

MONTESSORI NOOSA



EDUCATION FOR *generations*

ANNUAL REPORT 2025



Message from the Board Chair

Governance and Leadership

The 2025 calendar year marked a period of significant change for Montessori Noosa. A new Business/Compliance Manager replaced the retiring Business Manager. The board sought renewal, and a parent joined as a director to enhance the team's capabilities. Near the end of the year, a Montessori inclusion expert and academic joined the board to replace the inclusion consultant director. We thank Director Anne-Maree Fewtrell for the strength and support she has provided to the board since 2023. All board directors at Montessori Noosa are volunteers who devote their personal time to the school. Anne-Marie was external to the school and provided an objective lens to her governance.

The board and leadership team worked closely to uphold the school's vision, ensured improved compliance with all regulatory and financial requirements, and fostered a culture grounded in values, integrity, and inclusion.

Thank you to our volunteer directors, Charles Boulo and Selda Coklu Nolan, for their ongoing work and support.

Educational Development

Under the expert pedagogical guidance of Joel Rioux, the school has successfully strengthened its Montessori focus. His dedication to the students and their families is reflected in the increased enrolment in 2025.

The introduction of the new ACARA curriculum, version 9, has been challenging. A major milestone in December 2025 for our peak Montessori body was the successful ACARA approval of the Montessori National Curriculum as an alternative curriculum. This required a lot of effort from our small school to map out the curriculum in early 2026; however, we have since developed the capacity and involved staff in the planning and design process. This ensures it is not just an imposed curriculum but one they own and contribute to. This represents a significant goal for 2026 in strengthening the Montessori program and ensuring consistency across developmental stages.

Staffing and Workforce Challenges

Staffing transitions continued to pose challenges throughout the year due to personal leave accommodations, reflecting a broader national shortage of Montessori-trained primary school educators across Australia. Despite this, Montessori Noosa remains



fortunate to have strong, Montessori-trained educational leaders who ensure the integrity and quality of the program are preserved.

Professional Development

Ongoing professional development remains a key strategic priority. Staff engaged in advanced Montessori training (Positive Discipline) and safety training alongside inclusive education programs, strengthening both pedagogical practice and the school's capacity to meet diverse student needs. We also provided a Montessori mentor for a non-Montessori-trained teacher on contract to provide support and ensure Montessori alignment.

Facilities and Funding

The school was fortunate to secure grant funding to support both student wellbeing and infrastructure improvements. This included funding for a Wellbeing Officer to enhance student welfare, and a government facilities grant for the installation of new shade sails. These developments improved functionality and aligned with governance priorities relating to sustainability, health, and safety.

Compliance and Accreditation

A parent's concern to the Non-State Schools Accreditation Board (NSSAB) brought extra scrutiny to the Conflict of Interest and Individual Education Plan process. The review was thorough and transparent, with increased focus on the Board and the Chairperson and their roles in confirming the school's policies, educational results, and compliance with legal obligations. Sadly, this led to one resignation from the board and the loss of expertise.

The Board sincerely thanks the leadership team - Joël Rioux, Amy Doyle and Tim Robbins - and all staff for their ongoing efforts to improve quality and compliance.

Community Engagement

Montessori Noosa's community engagement remained active throughout the year. Events and parent education programs strengthened family-school partnerships, helping build a strong, connected community. The Board truly recognises and thanks parents for their attendance at celebrations, volunteer efforts, and ongoing support of the school. They are the backbone of the school and its achievements.

Outlook



Looking ahead, the Board is encouraged by the Board skill matrix, the team's efforts, and their desire to make the school a true gem of Montessori education. With the support of the school community, confidence in the school's educational offerings is strengthened, aligning with the current strategic vision.

As we near the new year, Montessori Noosa remains firmly committed to its Montessori principles, responsible governance, and the continual growth of a vibrant, sustainable school community.

Elizabeth Goor, Board Chair
On behalf of the Board of Directors



Message from the Principal

1. The People and Our Connections

I wish to thank all staff in 2025 for their teamwork, and commitment to the children and to the trilogy of virtues: Humility, Courage and Unity. In Term 1 2025, the Cycle 3 teacher requested a flexible work arrangement, and suitable staffing solutions were secured for the 9–12 class. This arrangement transitioned smoothly into Term 2 when the teacher commenced leave, and we warmly welcomed teachers Kylee (Cycle 2) and Tyson (Cycle 3) to the Montessori Noosa (MN) community.

