilitate this, as well as the concept of sharing responsibilities and being of service to others, children will take turns in cutting fresh fruits and vegetables and serve them to their peers for morning snack. Each Early Years classroom will have a bowl near the entrance door for this so each day please bring along one piece of fruit or one vegetable (for example, one apple, one banana, one carrot, a stick of celery or a small handful of snow peas) to be cut up for snack.

### Food and cooking

Cooking is an important activity in all of the Junior and Senior Primary classes and so it is essential that your child's Guide is informed in writing of any special dietary requirements as soon as, if not before, your child commences in their new class.

## 'No sweets' birthday

Birthday celebrations at the College are rich with ritual and personal expression. Food can be part of the celebration but is not essential. If you choose to help your child bring food to share with the children, let it be because you and your child have time to plan, shop and prepare something special together. We cannot accept sweets at school birthday celebrations.

A tray of hors d'oeuvres can be a special treat for birthdays and holidays. Junior Primary children are old enough to be more adventurous regarding their treats, and we want to encourage this at school and at home. You could pick the idea at home and spend a little time discussing the special foods your child favours, for example various cheeses, olives, mushrooms, new vegetables and fruits. Plan interesting combinations of these together. Let your child, under your guidance, put together a platter of his/her own hors d'oeuvres or set up a do-it-yourself tray. Ethnic dishes are especially welcome.

Before you send a special snack, please have your child make a plan with the Guide. We have listed below some ideas for a special snack:

- variety of fruit slices (mango, fresh coconut pieces, kiwi, melons, apples etc)
- variety of raw, sliced vegetables with yoghurt dip (squash, tomato, capsicum, cucumber, radishes etc)
- fruits or vegetables on skewers
- tiny party sandwiches on whole grain bread or rye
- dried fruits or a mixture of fruits
- bagel chips or baked corn chips with yoghurt dip or mild salsa
- whole wheat crackers with cheese and olives
- whole wheat bread sticks to dip into spaghetti sauce
- devilled eggs, stuffed celery sticks with raisins ("ants on a log") or olives
- small bagels and cream cheese spread or hummus
- quartered pita bread sandwiches with fresh tomato and basil or cucumber and cream cheese
- small rice cakes with healthy spreads
- frozen melon rings, strawberries or blueberries
- rice cake with pineapple ring, spoonful of cottage cheese and cinnamon.

## Health issues

If your child is not feeling well in the morning, please observe them closely before sending them to school and risking the health of other children. Children must be free from symptoms for 24 hours before returning to school. If your child develops symptoms of ill health such as fever, diarrhoea, vomiting, nausea or severe pain while at school, you will be called immediately.

If your child is diagnosed with any communicable disease such as Chicken Pox, Whooping Cough or Head Lice, please report this to your child's Guide without delay and ensure you are familiar with the Queensland Government's recommended minimum exclusion periods for infectious conditions as detailed in this Time Out Poster: [Queensland Healthy Time Out Poster](#).

Please note that the Early Years classes and Afternoon Program adhere to the National Regulations, Laws and National Quality Standards for education and care services. Please reference the MIC Early Years Policy Manual for specific details on the response to children who may have a suspected case of a contagious condition. Please note that exclusion periods and requests for medical clearances may be required to attend the program.

### Mobile phones and electronic devices

Mobile phone usage is discouraged across the campus, if your child needs to bring a phone to school (for communication with parents before or after school), these devices **MUST** be kept in lockers during school hours. The Year 11 and 12 students may require the use of their phone during the day and it is expected that they will be considerate in its use.

In any emergency situation there will always be a phone available at school for students to contact their parents or guardians.

### Visitors

All visitors to the school *must sign in and out* using the iPad located in Reception and must be given a nametag to be worn and visible at all times during their visit. This includes observers and tradespeople. If there is a visitor on site without visitor's identification then staff members and parents must notify reception and someone from administration will collect the visitor and escort them to reception. Staff and parents must always be alert for non-authorised persons on campus (during and after school hours) and report concerns to administration immediately.

### Car park guidelines

The MIC car park is a busy place at peak times of the day so for child safety and efficiency please follow these carpark guidelines and *take it slowly*.

### Early Years

Drop off and pick up is at the Playscape. Please be prepared for drop off to be longer than expected as we believe it is important to hold space to welcome and support each individual child on arrival, especially in Term One as we welcome new families and returning children. Drop off sign in and out processes are through the Kangarootime CCMS Software system. Our Early Years staff will assist you with this so that you are familiar with the process.



**Prep and Primary**

Parents with children in Prep should park in the Roundhouse car park and walk their child to their classroom. Once your child has entered their classroom, please return to your car promptly, so as not to congest the car park. After some time, your child, and you, may be comfortable in dropping your child in the Passenger Zone, as they develop the confidence and independence to walk to their class themselves.

Parents with children in Junior and Senior Primary are to drop off and pick up their child at the Passenger Zone in front of the Roundhouse building after joining the Primary Drop Off traffic queue, adjacent to the Travellink.

If you cannot see your child, you have two options:

1. *Park in the Roundhouse car park.*

Once you can see your child, loop out to the Stark Lane roundabout to join the end of the Travellink queue for pick up in the Passenger Zone. Alternatively, if Primary aged children are walking to parked cars, they will be directed to use the pedestrian crossings at all times.

2. *Loop out to the Stark Lane roundabout.*

You can then come back to join the end of the Travellink queue for pickup in the Passenger Zone. If your child is still not present, you will need to either park, or loop out to the Stark Lane roundabout again.

**Adolescent community**

It is advisable that parents of Adolescent Community students *arrive a little later for pick-up, around 3.25 pm*, to avoid congestion. Parents are asked to move all the way around to the front of the Adolescent Community pick up area - *please don't stop at the driveway*. If your adolescent is not yet out of class, park on the 'grassy' car parks adjacent to the path to wait. *Please do not park and wait in the turning area.*

**Pedestrian crossings**

Please ensure you are familiar with the car park and that you *only cross at the pedestrian crossings*. We ask that parents and grandparents please model road safety to your children as jaywalking is extremely dangerous, especially during peak drop-off and pick-up times.

The pedestrian crossings are designated the safest area for pedestrians to cross. As traffic is consistently moving along the Travellink and the Passenger Zone immediately in front of the Roundhouse, we ask that pedestrians not cross there as it is extremely unsafe to do so.

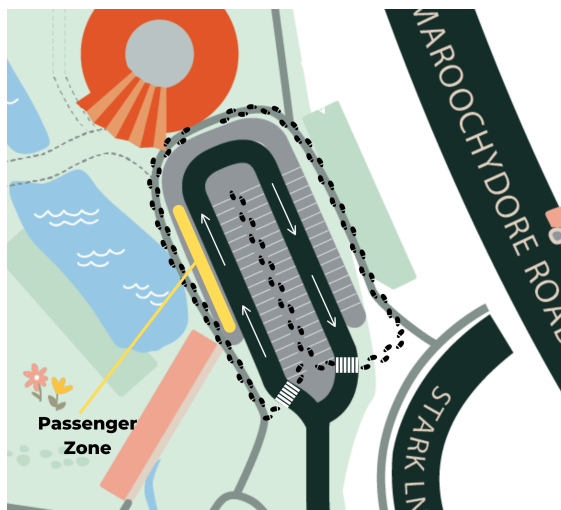
**5km/hr speed limit**

All car park users are asked to observe the 5km per hour speed limit.

### Passenger Zone

The Passenger Zone is designed as a passenger set down and pick up area only. Please move to the very front of the Passenger Zone to allow at least 3-4 cars to be setting down or picking up passengers at once.

Parents must not vacate their vehicle in the Passenger Zone.



### Running or playing near the car park

As children running up and down the hill adjacent to Maroochydore Road or running races on the inner concrete island are at risk of getting hurt, parents are asked to ensure that children refrain from this dangerous play while using the car park.

### Transportation

Parents are responsible for arranging for their child's transportation to and from school. MIC does not currently offer any transport options or school buses but parents are welcome to organise car pool arrangements between themselves. Parents interested in carpooling can complete this [Expression of Interest form](#) and their details will be shared with other carpooling parents.

### CDC bus service

The CDC bus service has confirmed new services within the school bus network for our College. Please complete this [webform](#) if you intend to use these bus services to transport your child/ren to and/or from MIC.

This is the update from CDC:

- CDC bus services have added 2 new services to the route for MIC including Caloundra, Buderim, Mountain Creek, Noosa, Peregian, Coolum, Mudjimba, Bli Bli which will make it 4 buses in total coming into the College in the mornings at 7.45 am, 7.55 am, 8.15 am, 8.20 am

and in the afternoons at 3.20 pm (2), 3.30 pm & 3.35 pm. Please see link below for the timetables:

For route information and links to detailed timetables, please visit the school specific web page: [Montessori International College \(Forest Glen\)](#)

## Montessori+

The [Montessori+](#) program is a partnership between MIC and local industry facilitators. Sessions are open to MIC students and staff as well as the wider local community. The program broadens the learning platform for participants and offers a variety of experiences to both children and adults.

