

High Academic Achievement *Independent thinking*

High academic expectations Accountability

STUDENT CHOICE

Creativity and exploration

Montessori is based on science

Responsibility STUDENT CHOICE

Academic Rigour

Independent thinking

ACCOUNTABILITY

RESPONSIBILITY

Integrity of the Child

Independent thinking




Caboolture Montessori School

A Lifetime Love of Learning

Our Vision

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

A photograph of a modern building with a playground and a rainbow in the sky. The building has a dark, angular roof and large windows. A large tree stands in front of the building, and a rainbow is visible in the sky. The image has a torn-edge border.

*Whoever touches the life of the
child touches the most sensitive
point of a whole which has roots
in the most distant past and
climbs toward the infinite future.*

Maria Montessori

Welcome



Principal's Welcome

Welcome to Caboolture Montessori School!

I would like to personally and warmly welcome you to a school that truly cares about the welfare of their students.

The Montessori school system is different to what most people know as school.

It consists of a careful balance of student, teacher, family and community; a balance which in turn has an incalculable impact on the child. Our inclusive and engaging culture drives sustainable thinking on a personal and environmental plane.

We are also a school with high expectations; both academic and personal. Students and their families are supported within the framework of the Australian National Curriculum, and also within the framework of the more rigorous Montessori curriculum. The Montessori philosophy is not one where children are allowed to do what they like! On the contrary, our students are guided by highly qualified educators who hold them accountable for their choices.

Come and experience this difference. We deliver education in a peaceful, truly caring and astute way; as it should be. We prepare students, not just for learning in school, but for learning about life in this exciting and ever changing, global world.

Come and visit the Caboolture Montessori School.

Yvonne Rinaldi,

Principal

The child, in fact, once he feels sure of himself, will no longer seek the approval of authority after every step.

Maria Montessori



Our Differences

Our obvious differences

- Classrooms are identified by **Cycles** (developmental stages) and are multi age:
 - Toddler Group, 1.5-3 years old
 - Cycle 1, 3-6 years old
 - Cycle 2, 6-9 years old
 - Cycle 3, 9-12 years old
 - Cycle 4, 12-15 years old
 - Cycle 5, 15-18 years old
- Resources are scientific, didactic materials
- Classroom Directors (Teachers) complete extra studies
- We have a unique global and stable curriculum (over 100 years old)



Our 'not-so' obvious differences

- We believe there is far more to an education than mastering facts.
- We consciously teach students to be kind, respectful and peaceful.
- Our goal is to develop students who really understand their schoolwork.
- Our students learn through hands-on experience.
- Our school is designed to address different learning styles.
- We challenge and set high expectations for all our students, not only a special few.
- Our students develop self-discipline and an internal sense of purpose and motivation.
- We instil in our students a love for the natural world.
- Our curriculum is based on scientific evidence.
- We welcome mistakes as a natural part of the learning process.
- Our students learn to work together.



The Visible

The Montessori curriculum sits within the framework of the Australian National curriculum and includes many similarities. However, the Montessori philosophy acknowledges that students receive information differently, therefore, the delivery of the information is student focussed. Lessons or presentations are adapted to a small group of students with similar abilities. These lessons are not age driven; having mixed ages provides support between students and encourages acceptance of different needs within a class/community.



Our Curriculum

Small Group Lessons
Student
Happy Teachers
Multi-aged Students
Manipulatives
Co
Empathy
Independence
Pro
Responsibility
Thinking
Personal Choices
Respe
Consequences
L
Time management
Collaboration
P
Creativ