We continue to link with the community and provide TAFE placements for teacher assistants. We extend our sincere thanks to Georgianna and Nadja, who completed



their 100 hours of volunteer service at the end of Term 1 2025. Their contributions were highly valued.

In Term 4 2025, we welcomed Mariana as a Cycle 3 Teacher Assistant. Her calm and considered approach aligns strongly with Montessori principles. We provided Montessori professional development through Montessori Australia in 2025 for a teacher's assistant and a teacher. We were privileged to host Mark Powell, who delivered professional development and a series of transformative Positive Discipline sessions for terms 3-4 to all staff.

During Term 4, Mark Powell was contracted once a week to support the Cycle 3 classroom during the uninterrupted three-hour work cycle. In addition to his in-class support, Mark provided guidance and professional assistance to staff across the school, offering valuable insights and advice on Montessori practice.

MN supported a teacher's permanent residency and sponsored her attendance at the Montessori International Convention in Sydney. The event offered valuable professional learning opportunities. Over three inspiring days, Montessorians from around the world listened to and engaged with Montessori speakers from Australasia and participated in hands-on professional development workshops. Joël Rioux and Tim Robbins (BM) also attended.

2. Community Engagement and Events

In 2025, Montessori Noosa organised four main community events: STEM, Poetry, Sports (in collaboration with Motiv8 Sports), and the Christmas Markets. Additional celebrations included Mother's Day Breakfast, Maria Montessori's birthday, Grandparents Day, a school disco arranged by the Parent Committee, and a drama performance.

Students participated in a wide range of specialist programs, including swimming, gymnastics, the Motiv8 sports program, surfing, tennis, soccer, music, and drama. Excursions included visits to Bribie Island Butterfly House, SEA LIFE Sunshine Coast Aquarium, and The Mathema Gallery (which complemented the Montessori story of numbers).

The annual school camp at Noosa North Shore (Total Adventure) was successfully delivered, thanks to the staff who attended, including Tyson, Clare, and Carmen. This event always creates wonderful memories for children and adults.

MN benefited with a nurse visit in all three cycles (incursion); the theme was growth and personal development with lessons adapted to each cycle. Also, we acknowledge the



contribution of St John Ambulance Australia for delivering first aid training to all children and Angela Stacey (Sunshine Coast Hospital and Health Service) for health initiatives, including the Prep Vision Screening Program.

A tremendous thank you to Trevor Morisson: Montessori Noosa was honoured to be selected as one of four schools in the Noosa region to participate in the Blue Care eCollaboration program. In Term 3, students benefited from a specialised incursion led by an amphibian expert, who worked with each classroom across the school. The sessions included engaging presentations that incorporated visual media, interactive discussions, and frog-call recognition activities, enriching students' understanding of local ecosystems. This initiative was extended in Term 4 with a follow-up visit, during which students participated in building a "frog hotel" in the school's vegetable garden. Additionally, an evening amphibian observation experience was held at the school, which was well attended by both students and parents, further strengthening community engagement and environmental awareness.

3. Acknowledgements and Gratitude

We extend our sincere thanks to:

- Tim Robbins, who commenced as our Business Manager, following the departure of Lisa Stirling in Term 2, 2025.
- Brad Sims for improvements to the Annexe learning space (painting walls).
- Amy's clay work art lessons in Cycle 3 (Term 3).
- Noosa Council for their continued support with school maintenance.
- We also acknowledge the efforts of Charles and Kate during Term 2, 2025, in initiating and strengthening the Parent Committee, alongside members Lydia, Jethro, and Caro, for their contributions to community events and fundraising initiatives.
- We acknowledge Carmen for her leadership in coordinating extracurricular staff activities. Her enthusiasm and positive energy continue to foster strong staff cohesion and morale.

4. Wellbeing and Child Safety

MN uses *The Virtues Project* (TVP). The program aims to inspire the practice of virtues—such as kindness, respect, responsibility, and courage—in everyday life. Through class discussions and role plays at assemblies, TVP provides a positive framework for character development and social-emotional learning, helping create a respectful, inclusive, and values-based school culture.



In 2025, the Smiling Mind curriculum was used across all our year levels at MN. Students participated in lessons and guided mindfulness practices that helped them develop skills in emotional regulation, focus, resilience, empathy, and stress management.