In the past, programs have included:

- Chess
- Drawing
- Dance
- Coding
- Art and mindfulness
- African drumming
- Rhee Taekwondo
- Film & TV acting
- Soccer
- Yoga
- Clay Pottery

[Read about our current programs here.](#) Additional activities will be added throughout the year. Tracey Hall coordinates the Montessori+ program. For enquiries, please email [montessoriplus@mic.qld.edu.au](mailto:montessoriplus@mic.qld.edu.au).

## After school care: Playspace

Playspace will provide out of scope activities for students in Junior Primary and Senior Primary from 3.15 pm - 4.30 pm, five days a week.

Playspace is run by MIC staff member [Tracey Hall](#) and will provide a range of fun, supervised after school activities including outdoor games, arts and crafts and more.

Playspace will operate from the Senior Primary campus. Playspace is after school supervision. Children wait outside reception where they will be met by an adult and escorted to Playspace. At 4:30 pm sharp they will be at the travel link ready for pickup. Should you wish to pick up before 4:30 pm you can come to us. We can be found in one of the Senior Primary rooms depending on the day.

Playspace is a fairly unstructured play with a variety of activities on offer for children to choose from. We have lego, colouring in, board games, cubby building, disco days, movie days and weather permitting we head outside to the playground. We do ask that extra food be packed on Playspace days as we spend the first 10 minutes or so having a quick snack.

Montessori+ will operate from the RoI (Room of Inspiration) in Senior Primary.

A student requiring care after this time will join the Early Years care space at 4.30 pm and can be collected by 6.00 pm, at a cost of \$32 per child per day, less CCS rebates.

To register for the Playspace email [playspace@mic.qld.edu.au](mailto:playspace@mic.qld.edu.au) and to register from 4.30 pm until 6.00 pm please email [afternooncare@mic.qld.edu.au](mailto:afternooncare@mic.qld.edu.au).

## Holiday Program

Holiday Program care is available on specific dates each term break for all Early Years and Primary children at MIC.

Holiday Program dates are shared at the beginning of year, with a reminder in Week 4 of each term. The Holiday Program runs during Term 1, 2 and 3 school holidays, as well as some weeks between Term 4 and Term 1.

To register your interest, please email [afternooncare@mic.qld.edu.au](mailto:afternooncare@mic.qld.edu.au).

## Inclusion, Learning Support and enrichment

MIC is committed to personalised learning for each student that supports that child's interests and abilities. Through careful and ongoing observation of student progress, Guides recognise the specific learning needs of each child - whether that is additional support required in some subjects or areas, or enrichment opportunities to fulfil a child's potential and broaden their learning experiences in other areas. While the Montessori approach readily accommodates this breadth of individual requirements, our Inclusion and Learning Support Coordinators are experienced teachers who work with the child's Guide to provide additional, inclusive, academic support, adjustment, and resources where required.

Children who require additional social and emotional support can be referred to our School Counsellor.

## School Counsellors

MIC has two School Counsellors, [Marlene de Beer](#), and [Yasmin Miller](#).



Marlene has qualifications in Education, Psychology and Psychotherapy. Over the past 20 years she has worked in child and adolescent mental health teams, in specialist educational settings, schools and tertiary educational institutions. She is passionate about guiding young people to reach their potential.

Yasmin has qualifications in Psychology and Counselling. She has worked in the Mental Health sector, with previous experience as a Mental Health Support Worker and Behaviour Support Practitioner. Yasmin aims to bring the students to a safe space to express their needs, feelings and worries and aid them in overcoming their academic, social and mental health challenges to realise their individual strengths and success. Yasmin works at MIC every Tuesday and Wednesday.

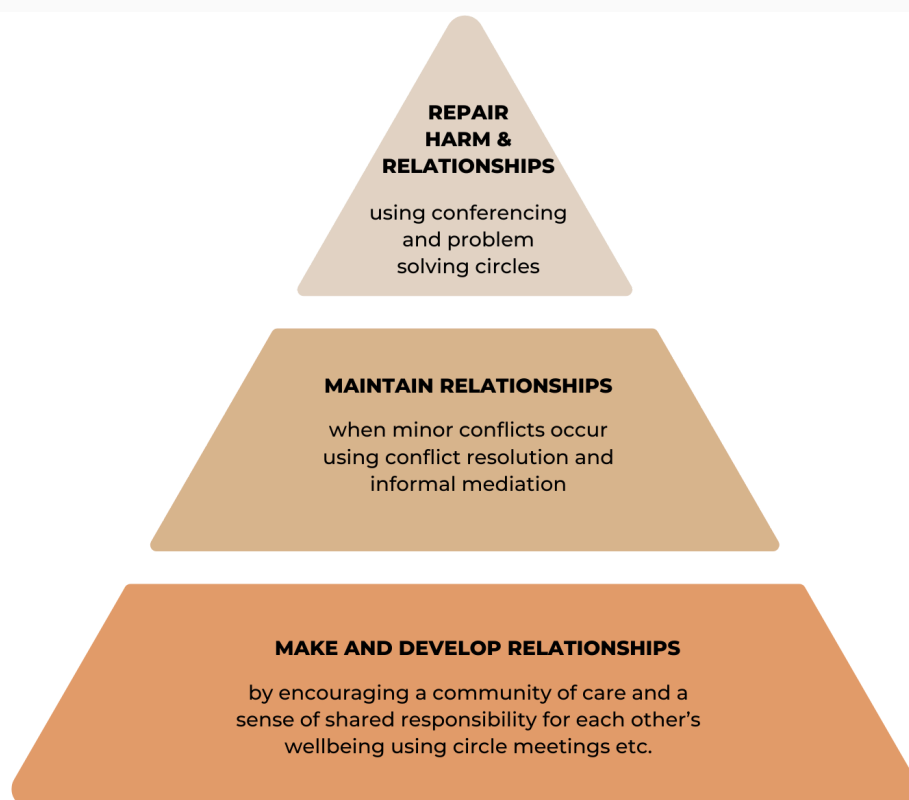
Our counselling team is situated on the ground level of the Roundhouse and assists in developing aspects of the social curriculum at MIC. They run a number of small groups for students that address particular issues such as anxiety, social interactions and confidence and also meet with students, staff and parents one-on-one where required.

## Behaviour support: Restorative Practice

At MIC, we follow a restorative approach to dealing with most behavioural issues. Some issues will not be able to be resolved in this way, and other approaches will then be implemented.

Restorative Practice is a philosophy and a continuum of processes that is based on the premise that repairing harm done to people and relationships is a very effective way to resolve conflict, influence positive behaviour and build a safe, productive and caring community. A core belief is that wrongdoings and misbehaviours are primarily not just “breaking rules”, but actually result in harm to individuals, groups and the whole College community. In a school setting, restoration of relationships for effective learning is the ultimate goal of restorative practices.

For more on the Restorative Practice approach used at MIC, visit our website [here](#).



Collaborative Problem Solving is another strategy used in the Adolescent Community to involve the adolescent in the development of a solution or resolution. It follows three basic steps:

**Step 1:** Identify and understand the adolescent's concern about the problem to be solved. Reassure them that the problem will be resolved together.

**Step 2:** Identify and share the adults' concerns about the same issue.

**Step 3:** The adolescent and adult work to brainstorm solutions together to assess potential solutions and choose one that is both realistic and mutually satisfactory.

## Learning Conferences

Learning Conferences are held in Term 1 and Term 3 each year. These conversations are among the most important that parents will have with their child's Guide during the year. Because this process necessitates a large investment of Guides' time, all parent conferences must happen during the allocated conference days.

The back-to-school conference at the end of Term 1 is an opportunity for parents to let Guides know about any significant events over the school year so far, and to discuss learning and social-emotional goals for their child for the year. This is an important opportunity for parents of first year students to get to

meet their child's Guide and communicate anything about the child that the Guide needs to know to help their child have a good experience in their classroom.

The mid-year conference in Term 3 is to assess whether the strategies your child's Guides have been pursuing have been working for them and to decide what changes, if any, are needed.

Parents should review their child's previous progress report before the Term 3 conference, and come with any questions or concerns to discuss. Both parents should attend where possible.

In the Adolescent Community, students are expected to lead the Learning Conference discussion, using their portfolio of work as a focus, providing for an in-depth discussion between parents, students and Guides. Research clearly shows that students who are able to effectively reflect on and analyse their learning achieve and learn more successfully. It is also important that all stakeholders – parents, Guides and students are involved in this discussion, so they can all work together towards the common goal of students achieving the highest level of success they set for themselves.

Learning Conferences are booked via the [Schoolzine website](#) or the Schoolzine app. For the schedule of Learning Conferences, visit the [School Calendar](#).

## Student reports

Student reports are issued twice per year, in Term 2 and Term 4.