Lessons

Driven Work

Engaged Students

Students

Quietness

Concentration

Focus

Problem solving

Flexibility

Working

Prioritisation

Effect

Dealing with Cause & Effect

Love

Kindness

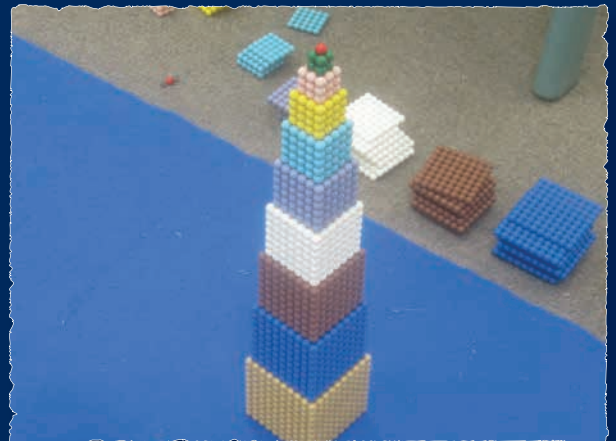
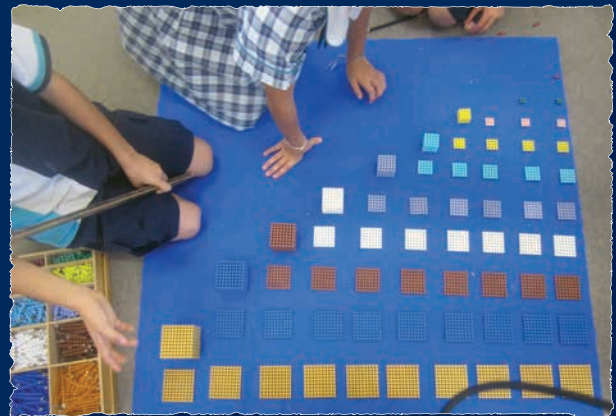
Understanding

Patience

Activity

The Invisible

What is not visible are the cascading effects of a Montessori education. Students work independently in making guided choices. This includes choices of work that is required by the educator and work they have selected themselves as extended research. Students and educators use a checklist to plan work. In this way, they learn how to make decisions; they learn time-management, cause and effect, which in turn builds patience, respect and independent thinking.



*Early childhood education is the
key to the betterment of society.*

Maria Montessori



Cycle 1

Cycle 1

Children aged 3-6 (Pre-kindy, Kindy and Prep)

Children between the ages of 3 and 6 attend our Cycle 1 communities. Their need is to explore sensorially and to connect with a new community - the class community which is a home from home.

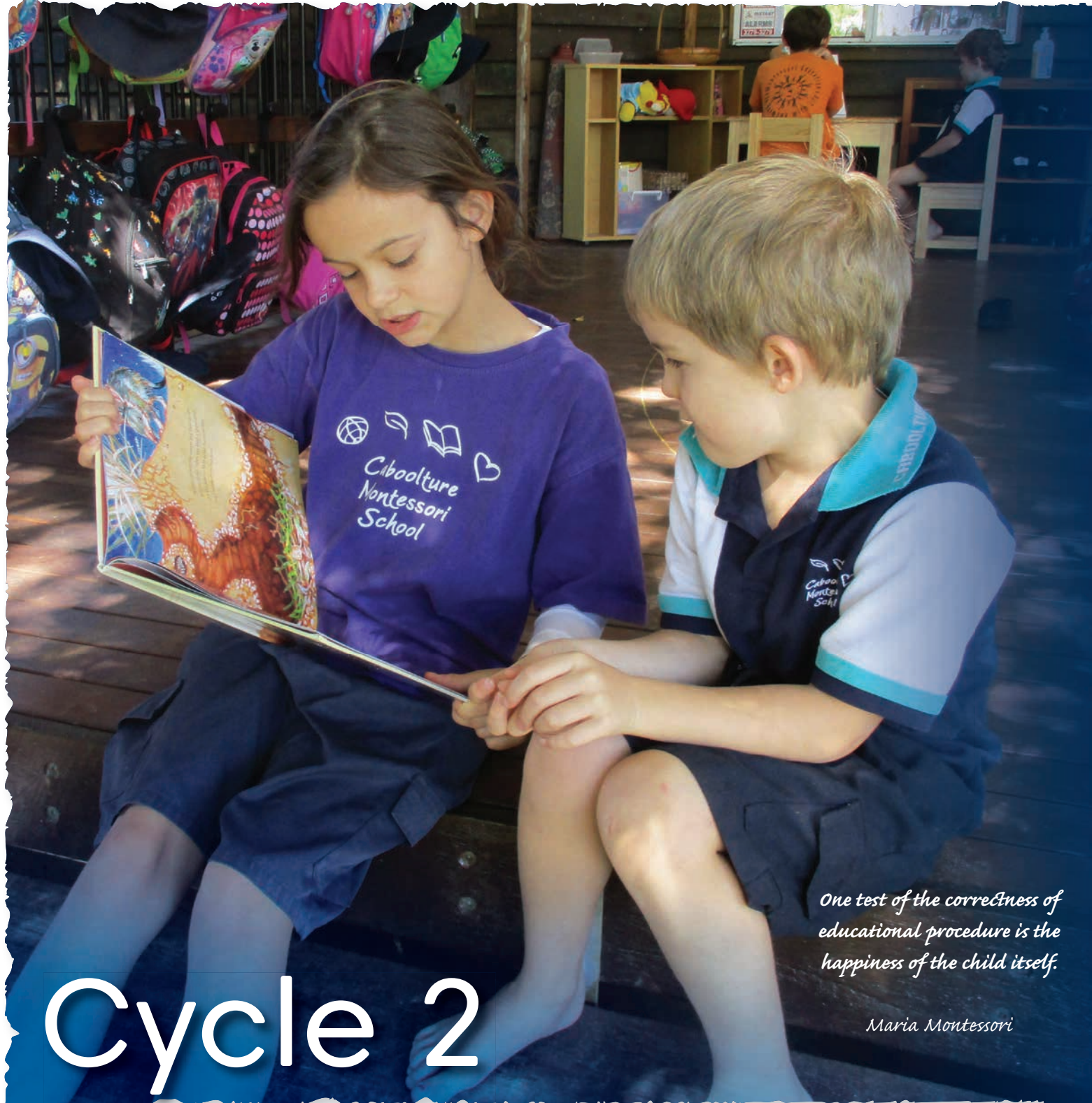
As the first female doctor in Italy and student of engineering, Dr Montessori introduced purposefully designed materials, i.e. activities, games and manipulatives to build the foundations of learning. Everything in this space is child size and prepared with the understanding of needs and interests of young learners.

