



# MAYFLOWER® CHRISTIAN ACADEMY

Denominational public school of the free churches in Austria

**Fontanastrasse 8  
A-1100 Vienna**

**Info folder PRIMARY STAGE**



Dear Parents!

We are pleased about your interest in the **Mayflower Christian Academy** and would like to give you an overview of our educational offer, our teaching objectives and our Christian background below.

Our most important goal is the comprehensive education of our students. This includes a curriculum that teaches more than knowledge. We want to help our children develop their personalities and social skills to become a valuable part of our society.

For this, we offer an inspiring bilingual environment and a pleasant atmosphere that enables all children to enjoy learning.

For all questions that we could not answer in this brochure, we are of course at your disposal by phone (0043 1 641 94 95) or at a personal appointment. Please also visit our website [www.mayflower-christian-academy.at](http://www.mayflower-christian-academy.at).

Your Mayflower Team



## **MCA<sup>®</sup> - Introducing our school**

Every step we take takes us in a certain direction. You now have the difficult task of making the right school choice for your child. This decision will have a lasting impact on both their future educational path and their personal development. The gradual shift towards a successful school career is not only a challenge for the pupil, but also affects the whole family life.

If you are looking for a small, personal school for your child with dedicated, competent and highly motivated teachers, then you will make a good choice with [\*Mayflower Christian Academy\*](#)!

The [\*Mayflower Christian Academy\*](#) (MCA<sup>®</sup>) is a **public school**, consisting of primary and lower secondary school, which was founded in 2002 and has been run as a denominational school of the free churches in Austria since February 2014.

The MCA<sup>®</sup> is a continuation of the International Private Kindergarten Arche Noah. There, the concept of bilingual and Christian education has already been successfully implemented with over 1,000 children since 1998. Since September 2019, the kindergarten and school have been run together at the International Campus Vienna, ICV, at Fontanastraße 8, 1100 Vienna, in a new modern building on 20,000m<sup>2</sup> of floor space. In Oberlaa, the continuation of the MCA<sup>®</sup> up to the Matura is also planned in a few years.

The school is run by a non-profit association.

## ***Our offer***

At the [\*Mayflower Christian Academy\*](#), lessons are combined with leisure-time educational activities and afternoon care is offered until 6 pm. The teaching day begins between 8:00 and 8:30 a.m. and ends between 3:30 p.m. (Mon - Thurs) and 1 p.m. (Friday). Saturdays are free of lessons. Holidays are based on the school year of public schools in Austria.

Our pupils can be looked after in the afternoon care (NaMiBet) from as early as 7:00 a.m. and after school until 6:00 p.m. (see price sheet).



## ***Our teaching objectives***

The MCA® aims at the **comprehensive school education** of our pupils according to the "Austrian Framework Curriculum" as well as the teaching of **intensive English skills** and education according to **Christian values**.

Our teaching goals go beyond imparting knowledge. We place value on:

- ***Personality development***

Perceiving and recognising God's work in history and in our own lives. We want our children to become strong personalities who can cope with themselves and the environment, live their lives with confidence and develop their own Achieving goals.

- ***The promotion of talents***

Every person has talents and abilities. We want to help our children discover their own talents and bring them to full development.

- ***Learning how to learn***

Learning is the starting point of all understanding. Learning how to learn is a skill that helps us throughout life to grasp and master new things.

- ***Self-motivation***

Joy in learning is the best self-motivation. We offer our students a creative and inspiring environment where learning is fun.

- ***Social competence***

We are all part of a community. Our children should learn to be considerate and tolerant in their dealings with others and, as part of this community, to take responsibility for themselves and others.

- ***Cosmopolitanism***

The world is characterised by diversity. We want our students to know and understand their own roots as well as to experience and appreciate the traditions of other cultures.

A **motivated and committed** team of German-speaking primary school teachers and experienced English teachers works towards achieving these goals, with native speakers being preferred but not always available.