In Prep and the Primary College, student reports are known as a Student Development Report and describe each child's Achievement as well as Effort and Engagement. Feedback is provided in the areas of Language, Mathematics, Culture and Science, Visual Arts, Music, Health and Physical Education, and LOTE (Mandarin). Guides also provide feedback on Behaviour, Attitudes and Social Interactions (Personal and Social Development, and Work and Study Habits).

In the Adolescent Community, students are assessed against standards developed by the Queensland Curriculum and Assessment Authority (QCAA). In Years 7-12 these standards are based on the Australian Curriculum with students awarded an overall grade each semester (for each subject) based on a 5-point scale. Students also receive continuous feedback from their Guide throughout the term.

Reports can be accessed via the FACTS website, which you will require an account for. You will be sent a link to register for an account, if you have not yet been sent one please contact Helen Donohoe – [helen.donohoe@mic.qld.edu.au](mailto:helen.donohoe@mic.qld.edu.au)

## Child protection

MIC will ensure the safety and wellbeing of students by responding to all allegations of child abuse and neglect or inappropriate behaviour by a staff member or volunteer towards a student, and referring students and families for support when appropriate.

If any staff, students, parents, volunteers, or members of the school community have concerns for a student at the school, they should discuss their concerns with the Principal or one of the Student Protection Officers listed below.

Name	Position	Contact Details
Marlene de Beer	School Counsellor	07 5442 3807 Ext: 211
Larissa Rook	Assistant Principal	07 5442 3807 Ext: 205

While staff and volunteers are required to follow the MIC [Child Protection Policy](#) and Procedures, this does not limit the freedom of any person to discuss concerns for the safety of any child or young person directly with the Queensland Police Service or the Department of Communities, Child Safety and Disability Services.

Additional information on the Early Years Policies is available on the MIC website [here](#)

## Attendance

Regular attendance for all students is essential in accomplishing our shared goals and in ensuring consistency for children. While we acknowledge there may be cases of special family events during school time, we encourage families to attempt to schedule family holidays around the school calendar. If a child will be absent from school for more than 10 days, parents are required to [apply to the Principal for an exemption](#) from compulsory schooling. The Principal will review the application and communicate in writing if approval has been granted.

The morning work cycle starts at 8.15am. Guides and Assistants receive children in the classroom from 8.15am. Please watch your child as he/she leaves your vehicle and enters the building.

If you are in a carpool, please give a list of its members to the Guide. We encourage parents involved in a carpool to meet to establish rules for conduct in cars. We also encourage parents to drive their own children to school for the first few days of each new term to ease transition.

The school day ends at 3.15 pm. If any person other than a parent or designated driver is to pick up a child, you must send/email a written notice to the Guide in advance. The notice may apply to a day, week, year, etc. Special after school plans should be made at home and not during the school day or at departure in the mornings. As a courtesy and safety precaution, please send an email to the class Guide informing them of any special arrangements.

Below are the staggered finish times currently in place:

Cohort	Start time	Finish time
Early Years	8.15 am*	3.00 pm
Prep	8.15 am	2.45 pm
Junior Primary	8.15 am	3.00 pm
Senior Primary	8.15 am	3.00 pm
Adolescents	8.15 am	3.15 pm

\*Early Years is open from 8.00 am for parents wishing to drop their children earlier.

We ask that students are dropped off between 8.00 am and 8.15 am as prior to this time supervision is not provided.

Early Years parents need to park and accompany their children to the Playscape where they will sign children in and out with the KangarooTime app.

Prep parents are asked to park and accompany their children to their Prep classroom, until the child is confident in walking themselves.

Primary College parents are asked to use the stop, drop and go lane in the car park and remain in their vehicle at all times.

Adolescent Community families are asked to use the stop, drop and go at the College entrance.

We understand some parents have children in multiple age groups as well as work commitments, so please select the most convenient time at the start and end of the day for your family.

### Late arrival to class

In Primary College children often work in groups of two, three or more. They wait for the arrival of their work partners in the morning, because the work

depends on collaboration and companionship. If late arrivals are the norm and therefore expected, the children cannot judge whether a child is absent or will be arriving late and cannot decide whether to join another work group for the morning, recruit a new partner or merely sit and read while they wait. Meanwhile, all around the classroom, others are settling into their first work and groups have consolidated.

The few children who arrive late are out of sync with the others. They see their partners settled into work with others and forget to put away their things; they forget to tend to their morning responsibilities; their greetings and chit chat are an interruption to the concentration of others, and they see that the work groups have formed without them. They may spend the rest of the day trying to catch up and fit in.

If the child has settled in and the work partner arrives, everything is up in the air again. Should the child abandon the newly joined group or remain with them and leave the late arrival on his own? Multiply this by five late arrivals and consider the effect on the class.

We ask for your help in keeping this serious responsibility for meeting our children's needs by ensuring your child arrives to class on time.

### Late arrival procedure

If your child/children arrive after 8.15 am, they need to go to the Administration Office (in the Roundhouse) to get a late slip. Once the details are entered on the iPad, the roll attendance is automatically updated and the late slip is printed, which the child/children then take to their class. When the children arrive at class, the Guide/Advisor will ask for their late slip, to show that they have been to the office and had the roll updated.

Please note: Primary aged children and Adolescent Community students are able to complete late slips independently of their parents. However, all Early Years parents/guardians must accompany their children to administration to complete the late slip for their child/children. A staff member will then accompany the child/children to class.

Adolescent students arriving after 8.15 am will need to sign in at the Secondary Administration Office. If Adolescent Community students have an appointment and will arrive late, parents are required to use our new form '[Adolescent Community Late Arrival/Early Departure](#)' which can be found via the [Schoolzine App](#).

## Early departure procedure

If you need to pick up your child prior to the end of the school day, parents are asked to email administration ([admin@mic.qld.edu.au](mailto:admin@mic.qld.edu.au)) providing as much notice as possible.

When you arrive to pick up your child, please come to the Reception in Administration and sign your child out before collecting them from their classroom. Parents/guardians of Early Years and Primary College students are not required to use the Schoolzine app for late arrivals or early departures.

Adolescent students departing early are required to sign out at the Secondary Administration Office when leaving for the day. Parents will need to sign their adolescent out using the form on the [Schoolzine platform](#) before they are collected.

## Absentee procedure

Parents must inform Administration of any student absences via the absentee form found on the [Schoolzine platform](#). Notification must be received prior to 8.00 am on the day/days of the absence. Parents are asked not to contact the Guides directly.

## Application for exemption from compulsory schooling for more than 10 days

If a child will be absent from school for more than 10 days, parents are required to [apply to the Principal for an exemption](#) from compulsory schooling. The Principal will review the application and communicate in writing if approval has been granted.

Permission for an exemption will not be granted during the Census period - 11 school days prior to Census dates (23 February 2024 and 02 August 2024) unless there are extenuating circumstances (listed below). Please refer to the [NSSAB Website](#) for more information.

Government Funding is allocated to schools annually at Census Periods, according to the number of students in attendance at school, at the times Census is taken. While MIC is usually open to requests/applications from parents to remove students from school for short (or longer periods of time) for planned holidays, withdrawal during census times can negatively impact vital funding being made available. Leave will not be granted during the census periods.

Extenuating circumstances where an application for an exemption may be made include:

- natural disasters - cyclone, bushfire, flood
- student illness



- death or illness of a member of the student's immediate family (such as a parent, guardian, grandparent, sibling)
- funeral customs within the student's community
- student is a competitor in an elite level sports competition

Any absence in excess of three days with no explanation will be followed up by the Guide. If unexplained absences persist, the Program Directors, Assistant or Deputy Principal will be informed and a family discussion request will follow.

## Transitions

College-wide, transitions support visits take place in the final week of Term 4 with all transitioning students spending time in their new environment. New Prep students spend time in their new Prep class, new Year 1 students spend time in Junior Primary, new Year 4 students spend time in Senior Primary, and new Year 7s spend time in the Adolescent Community.

Non-returning students still come to school for Transition Week (optional). In Primary College, students stay in their existing environment to welcome the incoming students and in the Adolescent Community, students are supervised on an alternative timetable.

When assigning students to classes, a number of factors are taken into consideration for each and every child when transition decisions are made. These include the make-up of the class with respect to gender, interests, academic ability, age, social skills, emotional preparedness and family and friendships groups, as well as other factors unique to each child. The transition process is done gently. Our Guides know each child well and work closely with transitioning children to ensure the process is as smooth as possible.

Transitions are undertaken in the final week of Term 4 so that children have an opportunity to get to know their Guide and peers and experience their new classroom and routines before returning to school after the long summer break.

### Transition into the Adolescent Community

The Welcome to the Adolescent Program page on the parent portal is communicated to families of Year 6 students. In Term 2, parents are invited to a Parent Information Evening about Year 7 and the Adolescent Community. During Terms 2 and 3, Year 6 students visit the Adolescent Community multiple times, including the Adolescents In Action morning. In Term 4, Year 6 families receive a welcome letter from their adolescent's Advisor, and the Rite of Passage ceremony takes place, followed by the new Year 7 students spending the final week of the school year in their new learning environment in the Adolescent Community and presenting their learning experiences to parents on the final day.