The activities are attractive and enticing, and provide basic components to introduce more complex subjects such as geography, art, mathematics, grammar, science, robotics and more. Children achieve outcomes related to the Early Years Learning Framework, the Kindergarten curriculum, Prep outcomes whilst working with the very distinct Montessori curriculum.

At this age, our Montessori children learn to focus and adapt to early societal rules. They learn to move respectfully indoors and out. They are introduced to the concept of choice and learn to make simple yet consequential decisions about their work.

Dr. Montessori believed that the ability of children aged between 18 months and 6 years is vastly underestimated by adults.





*One test of the correctness of
educational procedure is the
happiness of the child itself.*

Maria Montessori

Cycle 2

Cycle 2

Children aged 6-9 (Grade 1, 2 and 3)

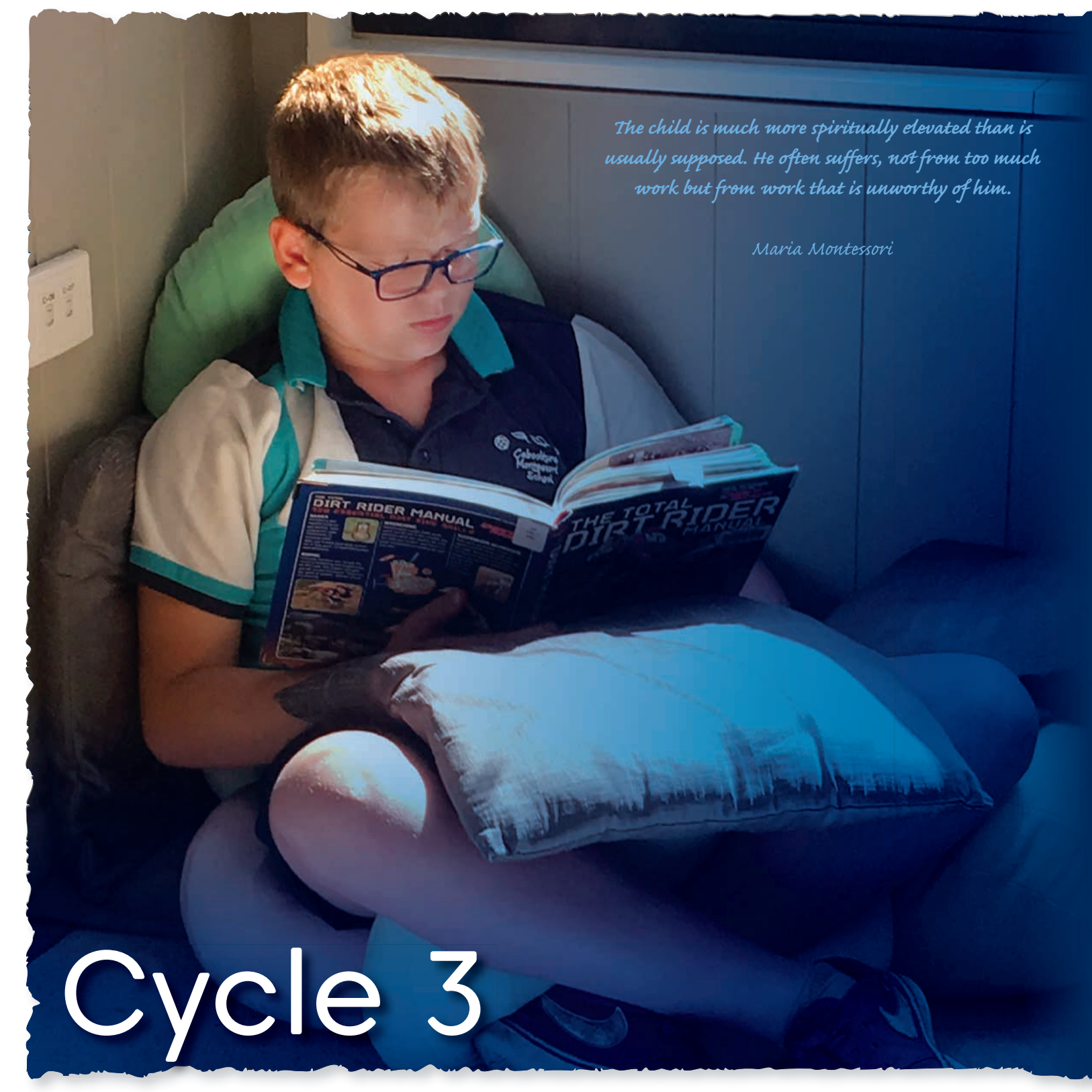
Students entering our Cycle 2 communities are ready to explore and expand on their interests and knowledge; these students are becoming social beings and need to have opportunities to work in groups as well as individually.

