



CASA MIA MONTESSORI COMMUNITY SCHOOL

ANNUAL REPORT 2018



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Audited Accounts 2018 available from the School Office on request

Board Chair Report 2018

The 2018 year was marked by the extraordinary adaptability, creativity and collaboration of the community that makes up the Casa Mia Montessori Community School.

The year began with the Board actively responding to the increased administrative and regulatory burden on the School which had the potential to threaten its sustainability. In early 2018, the Board explored opportunities to work with other schools in a similar position to develop a shared administration operational model. The Board also consulted with AISWA and the Department of Education on the facets of a shared administration model.

The Board's membership also changed substantially early in 2018. Nijaz took over as Chair, and along with David Shoebridge, provided stability for the School as the Board planned for the future. The School farewelled Nicole Stewart and James Tarrant who undertook the role of Deputy Chair and Secretary. I commenced with the Board in February 2018.

In September 2018, the Board began to explore what a shared administration merge with another Montessori school would look like. Parents, as members of the School, were invited to an information evening to receive details of the burden along with the merger solution. Later, parents voted to support the Board entering negotiations with another Montessori school. To ensure parents' views were properly reflected in the negotiations, Doug Donnelly was appointed as a Board Member and acted as the Community Consultant. Common themes were highlighted and became central to the negotiations.

The exploration of a merger brought a degree of uncertainty regarding the School's future direction. By term 4, several families had elected to move their children to other schools dropping the School's enrolments to a critically low level. This sudden drop of enrolments, mainly in the primary section, caused the Board to start to rethink how the School would continue as an engaging educational and steady school.

In November 2018, the members of the Association collectively voted not to pursue the merger. This was in part due to disparity between what each School was expecting from the merger. However, in voting against the merger, members recognised that as a community, together we needed to design and effect a more sustainable future for the School. As such the disappointments of not agreeing an effective merger, and a loss of students, were overshadowed by a reinvigoration of the School's community spirit.

Highlights in 2018 included:

- Doug Donnelly, identifying the School's ability to apply for a special circumstance grant. The Board voted to apply for a grant and the application will be lodged by 30 June 2019.
- Shona Erskine preparing the structure and facilitating discussions towards the preparation of an updated strategic plan. Families and staff gave many ideas and thoughts on the goal, mission and values for the School. The school's values were distilled to 'individual responsibility' and 'community spirit'.
- Janet, our Principal, successfully navigating the School through the re-registration process, culminating in a further 5-year registration for the School. This built on Janet's previous success at securing a 5 year plus 5-year lease over the School's grounds.
- Our P & F, led by MJ, organising a range of activities which not only raised vital funds for the School but also brought the community together in celebration.

We farewelled 2018 by also farewelling Rachel Walker, who contributed to the School's financial management and undertook the role of Board Treasurer during 2017 and 2018.

In closing, I offer these words from Idowu Koyenikan, Wealth for all: Living a life of success at the Edge of Your Ability, *'There is immense power when a group of people with similar interests gets together to work towards the same goals.'*

I look forward to 2019 being a year of consolidation for the School, using the newly agreed goals, mission and values as guidance.

Natalie Barton Leeson

Board Chair

Board Treasurer Report 2018

I am pleased to present the Financial Report of Casa Mia Montessori Community School Inc. for the financial year ended on 31 December 2018.

Role of the Treasurer

I assumed the volunteer position of the Treasurer in February 2019. Since then, I have been reviewing the monthly general ledger, and have been working on our budget for 2019 and onwards. I have been concentrating on familiarising myself with the types of income streams and more importantly with the expenses that Casa Mia incurs. My review will become more detailed with time, focusing more on transactions in addition to the monthly analytical review.

Please note that I was not involved in reviewing the 2018 monthly financial reports and the year-end financial statements; this was done by my predecessor Rachel Walker since March 2018, and by Nijaz Brkich before then.

Audit

Our Financial Report, as in previous years, has been audited by Peter Kevin Edwards, who is a registered company auditor based in Guildford. Our auditor issued an unqualified audit opinion, confirming that the Financial Statements give a true and fair view of the financial position of Casa Mia Montessori Community School Inc. as at 31 December 2018 (i.e. balance sheet – asset, liabilities and equity), and of the financial performance of the organisation for the year then ended (i.e. profit and loss account – income and expenses).