## Adolescent development

The young adolescent begins rapidly developing socially, emotionally and physically as they move into this new phase of their journey towards adulthood. In order for students to feel comfortable and confident in the Adolescent Community they should be demonstrating:

- responsibility
- independence
- collaborative skills
- organisational skills
- initiative
- self-regulation.

Questions you can discuss with your child and encourage them to reflect upon are:

- Responsibility: Do you use your time purposefully and productively?
- Independence: Do you work well independently?
- Collaboration: How well do you work with others?
- Organisation: How effectively do you manage your time and resources?  
Can you organise your ideas effectively in written and oral form
- Initiative: Are you curious, engaged and do you have a positive attitude?
- Self-Regulation: Do you apply effort, seek assistance and persevere when challenged?

## Curriculum enrichment and specialist classes

MIC offers a range of specialist classes taught by specialist Guides including Mandarin; Visual and Performing Arts; Health, Physical Education and Sport.

Mandarin and Music are delivered to all students, starting with the Early Years program. Health, Physical Education and Sport commence in the Prep year and with Performing and Visual Arts commencing in Junior Primary..

The following serves as a brief introduction to the specialist teaching areas offered in 2024.

### Mandarin/LOTE

[Mandarin](#) is taught to all students at MIC, starting with the Early Years program. In Early Years and Prep, the study of Mandarin focuses on topics such as self, home, family and daily routines. In Primary College students mainly focus on the communicative and cultural aspects of Mandarin with speaking and listening the primary focus. Some basic Pinyin and characters are also introduced using hands-on activities and songs. Intercultural understanding is explored through festivals, celebrations, stories, food and music.

In the Adolescent Community in Years 7 and 8, the students study Mandarin. The adolescents are encouraged to study other languages of interest, in

addition to their Mandarin studies, using the Education Perfect platform. These languages include but are not limited to, Mandarin, Korean, Italian, Japanese, German, French, Indonesian, Latin, Spanish, Russian, Maori, and Dutch.

## Music and Performing Arts

At MIC [music](#) and performing arts are for everyone with music taught from Early Years through to the Adolescent Community. An essential aim is to foster a love for music, instil a sense of wonder, and plant seeds of creativity. Further to these aims, students will become inspired to start taking Instrumental Music Lessons if they have not already begun. In curriculum hours, students will sing, dance, compose and perform, and develop music literacy that will prepare them to take elective music.

In the Early Years and Prep, music is taught through singing and movement, in the Primary College students develop music literacy and sing songs with greater complexity.

Students can learn an instrument of their choosing and once enrolled in the [Instrumental Music Program](#), students may join an ensemble. Lessons may be taken in a group (with enough interest) or, individually and will be for half an hour. The teaching year for instrumental lessons will be 30 weeks and each lesson will be scheduled during curriculum hours, Monday-Friday. The program may be joined at any time during the year, but it is a recommendation that parents sign their children up at the beginning of the first semester or the beginning of the second semester. Fees are payable at the beginning of each term.

## Health, Physical Education and Sport

Health, Physical Education and Sport commences in the Prep year and continues through to the Adolescent Community. Integral to [Health, Physical Education and Sport](#) is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Students are also provided with opportunities to develop the knowledge, understanding and skills to take positive action to protect, enhance and advocate for their own and others' health and wellbeing.

In Prep, children are introduced to concepts such as spatial awareness, balance skills and an understanding of their body's reactions, as well as fostering enjoyment and teamwork through movement.

In Primary College, there are opportunities for students to participate in sport and recreation and gain an understanding of healthy lifestyle habits. In addition, all students in Junior Primary participate in a one-week [swimming and water safety program](#) each year. From Senior Primary onwards, students

also have the opportunity to participate in district sport events if they choose to. In 2023 MIC introduced a Swimming Carnival aimed to build a sense of belonging to the MIC Community through the celebration, encouragement, acknowledgement, respect and valuing of the diverse range of abilities within our MIC Senior Primary and Adolescent communities. In 2024 the Senior Primary Swimming Carnival will take place on 17 October while Junior Primary and Adolescents will take place on 18 October.

In the Adolescent Community, students participate in Health and Physical Education studies. In addition, students also have the opportunity to participate in mountain biking, fitness groups, rock climbing, swimming/life saving, hiking/orienteering and surfing.

## Visual Arts

[Art](#) is considered a fundamental aspect of creative expression with a focus on the process, not the product. Visual Arts is taught across all ages, from Junior Primary right through to the Adolescent Community.

In the Early Years and Prep programs, Visual Art provides children with open-ended activities that help them explore and use their creativity.

In Primary College, Visual Art becomes the basis for imagination and abstraction, and children often work together and collaborate on projects, in particular activities following the Great Lessons and Key Lessons of Cosmic Education. Visual Art skills, knowledge, and understanding are integrated into work areas across the spectrum of disciplines.

In the Adolescent Community, students participate in a specialist-led Visual Art program and are encouraged to explore creative expression as it provides opportunities for self-reflection and self-development.

In Years 11 and 12 students can study Visual Arts in Practice.

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

## Media Arts

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media

artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

Making in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In making and responding students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is, constructed realities – of the world, communicated through languages and technology for an audience in community and institutional contexts.

## Camps and excursions

Camps and excursions are a compulsory part of the curriculum at MIC. Camps are an opportunity for students to build independence and confidence, take managed risks, further develop relationships with peers and Guides, and build resilience. In the Adolescent Community students are also offered trips to promote and develop intercultural understanding, a sense of service to others, and global awareness.

### Primary College

Junior Primary Swimming is a five day water safety and awareness program held at Buderim Aquatic Centre during Term 1. It is designed to complement existing learn to swim programs and support children to develop the knowledge, skills and understanding to avoid danger in and around water. Children need to bring to school a towel, sunscreen, easy slip on shoes (Crocs or flip flops), swim shirt (rashie), bathers, and goggles (if required) and have long hair tied back. Students travel to and from the Buderim pool by bus. The cost for this program is built into existing tuition fees. There is no additional charge for this week of activity.

In Primary College both the Junior Primary camp and the Senior Primary camp are rotated at venues that are typically within two hours drive from the College. Primary staff accompany the children on camp. These excursions are an important part of the curriculum and attendance at each annual camp is required of all students. There is no additional fee for Primary College camps, these costs are built into existing Primary College tuition fees. In 2024, the Junior Primary camp will be held in Term 3 and the Senior Primary camp will be held in Term 1.

Year 6 Senior Primary students also attend an annual 4-night Canberra Trip in Term 4. This annual event provides a unique opportunity to experience independence and responsibility and it is also an important aspect of the Year 6 curriculum as part of the students' civics and citizenship education. Parents will receive information through the year, with information sessions also held. The cost of the Canberra Trip will be in the region of \$1600 to \$1900. Parents can select from a number of payment options including spreading payments over several months.

### Adolescent Community

The Odyssey for Years 7 and 8 is two distinct trips. The first Odyssey sees the students embark on a five day trip commencing on the first day of Term 1. The trip focuses on marine and water experiences. The second trip at the end of Term 3 will offer physically challenging experiences such as orienteering, abseiling and mountain biking.

The Year 9 and 10 Expedition fosters connection, independence and self-development while travelling as a group and experiencing community and service projects. An important component of this trip is that students collaborate to make decisions related to the planning and organisation of the trip.

The Year 11 and 12 Horizons trip at the end of Term 3 is the final school trip for the Year 12 students. The focus is on broadening perspectives and experiences in one or more areas: arts and culture, ecology and environment, sport and leisure, industry and education and First Nations.

The cost of the Odyssey trips are separated into two parts with the first trip payment in Term 4, 2023 and the second trip payment finalised at the end of Term 2, 2024.

The cost of the Expedition and Horizons trips is approximately \$1,500 per adolescent with an initial payment of a non-refundable deposit of \$450 and with the remainder paid at the end of term 1 and term 2, 2024.

## LEARNING HUBS

### Early Years (3-6)

In Early Years, learning is centred on the unique needs of children between the ages of 3 and 6. Our teachers serve as Guides for the children's explorations as they acquire skills, pursue interests, and develop their unique potential. The Early Years child constantly interacts with the real world to construct and build themselves. This fuels their intrinsic joy and love of learning about themselves and everything around them.

In our Early Years environments, children choose their work from self-correcting materials displayed on open shelves after the appropriate lesson from the Guide. Three-hour work cycles ensure that, over a period of time, children work with high concentration and few interruptions. Early Years children move from being undisciplined to self-disciplined, from disorder to order, and from distracted to focused through work in the environment. The process occurs through repeated work that captures the child's attention.

The Early Years child is developing into an independent human being. Before entering Early Years your child should be able to:

- independently care for themselves with regards to eating and drinking, dressing and toileting
- express their needs to the adults
- follow simple instructions.