Educators guide students to plan, organise and select work that must be completed within a time-frame. This responsibility is in conjunction with any other explorative work that the student may choose. It is in this way, under the guidance or sometimes explicit instructions of the adult that the child learns to make decisions.

As in the adult world, the concept of choice is intrinsically linked with organisation, time management, responsibility, ability to stay-on-task, ownership of work, and managing interruptions; in short the student learns to think.

We know our children well.



A young boy with short brown hair and glasses is sitting up in bed, reading an open book. He is wearing a white polo shirt with teal trim and a dark vest with a logo that says 'Cabrera Montessori School'. The book he is reading is titled 'THE TOTAL DIRT RIDER MANUAL'. He is propped up by a green pillow, and his legs are covered by a white blanket. The background shows a wooden headboard and a light switch on the wall.

The child is much more spiritually elevated than is usually supposed. He often suffers, not from too much work but from work that is unworthy of him.

Maria Montessori

Cycle 3

Cycle 3

Children aged 9-12 (Grade 4, 5 and 6)


Senior primary is where our students blossom. The work done during their previous years at Montessori is distinctly seen by the disciplined behaviours and high level of engagement. Students in Cycle 3 are interested in global matters and are starting to develop a sense of their own ability to be change-makers. These students are involved in the community at large and are questioning.

The environment must be flexible to meet required educational outcomes and to investigate the directions students self-propel in.

Technology is a platform that provides diverse modes of learning as well as information and students work with various digital implements to produce required work. These activities do not remove the responsibility of students to care for animals and land and understand the importance these have for their future.

When our Cycle 3 students leave the Caboolture Montessori primary environment, they are confident, respectful and academically prepared individuals... and still very excited about learning.





The heaviest chain, which may bind us in a humiliating form of slavery, is an incapacity to make our own decisions, and the consequent need to refer to others.

Maria Montessori

Cycle 4, 5

Cycle 4

Students aged 12-15 (Grade 7, 8 and 9)

The Caboolture Montessori School prepares students to tackle the challenges of high school and more importantly ways to manage developmental changes that bless the adolescent.

Our Cycle 4 is a place that will, as Dr Montessori suggested, provide an environment where theory, through a rigorous curriculum and practice meet. Technology and entrepreneurship will support the curriculum both in the school setting and the wider community.

The environment, appropriately prepared for the adolescent, is a place where academics is embedded with practical activities. Learning takes on a different meaning and students are supported to cope in their future world.

Students learn to switch from mental demands to less cerebral and more practical work, satisfying new worldly requirements. They feel more productive through enterprising activities; they become financially viable and work collaboratively with educators and experienced community members to grow new scenarios for everyone's benefit.