Through the Independent Schools Queensland National Student Wellbeing Program, MN has enhanced its wellbeing initiatives, including the Wise Owl Program. This initiative fosters mentorship between Year 6 and Cycle 1 students, promoting leadership and connection within the school community. The concept is simple yet impactful—our Year 6 students spend 45 minutes every Tuesday on community-building activities with Cycle 1. This creates a space where our older students can step into leadership roles, foster a sense of belonging, and, most importantly, have fun together. The Cycle 1 students also have someone to look up to and aspire to be like, which is a precious aspect of Montessori communities.

We acknowledge Clare in her role as Wellbeing Officer, supporting pastoral care, student engagement, and school programs, including cyber safety education aligned with the eSafety Commissioner's resources. These initiatives significantly contribute to our school's positive atmosphere, fostering meaningful relationships and leadership opportunities. This is a wonderful way to help them connect with each other.

5. Academic Overview

In 2025, MN introduced the Sound Waves approach to support phonics and literacy development. A structured literacy approach is essential for success in reading, writing, and spelling. It complements well the Montessori materials and our phonetic approach.

Six students from Montessori Noosa participated in NAPLAN in 2025 (three in Year 3 and three in Year 5). Overall results were positive and aligned with national benchmarks, particularly in numeracy and reading.

In 2025, Cycle 3 students received the eSafety Commissioner's Be Secure online safety program, designed to help students build safe online habits. The eSafety Commissioner also provides excellent advice, guides, and free webinars to help parents and carers support their children in staying safe online.

In 2025, staff presented the Great Montessori Fables, through which all areas of learning emerged:



- The Great Fable of Creation – the story of the universe and the formation of the Earth, encompassing geology and chemistry, and the four inorganic agents: the sun, air, water, and land.
- The Great Fable of the Coming of Life – exploring botany and zoology, and the interrelationship between plants, animals, and humans as the three organic agents.
- The Great Fable of the Coming of Humans – introducing history and anthropology.
- The Great Fable of Language – the story of the alphabet and written symbols, supporting English learning.
- The Story of Numbers – laying the foundation for mathematical understanding.
- The Story of the Great River – introducing human biology and anatomy.

6. News and Events

MN successfully applied for *Sports Grants in Schools* to support student participation in physical education programs throughout the year, including swimming, gymnastics, tennis, athletics, surfing, and soccer.

School photography was conducted by Elizabeth Brooke in Term 4. Individual and class photos were available.

MN also took part in the Sunshine Coast Education Fair, sharing a stand with Montessori Australia to enhance our visibility within the broader educational community. Thanks to Mark Powell, as MA and MN were positioned side by side.



Wildlife HQ visitor; Green olive python

2025 was a memorable year! Thanks to all MN Board members, especially the MN Chair, Elizabeth Goor, for her support.

Joël Rioux, Principal



School Information

Independent Co-Educational Primary – Prep to Year 6

School ICSEA value 1076

Total Enrolments 52 – Girls 30 and Boys 22

Indigenous Students 7.7%

English as an Additional Language Students 1.9%

Established in 2017 Montessori Noosa is ideally positioned within the education and sporting heart of Noosa. Within easy walking distance to access sporting fields, gymnasium, Noosa Aquatic Centre, tennis courts, not to mention the Noosa National park and beaches, the school is well positioned to support a healthy indulgence of physical activity and immersion in the natural environment.

At Montessori Noosa we help our students acquire the essential knowledge, thinking skills, and depth of character required to flourish as joyous children today, and as successful adults tomorrow, who strive to leave the world and the people on it in a state that is better than what we received from our forebears. Our core means to this end is the educational philosophy of Dr Maria Montessori.

“Let us inspire and develop the talents of individual students; to encourage a futures-orientated generation who will innovate and lead in social and environmental justice, influencing society for the generations to come.

We believe that education is more than curriculum content, more than grades: education is part of the process that enables a person to be great. Often this happens



despite schooling experiences; however, we think that a school should empower the unique dreams and talents of the individual.

Montessori is an approach to supporting the full development of the human being. The Montessori approach offers a broad vision of education as an ‘aid to life’. As an educational system, it is used in over 22,000 schools worldwide and has a longer track record of success than any other educational approach in the world.

The Montessori approach to education, inspires children towards a lifelong love of learning, by following their natural developmental trajectory. Children become confident, responsible, independent learners, who trust in their own abilities. The inclusivity and positive social development facilitated by the Montessori programme forms the basis for a persistent attachment to learning and knowledge.