As the parent/caregiver, you can support your child in the following ways:

- Encourage your child to actively participate in the family routines and care of the home environment, for example helping with food preparation, cleaning, sweeping, caring for pets, gardening, tidying etc.
- Assist with choice and decision making, providing a limited range of choice, for example selecting from 2 or 3 items of clothing to wear, food to eat, activities to do etc.
- Allow the child sufficient time to complete daily tasks, routines and requests so the child experiences success.
- Give the child a balance of opportunities - to be busy/still, to be active/quiet, to play alone/with others, and to be heard/to listen.
- Provide positive opportunities for the child to spend time away from their parents to assist with separation, for example time with relatives and/or close family friends.
- Encourage and role model good manners and respect for themselves, others and their environment.
- Provide opportunities for the child to have experiences with others - how to socialise, learning how to take turns and to compromise.
- Assist the child to learn how to look after their belongings.



- Spend quality time together, such as by having conversations with your child, reading stories, going into nature, learning new experiences, talking about what they are doing/have done and how they feel.
- Provide opportunities to develop the child's resilience with change or disappointment.

### Early Years (3-4 year olds)

In 2024 MIC will have four Early Years classrooms - Goolum, Mudjimba, Muru-kutchi and Ninderry. Each class has a Guide and Assistant.

Our Early Years environments provide Montessori learning, materials and experiences Monday to Friday during the school term only. Our Early Years service is closed on Public Holidays.

Two session options are available to families in the Early Years classes

Session A: 8:00 am - 3.0 pm

Session B: 8.00 am - 6.00 pm

Additionally, there are two other bookable sessions for Prep and Primary age children

Session C: 3.30 pm - 6.00 pm\*

Session D: 4.30 pm - 6.00 pm\*\*

\*Indicates a session that is available to Prep aged children

\*\*Indicates a session that is available to Primary aged children who attend Montessori+ (M+) extra-curricular activities. Session C is only available if ratios of children to educators allow and if a booking is available.

Please note that a late fee of \$15.00 will be charged for every 5 minutes for late pick up after 6.00 pm. Children who remain at the service after 3.30 pm will be automatically charged the Session B fee.

**Bookings:** To receive your Child Care Subsidy (CCS), enrolment information and signing in/out processes must be completed in full. Full fees will be charged when all information is not provided. Unfortunately, due to CCMS and time restrictions, we will only be able to provide an approximate fee upon receiving bookings. Full and accurate costs will be sent out once bookings have been entered into the systems. You will be invoiced fortnightly with the days/sessions your child has attended.

**Excursions/incursions:** These are extra and compulsory if your child is booked in on the day. You will be notified in advance of these. The costs are added to your fees and separate payment is not required.

**Cancellations:** Please give at least 24 hours for cancellations unless due to emergency or illness. Fees will be charged where 24 hours notice is not provided. Please call 0439 695 045 or email [afternooncare@mic.qld.edu.au](mailto:afternooncare@mic.qld.edu.au)

**Food and drinks:** MIC has a healthy eating policy. Afternoon tea will be provided.

**Dress:** MIC has a sun safe policy and as such children need to bring a hat each day and wear appropriate clothing (no tank, tube or singlet tops). Closed-in shoes must be worn every day, this is for the children's safety.

Please ensure all children's belongings are clearly labelled with their names.

**Mobile phones, handheld games and other devices:** Children are asked not to bring phones or games to the service unless the program states otherwise. We also ask that they don't bring games, toys or trading cards. No responsibility will be taken by MIC for lost, damaged or stolen property.

**Centrelink charges:** Please be aware that your account balance can change, even after full payment has been made. This can be due to numerous factors but it is most likely due to Centrelink altering your percentage rebate because of a change in family circumstances such as the difference in declared versus actual earnings. MIC has no control over changes to accounts as a result of Centrelink changes, so may be required to send you an additional invoice even after full payment of the original invoice has been made. This amount is the difference between the original amount based upon the information supplied by Centrelink at the time of the booking and the new amount with any changes to your percentage rebate applied from Centrelink update.

### Prep (5 year olds)

MIC has standalone Prep classes, which are the final year of the three-year 3-6 program. It is an intensive one-year program that is designed to ensure Prep students are adequately prepared to be able to access all that the Junior Primary program offers.

Currently at MIC we have two Prep classes - Namboor and Beerwah - each with approximately 21 students and a full-time Guide and Assistant.

Standalone Prep was introduced in 2020 after an extensive review of our Early Years program which found that since the introduction Australia-wide of compulsory prep in 2017, we were experiencing a large, and ever-increasing, number of students joining MIC for the first time in their Prep year.

Students new to MIC in their Prep year have not benefited from the important, developmental learning experiences of the first two years of the 3-6 curriculum. As such, they can often require a higher level of direction from Guides, both with regards to academics but also with personal skills, such as learning how to develop the focus, concentration and self-direction to initiate independent work.

### **The Prep curriculum**

Our Prep program is designed so that core Montessori principles guide learning. Prep classes have the full suite of Montessori curriculum materials across mathematics, language, science, geography, history, sensorial and practical life. Children continue their journey from our Early Years classes, and are encouraged to be self-directed and work at their own pace, all under the guidance of a Montessori-trained Guide and assistant, with specialist Guides teaching HPE (Health and Physical Education), Mandarin and Music.

Prep classes continue to operate following the Australian Curriculum, with Guides able to spend more time on direct teaching with a focus on the core skills required of a Prep student before transition to Junior Primary. There is a particular focus on numeracy, literacy and personal skills to ensure children have the focus, concentration and self-direction to initiate work independently.

The Montessori National Curriculum Framework and the Australian National Curriculum are blended from Prep to Year 6 in the following subject areas:

- English
- Mathematics
- Science
- Humanities and Social Science

The Australian National Curriculum is used for the following curriculum areas:

- Technology
- Health and Physical Education
- The Arts
- Languages

## **Primary College (6-12)**

In Junior Primary (Years 1 to 3), learning is centred on the unique needs of children between the ages of 6 and 9. Our teachers serve as Guides for each child's explorations as they acquire skills, pursue interests, and develop their unique potential. Ignited by the materials and lessons, these children use their imagination and reasoning minds to widely and deeply explore the universe. The Great Stories offer inspiration and open doors to new areas of investigation.

Some Strengths of a Montessori Junior Primary classroom include

- Emphasis on free choice, independence, initiative, self direction, and accountability
- Teacher assists & guides child through curriculum journey
- Self correcting materials, a curriculum based on mastery
- Learning materials are hands-on, but children's learning moves from concrete to abstract concepts.
- Students can progress as far as they capable
- Moving from independent work (EY) to group work in Junior Primary

In Senior Primary (Years 4 to 6), learning experiences lead children from a comprehension of the concrete to an understanding of the abstract. Learning spaces provide maximum opportunity for the children to learn from and with each other. Skill acquisition at this stage of development supports the child as they weigh options, examine contradictory evidence, tolerate differences of opinion, and make connections among different learning concepts and personal experience. These children are avid consumers of knowledge and deliberate critics of logic.

Here, students have the ideal opportunities, environment, and community to realise their potential so they can grow into independent thinkers, confident learners, effective collaborators, and responsible citizens. The Senior Primary program builds on the Junior Primary experience, meeting the students where they are developmentally.

## Curriculum

### The Great Stories

The 'Great Stories', given throughout the Primary years, are used as a springboard for learning in an interdisciplinary environment. These stories span the history of the universe from the big bang theory of the origin of the solar system, earth, and life forms to the emergence of human cultures and the rise of civilization.

Each Great Story leads to individual and group lessons that form the curriculum and is intended to spark the imagination of a primary age student. Research forms a strong core of classroom work.