Our teachers see themselves as **mentors of the students**, whose development they want to encourage and accompany. They regularly take part in further training courses in order to keep their own level of knowledge at the highest level.



## **Multi-level classes**

In multi-age classes, children from preschool to Year 4 are taught together. There are usually around five children per year group, and the class is taught by two teachers working as a team.

The introduction of this form of teaching is a response to changing social conditions: children are increasingly growing up as only children and have fewer opportunities to learn from each other, play together and practise social roles. In mixed-age classes, they can acquire social skills that will become increasingly important in their later working lives.

Learning in a multi-level class offers numerous advantages:

- Children with learning difficulties experience success because they can help younger children.
- Independent and self-directed learning is strengthened.
- The individual learning pace of each child is better taken into account.
- Teamwork among teachers enables greater individualisation.
- Children learn with all their senses through concrete materials.

### **The marketplace as a learning environment**

For work in multi-level classes, there are spacious corridors and extended classrooms, or 'marketplaces,' to accommodate the large amount of materials and enable small group work. Open shelves, carpets and flexible workspaces create a learning-friendly atmosphere. In addition to a reading corner and areas for English and mathematics, there are group tables that enable a variety of learning approaches.

The English area contains materials for spelling, language analysis, initial reading assignments and the story workshop. The mathematics area offers activities on number ranges, multiplication tables, measurements and much more.

When setting up the marketplace, particular emphasis was placed on ensuring that the environment meets the needs of the children, remains clearly structured and easy to navigate, and encourages independent, creative work. Working with the materials not only promotes intellectual abilities, but also strengthens independence and self-confidence.

The materials meet clear criteria: they are aesthetically appealing, focused on a learning objective and, in many cases, allow for self-monitoring. An abundance of materials is deliberately avoided – hands-on work with concrete objects takes precedence over worksheets. Order and careful handling of the materials are basic requirements.

### **The daily routine**

The school day begins with everyone gathering together to discuss organisational matters and the schedule for the day. This is followed by independent work in groups or individually. After a short time, everyone is concentrating on their work, creating a calm learning atmosphere.

Schoolbooks serve as guidelines, but are supplemented or replaced by a variety of materials. New content is introduced partly throughout the school year and partly across different year groups. Depending on the task, the children choose to work individually, in pairs or in small groups.

The end of free work is announced by a signal. Afterwards, the children tidy up and come together for joint reflection rounds, silent exercises or the authors' round. Here they report on their learning outcomes, practise explaining and present their own texts.

After this work phase, subjects such as music, art, sport, English, religion or general studies are on the timetable, which can also be taught in a more teacher-centred manner.



### **The role of teachers**

Teachers see themselves as learning guides. Their main tasks are to impart knowledge, support children in their independent work, provide inspiration and help with problems. In addition, they ensure that jointly agreed rules are observed, such as tidiness, quiet working and the completion of tasks.

Teachers often take a back seat and observe what is happening. They only intervene when necessary or requested. The aim is to gradually guide children towards greater independence and make them aware of the responsibility for their own actions.

#### **Performance assessment**

Assessment is carried out using learning objective logs. In meetings between children, parents and teachers (KEL), the children present their working methods and the teachers explain the current situation. This form of assessment makes learning progress visible and promotes self-reflection and a sense of responsibility. Throughout the school year, there are regular written tests and, from the 4th year onwards, school exams. Pupils receive grades in their annual report from the 3rd year onwards.

The multi-level class offers children a wide range of opportunities to learn from and with each other. It promotes independence, social skills and personal responsibility. Working with concrete materials and in mixed-age groups creates a lively, holistic learning environment. Teachers see themselves as guides and supporters who create a structured but open learning environment in which every child can develop their potential.

## ***German in the classroom***

Children who enter Austria and do not have sufficient German language skills to follow regular lessons in German are granted special status (protected status). This allows them to spend four semesters learning the language without being assessed during this period.