Montessori classrooms provide a specially crafted learning environment where children are able to respond to their natural tendency to work. Children have an innate passion for learning, and the Montessori classroom encourages this 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.



Staff Composition and Qualifications

School Staff

Primary	Count	Full Time Equivalent
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Principal	1	1.0
Teachers/Leaders	5	4.6
Non-Teaching	3	2.6

There are 0 indigenous staff

Qualifications of all Teachers and School Leaders

Qualification	Number of Teachers and School Leaders: Highest Qualification
Doctorate	1
Master	1
Graduate Diploma	1
Bachelor degrees	3
Diploma	
Total	6

Finance Information

The 2025 net profit was \$59k, an increase of \$45k from the previous year, which was \$14k.

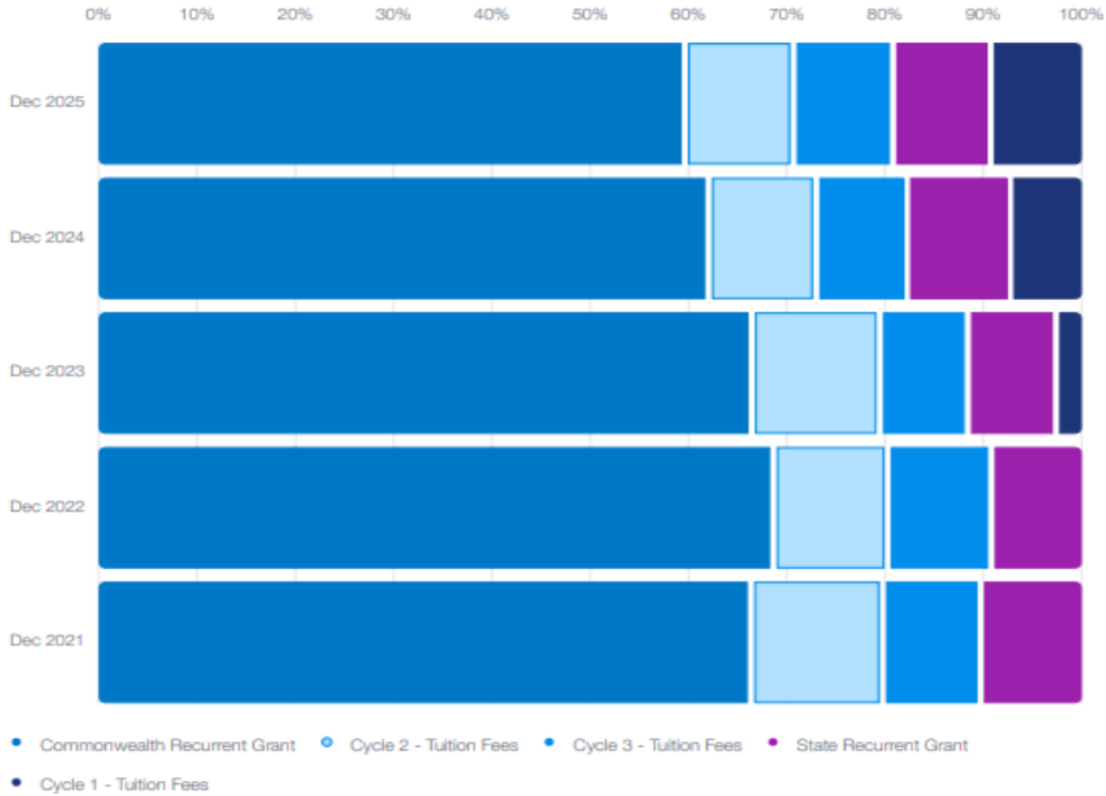
Income

Total income was \$1,401k, an increase of \$195k from the previous year, which was \$1,206k. This was mainly due to increased Commonwealth recurrent grant funding of \$87k and increased tuition fee income of \$87k. The school continues to be reliant on Government grant income (70%) as only 29% of income is from tuition fees (less discounts/concessions). There were 58 Commonwealth funded students in August 2025, an increase of 10 from the previous year, which was 48. The top 5 accounts by value are illustrated below.