<b>FIRST GREAT STORY</b>	<b>SECOND GREAT STORY</b>	<b>THIRD GREAT STORY</b>	<b>FOURTH GREAT STORY</b>	<b>FIFTH GREAT STORY</b>
Beginnings of the Universe & the Earth	Coming of Life	Coming of Human Beings	Communication in Signs	The Story of Numbers

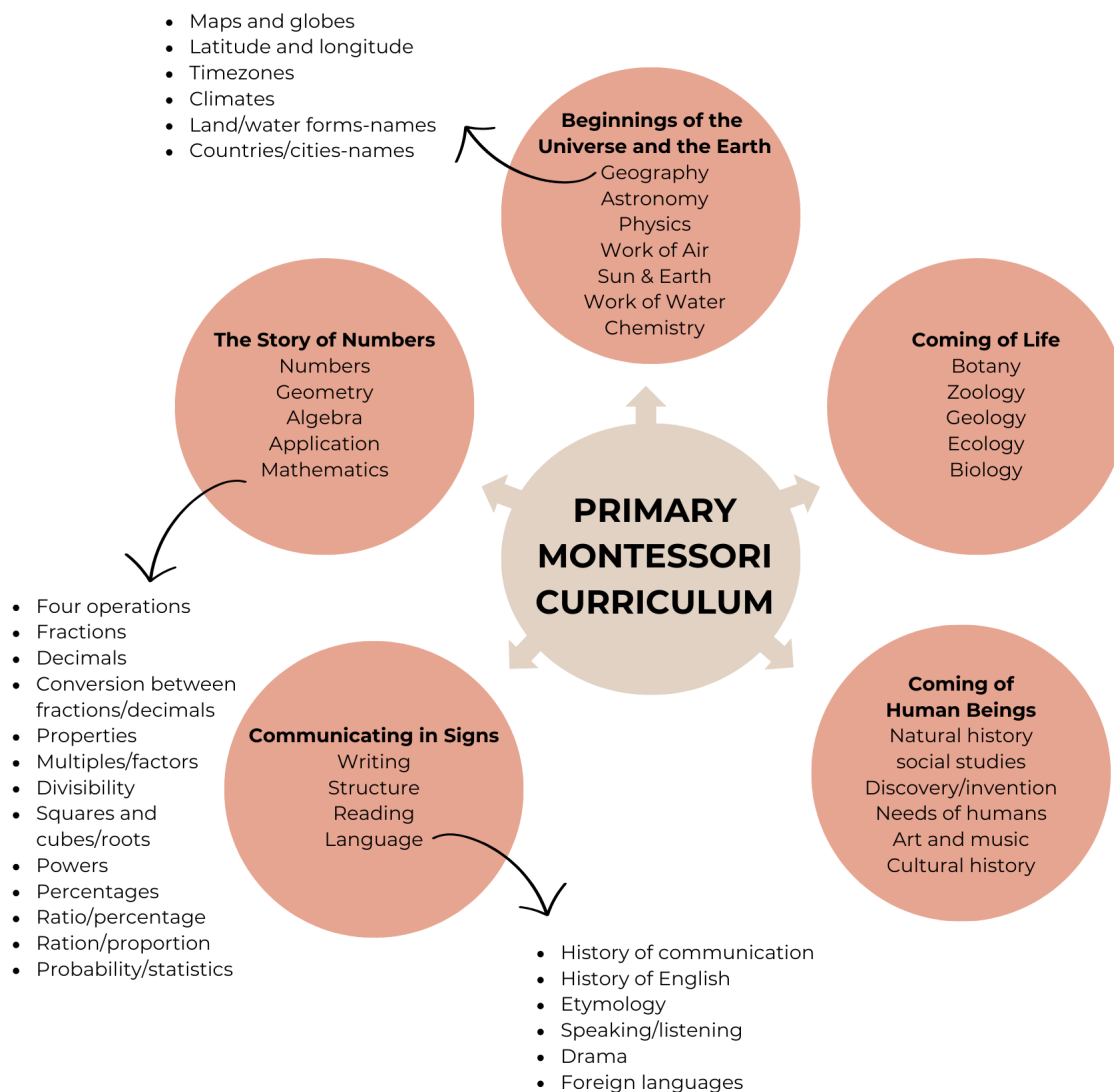
The Montessori National Curriculum Framework and the Australian National Curriculum are blended from Prep to Year 6 in the following subject areas:

- English
- Mathematics
- Science
- Humanities and Social Science

The Australian National Curriculum is used for the following curriculum areas:

- Technology
- Health and Physical Education
- The Arts
- Languages

## THE GREAT STORIES



### Curriculum content areas

<b>ASTRONOMY</b> Solar system Stars Galaxies Comets Constellations Observations Telescopes	<b>SUN &amp; EARTH</b> Rotation Day and night Revolution Seasons Regions Time zones Climate Weather	<b>PHYSICS</b> Magnetism Motion Electricity Energy Gravity Sound Light Heat Friction Simple machines Experimentation	<b>GEOLOGY</b> Rocks/types Landforms formation Water forms formation Cycles Volcanoes/earthquakes Plate tectonics Pangaea Ice ages Eras of the earth Evolution Extinction Fossil records
<b>GEOGRAPHY</b> Maps/globes Latitude and longitude Time zones Climates Land/water forms-names Countries/cities-names Geographical regions	<b>WORK OF AIR</b> Winds Currents Weather Fronts Erosion	<b>WORK OF WATER</b> River Rain Distribution Weather Clouds Glaciers Erosion Cycle	<b>CHEMISTRY</b> States of matter Changes Mixtures Reactions Atoms/molecules Elements Periodic table Compounds Chemical formulas Equations Experimentation
<b>FUNDAMENTAL NEEDS OF HUMANS</b> Material Spiritual	<b>BIOLOGY</b> Types Definition of living Organised groups (organs, systems) Specimens Dissection Observation Microscopic cells	<b>ECOLOGY</b> Habitat Location Biotic/abiotic factors Food chains/webs Symbiosis Adaptation Ecosystems Conservation	<b>ZOOLOGY</b> Classification How they live, needs Similarities/differences Observation Human systems Nutrition Hygiene
<b>BOTANY</b> Needs Photosynthesis Function and parts of plants Observation Classification	<b>HISTORY</b> Timelines Natural history Prehistory Cultural history Ancient worlds American Modern	<b>SOCIAL STUDIES</b> States & District (D.C.) City Family Current events Government Interdependence of man in society Economic geography Peoples of the world	<b>CULTURE</b> Art/artists Music/composers/theory Drama, dance Design Architecture Philosophy Religion Manners/courtesy Artistic expression: Visual/graphic Musical

		Volunteering/charity Leadership	Movement Story/literature
<b>DISCOVERY/ INVENTION</b> Scientists Inventors Explorers Scientific method	<b>LANGUAGE</b> History of Communication History of English Etymology Speaking/listening Drama Foreign languages	<b>WRITING</b> History Sentence Paragraph Style Function Voice, mood, tense Composition Story elements Literary terms Dictionary/library research Skills/creative	<b>READING</b> Literature Poetry Non-fiction Genre and authors Comprehension Story elements Literary terms History Book reports
<b>STRUCTURE</b> Alphabets Script Bookmaking Grammar Punctuation/capitalisation Sentence analysis Word study Spelling	<b>NUMBERS</b> Origins of numbers/systems Decimal bases Non-decimal bases Types: whole, mixed, negatives, prime, etc. Scientific notation Mathematicians	<b>MATHEMATICS</b> Four operations Fractions/decimals Conversion between fractions/decimals Properties Multiples/factors Divisibility Squares and cubes/roots Powers Percentage Ratio/percentage Ratio/proportion Probability/statistics	<b>APPLICATION</b> Story problems Measurements Estimation/rounding Financial maths
<b>GEOMETRY</b> Congruency Similarity Equivalence Nomenclatures of angles, lines, shapes, solids Measuring angles, perimeter, area, volume Theorems: Pythagoras Euclid	<b>ALGEBRA</b> Binomial Trinomial Polynomial		



## Adolescent Community (12-18)

### Montessori principles

Our Adolescent Community curriculum has a strong focus on the Montessori principles which have been the fundamental pillars guiding every stage of curriculum development, ensuring these principles are consistently applied across years 7-12:

- an integrated curriculum and hands-on learning using multi-disciplinary approaches to learning rather than siloed subjects
- focus on the whole person and their developmental needs
- learning in context based on the world around them and beyond them
- hands-on problem solving and exploration
- working together as a community and participating in community life and work
- leadership and mentorship of younger peers
- authentic work which offers students opportunities to develop skills and knowledge important for life
- identifying and working with each student's areas of strength and developing an understanding of self

### Couplets

In our Adolescent Community students are combined in couplets of two-year age groups.

The couplets are:

- [Year 7 and Year 8](#) - Land and Community Program
- [Year 9 and Year 10](#) - Local Integrated Studies Program
- [Year 11 and Year 12](#) - Future Pathways Senior Studies Program.

### Curriculum

The Adolescent Community (Years 7-12) offers adolescents a rich cross curricular and integrated approach to learning and recognises in these students a desire to achieve a new level of independence. An innovative setting and developmentally-responsive curriculum provides opportunities for students to use academic disciplines in real world contexts. Meaningful work and problem solving, together with creative expression and entrepreneurship, enable these students to discover new capacities and opportunities to develop their strengths. The prepared learning environment allows adolescents to encounter measured risk and real consequences while working alongside experienced Guides who understand their need to experiment and explore as a young person.

The 7-10 Program teaches and assesses across all eight curriculum learning areas with some being offered as electives in Year 9 and 10. The subjects on offer include:

- English
- Mathematics
- Science
- Humanities
  - History
  - Geography
  - Civics & Citizenship
  - Economics & Business
- Technology
  - Digital Technology
  - Design Technology
- The Arts
- Health and Physical Education
- Languages

The 7-10 program is divided into couplets (Year 7 and Year 8, and Year 9 and Year 10). This means they explore and are assessed on the curriculum over a two year cycle. These subjects are taught as integrated projects which explore and assess multiple areas of curriculum over the two year couplet.