Assignment to school classes is not based on a decision by the school management, but exclusively and automatically on the child's date of birth, adapted to the Austrian school system.

The decision on promotion to the next higher class at the end of a school year is based on the following factors:

1. Mika-D tests (further information in various languages can be found here:

<https://www.iqs.gv.at/downloads/weitere-instrumente-des-iqs>

2. In certain cases, the class forum

3. The grades that can be awarded to the child according to their performance.

At MCA, German as a second language (DaZ) lessons are either integrated into regular lessons or offered in special learning groups parallel to lessons. These additional lessons amount to a maximum of 15 hours in primary school and 20 hours in secondary school.





## ***English in the classroom***

Children learn languages particularly easily. It is therefore all the more important to familiarise them with them at an early age. At MCA<sup>®</sup>, English is therefore taught alongside German - from the first grade onwards. English is offered as a compulsory subject as well as a non-binding exercise and is also used in numerous other subjects.

From Year 2 (Semester 2), we teach written expression in addition to spoken language, if the children's capacity and language skills allow. In science and mathematics, the children are introduced to the use of English terminology. Learning content for the compulsory subject English is based on the content of the compulsory exercise "English as a living foreign language" according to the primary school curriculum. English as a compulsory exercise represents a deepening of the contents of the compulsory subject English. It focuses in particular on practising correct pronunciation and communication in English.

Our pupils have a very good knowledge of both languages - German and English - after completing grade 4 and can easily transfer to secondary, Austrian or international schools.

**French** is taught at the MCA<sup>®</sup> secondary school from the 5th grade onwards. Therefore, it is possible - on a voluntary basis - to take part in a "French Club" (an additional course offered in the afternoon) as early as 3rd grade. A fee is charged for this per semester.

## ***Digital technology in the classroom***

Since 2014, our classrooms have been equipped with tablets. These are used in the various subjects for research, papers and presentations. Furthermore, the children have access to a wide range of learning software.

Above all, teaching safe use of the internet is very important to us. Parents' evenings and discussion groups are also offered on this topic.

## ***Christian Education***

Our Christian faith obliges us to treat people with respect and charity. Every person is unique and should be able to develop the qualities given to him or her. To this end, we want to offer our students the necessary environment.

Christian education is the basis of all learning for us and is integrated into the daily lessons. Each teaching day begins with a morning circle and songs. We also want to take God's thoughts into the day.



The compulsory exercise "Christian Education" as well as our devotional times, school services and festivals are a compulsory part of everyday school life for all our pupils and teachers.

Through the **compulsory exercise Christian Education**, the following competences are ostensibly strengthened:

**Self-competence:**

The trust in being created and loved by God enables an attitude of gratitude and confidence. From this experience, appreciation of others succeeds.

**(Biblical) literacy:**

The Bible is to be got to know as the Word of God and brought into relation with one's own life as well as with social challenges.

**Faith competence:**

Man, as a creature of God, is invited to a personal relationship with God. This relationship is offered to man by grace, regardless of his merits and origin, and man can accept this gift according to his free will. From this can arise a lifestyle of prayer, dialogue with God and the desire for spiritual growth and personal development.

**Conscience competence**

Faith is a personal decision of the human being, which is expressed in an individual experience. This experience is to be reflected, which is why reason has an important role to play. This is also a prerequisite for human freedom of will and the associated decisions of conscience, which can express themselves in concrete commitment to the observance of human rights.

Since personal faith is always in a process, is subject to change and manifests itself differently depending on the life situation, it is also about dealing with one's own doubts and questions.

**Social competence:**

The relationship with other people is characterised by respect, appreciation and charity. In view of the diversity of human beings, especially

equal opportunities and mutual solidarity are emphasised. Knowledge of other religions, traditions and beliefs is an important basic prerequisite for this.