Accounts

01 Jan 2021 - 31 Dec 2025



	Dec 2025	Dec 2024	Dec 2023	Dec 2022	Dec 2021
Commonwealth Recurrent Grant	815,340	727,887	640,388	827,070	784,407
Cycle 2 - Tuition Fees	151,022	128,520	125,718	140,086	158,845
Cycle 3 - Tuition Fees	138,598	108,276	86,158	127,226	117,800
State Recurrent Grant	135,742	123,284	86,692	110,582	121,143
Cycle 1 - Tuition Fees	126,666	85,310	24,994	-	-

Expenditure

Total expenditure was \$1,342k, an increase of \$150k from the previous year, which was \$1,192k. This was mainly due to increased wages of \$86k and accounting fees (former BM) of \$23k. Wages constitute 75% of total expenditure, although this is a 3% decrease from the previous year. The top 10 accounts by value are illustrated below.



Accounts

01 Jan 2021 - 31 Dec 2025



	Dec 2025	Dec 2024	Dec 2023	Dec 2022	Dec 2021
Teaching Wages	503,053	489,331	445,045	803,632	562,794
Teacher Aide Wages	140,025	133,567	91,404	113,669	89,181
Administration Wages	134,488	72,750	54,966	171,518	109,611
Superannuation Expense [6-2010]	90,081	77,701	60,918	91,414	74,711
Amortisation of Right of Use Asset	84,537	84,537	84,537	84,537	80,712
Accounting and Audit fees	62,503	59,903	29,933	2,590	4,223
Interest on Lease Liability	26,479	30,127	14,833	28,081	3,319
Caretaking & Cleaning - Contracts	24,400	24,078	14,066	25,359	23,940
Insurance	21,753	21,240	13,644	12,941	11,688
Relief Teaching Wages	16,257	3,996	-	10,672	-4,401

Tim Robbins, Business Manager and Company Secretary



Student Outcomes (enrolment and attendance)

Snapshot of Enrolment in January 2025

C1	16
C2	24
C3	24
Total	64

Snapshot of Enrolment in December 2025

C1	18
C2	23
C3	22
Total	63

There was a slight decrease in enrolment over the year, with the largest change seen in Cycle 3 (age 9-12 class). 5 of our students from Y6 transitioned to Montessori International College.

Student Attendance

The Average Student Attendance Rate for the school in 2025 was 88%. This is a 3% improvement on 2024. To calculate the average attendance rate:

$$\frac{\text{Total attendance days}}{\text{Number of possible attendance days}} \times 100 = \text{Average attendance rate}$$



Attendance (based on students at term 4, 2025)

Level	Total Number of Students per Year level	Number of Possible Attendance Days	Total Number of Days Absent	Total Attendance Days	% Attendance Per Year Level
Prep	13	2,418	362	2,158	89%
Year 1	11	2,046	412	1,766	86%
Year 2	9	1,674	258	1,470	88%
Year 3	8	1,488	293	1,286	86%
Year 4	10	1,860	441	1,562	84%
Year 5	4	744	93	677	91%
Year 6	8	1,488	216	1,343	90%
TOTAL	63	11,718	2,075	10,262	88%

Note: The number of possible attendance days may differ from the 186 school days of 2025 per student, depending on start date (i.e., a student could start in Term 2 or Term 3) and/or if they did not finish the school year. Therefore, the number of possible attendance days is not 62 students x 186 school days in the above table.

How non-attendance is managed by the school

Montessori Noosa is committed to providing a safe and supportive learning environment for all students, with attendance being integral to successful educational outcomes.

Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment is viewed as continuous. An absence for which a satisfactory reason has NOT been provided is considered an unexplained absence. The school contacts parents/carers on any day of unexplained absence to determine the reason for absence.

If students are absent for any reason for three consecutive days, the Principal contacts the parents/carers and offers support and/or work from home options. Administration also requests parents/carers to complete an exemption form for absences greater than ten (>10) days. Attendance checks are conducted at weeks 4 and 8 of each term, and students with an attendance % below 85% are contacted by the Registrar to offer support.

To review the attendance policy and procedure, please visit the Administration page of our website.



NAPLAN results for Years 3 and 5 at MN in 2025

Please refer to the myschool website <http://www.myschool.edu.au/> to review NAPLAN results.



At Montessori Noosa, we acknowledge the Australian Aboriginal and Torres Strait Islander peoples as the first inhabitants of this country and pay our respects to the Traditional Owners, Custodians and Elders, past and present, of the land on which we meet, work and learn, the Gubbi Gubbi People.

For further information, please contact the Principal on principal@montessorinoosa.qld.edu.au or visit www.montessorinoosa.qld.edu.au