### Year 11 and 12 senior curriculum

The senior schooling offered at MIC meets the learning requirements set by the Queensland Curriculum and Assessment Authority. Senior schooling is an exciting time for our senior students and an important step in preparing for their future.

Students in Queensland are issued with a senior education profile upon the completion of Year 12. Included in this profile could be:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Australian Tertiary Admission Rank (ATAR)
- Queensland Certificate of Individual Achievement

An individual student's profile will reflect the choices made in their Secondary Education Tertiary (SET) plan. SET plans are prepared when a student is in Year 10.

### Subjects offered

Mode of Delivery	Applied Subjects	General Subjects
On-site Delivery	Essential Maths	General Maths
	Essential English	General English
	Visual Art in Practice	Business Studies

	Sport and Recreation	Biology
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MIC partners with the [Brisbane School of Distance Education \(BSDE\)](#) to provide our students a greater range of subject choices. These subjects are studied and delivered through online webinars and overseen by a teacher at BSDE and an MIC senior studies teacher.

Our students may also choose additional studies through the [Headstart program at the University of the Sunshine Coast](#); TAFE certificate courses and School-based traineeships.

For further information please go to the QTAC website [Senior Education Profile for Year 12 students | Queensland Curriculum and Assessment Authority](#)  
[Queensland ATAR \(Australian Tertiary Admission Rank\)](#)

The 7-8 and 9-10 couplets allow for a spread of standards over two-year topics and projects and the 11-12 couplet aligns with QCAA requirements for secondary studies.

### Community life

[Community and Cultural Understanding](#) (Active Citizenship) spans the Year 7-12 curriculum in the Adolescent Community, providing opportunities for meaningful work and problem-solving.

In the Land and Community Program (Year 7 and Year 8), students participate in community meetings, care for their learning environments and work together on community projects across the campus.

In the Local Integrated Studies Program (Year 9 and Year 10), students participate in projects within the local community. Students organise and participate in community meetings, maintain their indoor and outdoor environments and support students across the College.

In the Future Pathways Senior Studies Program (Year 11 and Year 12) students add value through community contribution on campus with events and by providing mentoring for other students.

### Micro-economy

[Production and Exchange](#) is an essential component across the entire Year 7-12 curriculum in the Adolescent Community.

In the Land and Community Program (Year 7 and Year 8) and the Local Integrated Studies Program (Year 9 and Year 10), production and exchange is realised through the development and implementation of micro-economies.

Micro-economies provide students with practical, hands-on experience in managing a successful student-run business.

In the Future Pathways Senior Studies Program (Year 11 and Year 12), students are often working in their first jobs and strengthening their knowledge and skills developed from their earlier experience in micro-economies. Some students have embarked on establishing their own business in this phase of the school.

### Clubs and teams

[Creative and Physical Experiences](#) provides opportunities for creative and physical self-expression in the arts and physical education to help meet the developmental needs of the adolescent. Clubs and Teams provide the opportunity for adolescents to challenge themselves physically and recalibrate as their bodies grow and change into young adults.

The range of experiences include physical (such as team and individual sports, yoga and dance), creative (such as drawing, painting, drama, music and cooking), and academic (such as robotics, chess club, book club, creative writing, orienteering and debating).

In the Land and Community Program (Year 7 and Year 8), students explore a range of diverse clubs and teams and have the opportunity to acquire new skills.

In the Local Integrated Studies Program (Year 9 and Year 10), students learn specific skills as they assist in the planning of the clubs and teams and mentor their younger peers each week. There are regular opportunities to organise internal sporting and cultural events for the community.

In the Future Pathways Senior Studies Program (Year 11 and Year 12), students have the opportunity to host events where the creative and physical expressions are celebrated by the MIC community.

### Extended days: Academic focused and clubs and teams

Tuesday and Wednesday afternoons are extended school days for the Adolescent Community. Students registered to stay finish at 4.30pm on these two days.

The afternoon sessions are not compulsory for our adolescents although the adolescents are encouraged to participate. Tuesday afternoons are study and tutoring sessions facilitated by staff. Wednesday afternoons are facilitated by staff and student leaders and are set aside for specific clubs and teams.

You will be sent the registration information in the Welcome to Term email sent out prior to each term, at the beginning of each term.

Students in the Future Pathways program are welcome to attend *Study Hall* on Thursday afternoons. Study hall offers additional opportunities for the senior students to achieve the highest level of success they set for themselves. These sessions are every Thursday afternoon from 3.30 pm - 4.30 pm.

## Advisory Groups

In the Adolescent Community each student belongs to an Advisory Group which is led by an Advisor. Students stay with the same Advisor for the two years of their couplet.

The role of the Advisor is to assist and support the individuals in their advisory group as they navigate the changing landscape of being an adolescent.

Advisory Groups meet at the beginning and end of each day. Student check-ins are also held during the week.

## Learning in Adolescent Community

Learning looks like

- completing assignments and assessment tasks within the scheduled time frames
- following up on comments and advice given by your Guides
- seeking assistance when difficulties arise or when you are stuck
- organising your time to manage home obligations, participation in physical activity and sports, recreational activities and part-time employment
- reflecting on your learning
- striving to improve

Parents and caregivers can support their adolescent by:

- encouraging them to organise aspects of their day
- Allowing them to take responsibility for their learning, words and actions
- drawing them into conversations about current local, national and international events and issues
- assisting them in finding a balance between competing time commitments

In the Adolescent Community, it is expected that students will develop a work ethic, which includes knowing when they are required to complete study at home (homework) to ensure they complete all requirements by the expected due date. Study at home commitments will vary throughout the term, often increasing towards the end.

## Assignments and assessment in Adolescent Community

Students are responsible for ensuring that projects and assignments are submitted and completed by the due date. Extensions and date changes are granted in extenuating circumstances, including extended illness and family emergencies.

The process for students to follow is outlined on the following pages. If students are in need of ongoing assessment support, such as a long term or permanent illness, they should speak with their Advisor to find out their eligibility for further adjustments.

If a student needs to change an assessment date, the following procedure is to be followed:

### Extension on an assessment task.

Speak to the relevant Guide at least two days before the assessment date.



Collect a request for an extension form from the Secondary Administration. Complete and submit the extension form.



Students and parents will be notified of the arrangements.

### Request to change an exam date.

Speak to the relevant Guide at least five days before the scheduled date.



Collect a request for an extension form from the Secondary Administration. Complete and submit the extension form.



Students and parents will be notified of the arrangements.

Students who have not submitted a request for an extension/change or the request is not granted, will be assessed on the evidence available at the time of the assessment, and the Guide will notify parents of the situation.

If a student is unexpectedly sick on the day of an exam, the parent needs to email the appropriate Guide with the circumstances, and arrangements will be made to complete the exam upon their return.

## Guidelines for clothing in Adolescent Community

Students are reminded to carefully consider their clothing choices for school. It is important to remember that school is a place of work, and our appearance should reflect respect for ourselves and an awareness of the appropriate clothing required in the learning environment for the various activities scheduled throughout the week.

### Preparing for the day

- Select appropriate clothing (comfortable, modest, clean and thoughtful).
- Always consider personal hygiene.
- Brush hair and manage long hair. (Practical work requires that hair is pulled back and secured).

### Things to consider when getting dressed for the day

- Shoes need to have closed toes.
- Clothing selections need to allow for active participation.
- Clothing needs to cover the body appropriately.
  - Leggings (knee and ankle length) can only be worn if there is an additional garment worn over the top of the leggings. The additional garment could be shorts, a skirt or a shirt and each of these garments need to be *mid-thigh in length*.
  - Shorts, skirts, jumpsuits, dresses and other clothing need to be worn with modesty (no bike pants)
- Clothing which displays violent, offensive or inappropriate graphics or slogans is not appropriate.