## ***Religious education***

Denominational religious education is anchored in the Religion Act and is a compulsory subject unless parents withdraw their child from it within the first week of school.

Pupils without a religious confession (o.B.) CAN be registered for religious education at MCA®. Should the Protestant, Catholic, Free Church or Orthodox school authorities not be





able to offer their own lessons at our location in a school year, there is also the possibility of offering dialogue-based religious instruction with the agreement of the parents and school authorities. Decisions are made at the beginning of each school year.

## **Performance assessment**

MCA® Primary pupils are assessed twice a year (school report/annual report) on the basis of a learning objectives log. From Grade 3 onwards, a numerical mark is also added.

It is important to us that our students understand grades as intermediate results. For us, a lower grade simply means that not everything has been achieved in this area yet. That is why we want to give students special support in such a case. Together we can make it!

## **School clothing**

The pupils of the MCA wear uniform school clothing. In this way, we want to make differences - especially of a social nature - fade into the background, promote community among the pupils and guide the children to focus on the essentials.

You can also find the current collection in the MCA® Office "Shop".  
Currently, the school uniform is composed of the following parts:

- Dark blue trousers or dark blue skirt
- Polo shirt long and short sleeved (coloured, without pattern) with **MCA®** emblem sewn on
- Dark blue jumper or hooded jumper  
with **MCA®** emblem on the front and Mayflower lettering on the back (embroidered)





## ***Faculty & Administration***

### **School managements**

Lisa Assmann, BEd

Pedagogical Head of Primary School  
Primary school teacher, class teacher

Simona Bratosin, Lic.

Pedagogical Head of Secondary School  
English, Music, German as a Second Language

A now international team of teachers is competently led by our head teachers. Joint further training, planning and close cooperation within the team ensure that Mayflower Christian Academy is always developing and can react promptly to new demands in the field of education as a unified team of teachers.

The teaching work of the class and subject teachers is supported by other teachers (gifted support, learning coach, DaZ, English teacher...) and assistants.

### **Campus Leadership Team**

Marcus Assmann, MBA

Michaela Kröss

Sylvia Assmann, MA

Managing Director, School Board, Finance

Managing Director, School Board, Personnel, Finance

Campus Concept, Team, School Development

### **Office**

Mrs. Nina Bukowski

Mrs. Liane John

[office@mayflower-christian-academy.at](mailto:office@mayflower-christian-academy.at)

0043 1 641 94 95 (fax -23)





# **Registration and school enrolment**

## **Registration process**

### **Step 1: Initial contact**

Register via our website for an appointment for an open day or an individual appointment (using the online form).

### **Step 2: Open day**

This takes place four times a year (October, November, January, May). Get an impression of our school through a presentation by the school founders and discussions with our headteachers, teachers and pupils.

### **Step 3: Pre-registration**

Fill out the relevant online form (which will be sent to you by the school office). Upload ALL the necessary documents, such as the last two school reports or kindergarten forms. Pay the pre-registration fee (which will be credited towards the final registration fee). Then make an appointment for an interview with your child.

### **Step 4: Getting to know each other**

Your child will get an impression of our school and we can get to know them during an appointment for a school readiness test (first graders) or a 'taster day' (school transfer). After an internal evaluation process, we will invite you to a final meeting with our school management to discuss the decision on admission with you.

### **Step 5: School registration**

Fill out the appropriate online form (which will be sent to you by the school office). Upload ALL required documents (e.g. birth certificate and registration form). Pay the registration fees specified in the form.

Soon after, you will receive the [confirmation](#) from the school management regarding your child's admission, as well as [important information before the summer](#) to ensure a successful start to the new school year!

First day of school: Monday, 7 September 2026

## **Contact Information**

### **Registration / School office**

Ms. Mag. Nina Bukowski  
+43 (0)1 641 94 95  
[office@mayflower-christian-academy.at](mailto:office@mayflower-christian-academy.at)

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