In this prepared environment, students learn the importance of community, sustainability and collaboration. This is a space where personal opinions are valued and tested framing the construction of the adolescent's own identity.

Cycle 5

Students aged 15-18

Preparing the individual for pathways such as university, TAFE or vocational studies will be supported.



*The word education must not be understood
in the sense of teaching but of assisting the
psychological development of the child.*

Maria Montessori

A photograph of a teacher with curly brown hair, wearing a dark patterned top and patterned pants, sitting on a blue carpet and playing an acoustic guitar. She is surrounded by four children in school uniforms (dark blue vests over white shirts with teal collars). The children are sitting on the floor, looking at the teacher. In the background, there is a wooden table with a laptop, a green speaker, and various educational materials. A whiteboard is visible on the right wall.

Our Educators



Many people see teaching as a one way process where teachers ‘fill up empty vessels’, as lamented by Maria Montessori. On the contrary, Montessori students are active and engaged learners and our educators who are supported by two extra years of training after their teaching degree, guide rather than teach.

The Montessori philosophy strongly advocates that the environment is the principal stimulus for the child’s motivation to learn and not the adult alone. The environment will aid natural learning by supplying the relevant skills and information appropriate for the stage of development of that unique individual.



*Watching a child makes it obvious that the development of
his mind comes through his movements.*

Maria Montessori




Our Community

The Montessori Educational Triangle consists of Child, Parent and School, therefore parents are a vital link in this partnership.

To support the community, throughout the year, we offer several parent education sessions to introduce the philosophy. These include informal chats, parent teacher meetings and parent forums. For example, the Journey & Discovery workshops offer parents an occasion to participate actively as if they were a Montessori student using the Montessori materials and equipment. Our 'Silent Classroom' is a particularly personal experience, and parents engage deeply as many are encountering Montessori for the first time.

We understand well the changing role of parents today and we proactively encourage parents to include themselves, and identify the topics they would like to see addressed in our programs.





From Nicole and Justin - Within 5 minutes of our initial interview with the principal, I realised I was learning to be a better parent and I was on the edge of my seat seeing how she interacted with my 2 year old.... For us, the environment our child is in, is critical, the investment for her future and the putting her on the path for an amazing life starts here. Into our 2nd year, it is even better. We are so grateful to the school and everything they do for our family. Go check it out, learn about how it works and I encourage you to give your child the best opportunity you can by having a good look at what Caboolture Montessori School can do for your family.

'He does it with his hands, by experience first in play and then through work. The hands are the instrument of man's intelligence'

Maria Montessori

From Roni - Very happy and appreciate the availability of a non-religious school that offers a genuine education that doesn't rely on technology to deliver basic and vital knowledge. If you haven't already done it, go and see this school. My kids are a lot better for going to this school.

Voices from our



From Jessica - My 2 year old son is going onto his 4th term in the Toddler House, I hope we can continue attending for as long as possible. It's been working really well for us, we feel so welcomed into their community and the school has managed COVID in a spectacular manner. My son's teacher is brilliant with the children and has been a great emotional support for us through difficult times. Children struggle to learn when not emotionally regulated, the Montessori approach practises gentle and positive discipline which deeply falls in line with our morals. The school grounds and classrooms are maintained beautifully, we love their garden with chickens and all Montessori materials are perfectly suitable. CMS strives to give students and parents opportunities and experience like no other. We practise Montessori from home since birth and I couldn't be happier with this place. 100/10!

From Dezzee - We have had two children schooled through Caboolture Montessori school. Our daughter from 2003-2012 and our son 2013-2020. Both very different children and both had equally excellent experiences. Thank you CMS for your commitment to facilitating young people to become responsible, problem solving members of our ever emerging society.

From Louise - Beautiful school, beautiful teachers and wonderful, friendly community. Would highly recommend.

Community



The more the capacity to concentrate is developed, the more often the profound tranquility in work is achieved, then the clearer will be the manifestation of discipline within the child.

Maria Montessori

The Bigger Picture

Maria Montessori was a Constructivist - which means she believed that people actively construct their own knowledge based on their previous learnings as a foundation to build on with new concepts.

She strongly believed that children are born with similar tendencies regardless of their culture or economic status. They follow their instincts to construct their intellect to acquire skills that lead to independence.

This is the premise of the prepared environments that we provide for our CMS students.

We guide your child to discover their own innate ability to think logically, solve problems and learn, to become fascinated with the world and compelled to understand it. We want your child to love learning and discover their true potential as a human being.





‘Learning to learn’