## Technology requirements in Adolescent Community

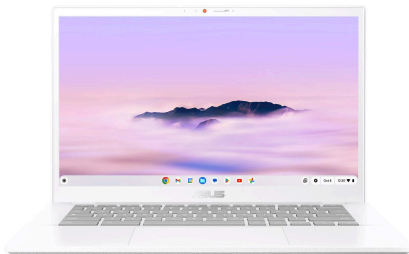

Category	Minimum	Recommended
Screen Size	14 inch	15+ inch
Battery Life	6 hour est	10 + hours est
Battery Charging Cord	Labelled with Student Name	Labelled with Student Name
Keyboard & Mouse	Full sized Keyboard and Touchpad	Full sized Keyboard and Touchpad
Operating System	Windows 11, 64 bit version	Windows 11, 64 bit version
Storage	128 GB SSD	128 GB SSD or Higher
RAM	8 GB	16GB or higher



<b>Processor</b>	Ideally Intel - Intel i3, 7th Gen or equivalent. Some AMD may be suitable depending on specs.	Intel i5/i7, 7th Gen or higher Or equivalent
<b>Wifi</b>	802.11ac	Wi-Fi 6 (802.11 ax)
<b>Recommended Accessories</b>	Protective case/cover & Headphones <b>ALL LABELLED</b>	Protective case/cover & Headphones <b>ALL LABELLED</b>

*Note: Microsoft and Chrome operating systems are recommended as MIC relies on the Google Suite. The HP Pavilion has experienced significant issues and is NOT RECOMMENDED.*

### Example Laptops currently available at JBHiFi:

<p><b>Low Cost:</b> <u>Asus CX3 14" Full HD Chromebook (128GB) [Intel i5]</u></p> <ul style="list-style-type: none"> <li>• Average price point of \$750-\$950</li> <li>• Meets school requirements</li> </ul> 	<p><b>Middle Cost:</b> <u>Asus VivoBook 15.6" Full HD Thin &amp; Light Laptop (1TB)[12th Gen Intel i5]</u></p> <ul style="list-style-type: none"> <li>• Average price point of \$900-\$1200</li> <li>• Faster processing</li> <li>• Above standard school requirements</li> </ul> 
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### Stationery and resource list in Adolescent Community

The following listed equipment is required for each class and is needed for the start of the school year. These or similar can be purchased at Officeworks or Big W.

**Student Diary Planners will be provided by the college for all Adolescents in 2024.**

**General (all students will need each of these items)**

- A4 Notebook



- Document Wallets for main subjects
- Pens
- Pencils, eraser and sharpener
- 30 cm Ruler
- Highlighter pens
- Scissors
- Glue Stick
- Coloured Pencils
- Pencil case to store Stationery items

### Mathematics

- A4 Graph Paper
- Highlighter pens
- Scientific calculator:
  - Casio FX-82AU 2nd PLUSII Scientific Calculator **OR**  
Casio fx-100AU PLUS Scientific Calculator 2nd Edition
- Geometry set - Compass



### Visual Art (Yr 7-10 and VAP)

- A4 Visual Art Diary (Derwent Academy Visual Art Diary 110gsm 120 Pages A4 Black. Product Code: ACR31075F)
- 2, 4, 6B pencils
- Pastels, Sketch Pencils

### General Items (required everyday)

- Hat x 2 (Broad-Brimmed + Cap for PE)
- Water bottle

# PARENT INVOLVEMENT

## Roles and relationships

While MIC and parents work together, the roles of parents and the College are distinct and clear. We will engage your child in their learning in the most respectful way possible, however it is not our role to love your child as you do. And while parents play a key role in the day-to-day functioning of the College and we want parents to be involved in their child's development and learning - it is paramount that they do not assume the role of the Guide or teacher. It is critical that parents and Guides play their respective positions.

We encourage parents to ask themselves:

1. Why am I involved in my child's schooling?
2. Are these my needs or my child's?
3. Who is taking responsibility for what?

When a parent unnecessarily takes responsibility for something in the child's realm, it tends to absolve the child of responsibility for it.

## Observations

A great way for parents to better understand their child's experience at MIC is to observe in the classroom. Observing their own child in their classroom also allows parents to have more productive conversations with both the child, and the child's Guide, about the child's work in class and development.

As a courtesy to the children as well as the Guide, observations are usually limited to 30-minutes and held during the morning. In order to see the classroom function as normally as possible, we ask that parents try to minimise any impact on the class by sitting quietly in the designated chair and avoid initiating conversation with the children so as not to disturb their concentration.

## MIC Collective

A new parent support group is being established to foster a strong and vibrant community in which parents contribute their knowledge, skills, and time to enhance life at MIC for all families. The MIC Collective will begin their work in 2024.

## Parent Ambassadors

The Parent Ambassadors at MIC sit under the umbrella of the MIC Collective and provide an essential service to the school leadership and school community. Our ambassadors are parent volunteers (one for each class) who

support our College community and extend the 'village' which helps nurture the familial connection at MIC and build community spirit.

This is a personal commitment these parents make to positively promote and represent the school. Parent Ambassadors meet with the Principal once per term to discuss College and class-parent initiatives.

The Parent Ambassador role involves:

- welcoming new families and taking part in events for new and current parents
- engaging with parents and encouraging support for the school with involvement in school events and activities
- organising family-friendly events, such as class play dates in the park
- providing classroom level support for parents and sharing parent feedback
- sourcing particular parent skill sets for classroom support (eg sewing or construction), and
- helping arrange parent assistance for particular tasks that may require many hands.

Your Guide/Advisor will let you know who your class parent ambassador is.

## Fundraising

Through the MIC Collective fundraising initiatives will be conducted to raise money for important projects and developments at the College.

Tax deductible donations and bequests can also be made to the MIC Building Fund. Contact [accounts@mic.qld.edu.au](mailto:accounts@mic.qld.edu.au) for details.

## Parent education

This year MIC will be reintroducing a Parent Education series. Our knowledgeable staff have a wealth of knowledge to share about each stage of your child's development and the application of Montessori principles at home. More information will be shared as the dates and topics are finalised.

## Parent communication

Good communication is key to the community life of the school and the College thrives on an atmosphere of mutual acceptance, respect and support between staff and parents.

We welcome any communication with parents, but ask that you respect the limited availability of Guides in the mornings. If you would like to catch up or arrange a meeting with your child's Guide, please email the Guide a brief message to organise a suitable time and they will be happy to meet with you.

Parents will receive and access the majority of school and student information via the following channels.

1. Schoolzine platform and app
2. Newsletters
3. Email
4. Storypark and Google Classroom
5. Parent Ambassadors
6. FACTS

## 1. Schoolzine and SZApp

The [Schoolzine](#) platform allows you to instantly access all the latest school information and you can access it either online or via the SZApp. The platform connects you to the college calendar, newsletters, email messages and SMS. It also allows us to send you notifications of important events and reminders about important dates.

Download SZApp via the [App Store](#) or [Google Play](#).

The annual calendar contains key educational, social and administrative information. Parents can access the calendar via [Schoolzine](#).

## 2. Newsletters

The College newsletter is published a few times each term. The newsletter is emailed to all parents and it can also be accessed via the [Schoolzine](#) platform.

## 3. Email

Parents are welcome to contact the Guides and specialist teachers through email to arrange appointments or to express general information that is not time sensitive. If a parent is writing to the Guides in depth, the Guides will not send a comprehensive written email in response. Instead, they will offer to meet with you to discuss the issue or concern.

Please note that classroom Guides only check emails before 8.00 am and after 3.30 pm each day. Urgent messages between these times should be phoned through to the administration office and a message will be passed on.

Parents are asked not to email Guides about last-minute changes to pick-up arrangements or playdates after school. These should be organised well ahead of time and coordinated with the relevant students and parents, not the Guides. (Urgent changes to pick-up arrangements, such as a parent has been otherwise held up, should be communicated to the administration office via phone or email).

Every Friday during term time, the College will send a “What’s On” email to families sharing key events and important reminders pertaining to the week ahead. You will be able to access these weekly emails via your [Schoolzine platform](#).

Throughout the year parents will receive emails from the College on a wide range of topics, from building updates, to upcoming events, excursions and updates from the Principal and Board of Directors. We try not to over-communicate so please do read emails that come from MIC to help your family stay informed.

#### 4. Storypark (Early Years only)

Storypark is an online communication tool specifically for Early Years and After School Care families. It is a secure, private, online and interactive platform that allows Early Years Guides to provide parents with images, videos and updates of each child’s learning. It also allows parents to comment, respond, share their own stories and updates. The platform provides a private online portfolio of each child’s learning journey over time. Parents new to the school will be emailed their login details once their child commences at the College.

#### 5. Google Classroom

Google Classroom is used to provide a link between home and school. Details will be emailed to parents early in Term 1. Prep and Primary Class Guides generally update photos to Google Classroom once per week.

#### 6. Parent Ambassadors

Each class has a Parent Ambassador who will pass on College information to families as well as social information relevant to that particular class. Parent Ambassadors may communicate face-to-face, via email or via a class Facebook group.

#### 7. FACTS

FACTS is the school's online database management system, and within it you can access your child's reports as well as your financial statements. You will be sent a link to register for an account, if you have not yet been sent one please contact [admin@mic.qld.edu.au](mailto:admin@mic.qld.edu.au).

### Compliments and concerns

If a concern arises, parents should first discuss the matter with your child’s Guide. If the matter is not satisfactorily resolved, it should be raised with the Deputy Principal/Assistant Principal in conjunction with your child’s Guide. Proposed solutions will be tracked and progress reviewed to ensure the parent-school partnership remains productive. The Principal will be kept informed of these meetings and may be part of the discussions if requested by

the Deputy or Assistant Principal. If the matter cannot be satisfactorily resolved, the College Principal will become involved to try and find a resolution.

## Community events

The College runs a range of community and student events throughout the year, please keep your eye on emails, the newsletter and weekly What's On update for information on events. They will all be listed on the School [Calendar](#) as they are confirmed.

**We hope you enjoy being part of the MIC community in 2024.**