Financial Statements

Casa Mia ended the 2018 financial year with a **net profit of \$25.5k**, resulting in its **net asset position** increasing to **\$357k** as at 31 December 2018.

Our **total income** for the year decreased from \$892k in 2017 to **\$853k** in 2018, due to a decrease in student numbers. All three of our main income streams (Commonwealth Government Grants, State Government grants, and tuition and other fees paid by families) decreased due to lower student numbers.

Unfortunately, our **donation income** for the year was **\$0**, as compared to \$1.5k in 2017. The school distributed flyers to remind families to donate to the school building fund before the end of the financial year to be able to claim the donation in the 2019 tax returns. Hopefully, this reminder will be successful, and we will realise some donation income during the 2019 financial year.

Revenue categories	2018 \$k	2017 \$k	Movement \$k
Commonwealth Government Grants	351	368	-17
WA State Government Grants	111	127	-16
Tuition fees paid by families	285	303	-18
Other recurring fees paid by families	41	45	-4
Other non-recurring fees paid by families	10	5	5
Playgroup fees	10	6	4
Other income	45	38	7
Total Revenue	853	892	-39

Our total **expenses** decreased significantly as well, from \$892k in 2017 to **\$827k** in 2018.

Our most significant expenses continue to relate to employee expenses.

Our provision for doubtful debt for 2018 was an income, meaning that the school was paid some tuition fees that in 2017 were considered as unlikely to be recoverable and hence were provided for.

Expense categories	2018 \$k	2017 \$k	Movement \$k
Salaries, contractors, on costs	681	708	-27
Other teaching related costs	22	31	-9
Advertising	11	12	-1
Bad debt, provision for doubtful debt	-4	3	-7
Cleaning	23	31	-8
Repair and maintenance	14	24	-10
Other admin expenses and overheads	68	71	-3
Depreciation	12	12	0
Total Expenses	827	892	-65

Our total **cash** balance at the end of the year was **\$439k**, an increase of \$25k from December 2017. Out of the \$438k, \$358k is not restricted (i.e. not including the student bond, the long service leave, and the building fund accounts).

Balance sheet categories	Dec-2018 \$k	Dec-2017 \$k	Movement \$k
Cash	439	414	25
Accounts receivable	2	9	-7
Less: Provision for doubtful debt	-2	-6	4
Prepayments (expenses relating to 2019 already paid for)	13	16	-3
Total Current Assets	452	433	19
Fixed assets at cost	353	353	0
Fixed assets - total accumulated depreciation	-344	-332	-12
Total Non-Current Assets	9	21	-12
Payroll related liabilities	-30	-38	8
Refundable bonds	-37	-44	7
Fees in advance	-11	-12	1
GST payable	-3	-12	9
Other payables	-2	-3	1
Total Current Liabilities	-83	-109	26
Payroll related liabilities	-20	-13	-7
Total Non-Current Liabilities	-20	-13	-7
Total Net Assets	-359	-332	-27
Net assets at the beginning of the year	-332		
Profit for the year	-26		
Total Net Assets	-359		

Budget for 2019

Unfortunately, a significant loss has been budgeted for 2019, which is again due to the decrease in student numbers, especially in the decrease of fully funded student numbers (pre-primary and primary). Our principal Janet has been working on building the school numbers from the bottom up, with a significant increase in pre-kindy and kindy numbers during the first 5 months of 2019. We all need to continue working on retaining students for the lower and upper primary classes. The majority of our costs (for example, salaries, rent, cleaning) are fixed, if we have 5 or 15 students in a classroom. We need more students to be able to pay for salaries and admin costs.

We have budgeted to make further, although significantly lower losses in 2020. Then, with the projected increase in student numbers, we are budgeting to start making profits again from 2021 onwards.

To be able to cover for the losses, we will have to use our cash. In addition, we are planning to apply for a special non-refundable grant to help us see through the tough years.

Bernadett Bovari

Treasurer

Principal's Annual Report

Principal's report

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School Income broken down by funding source

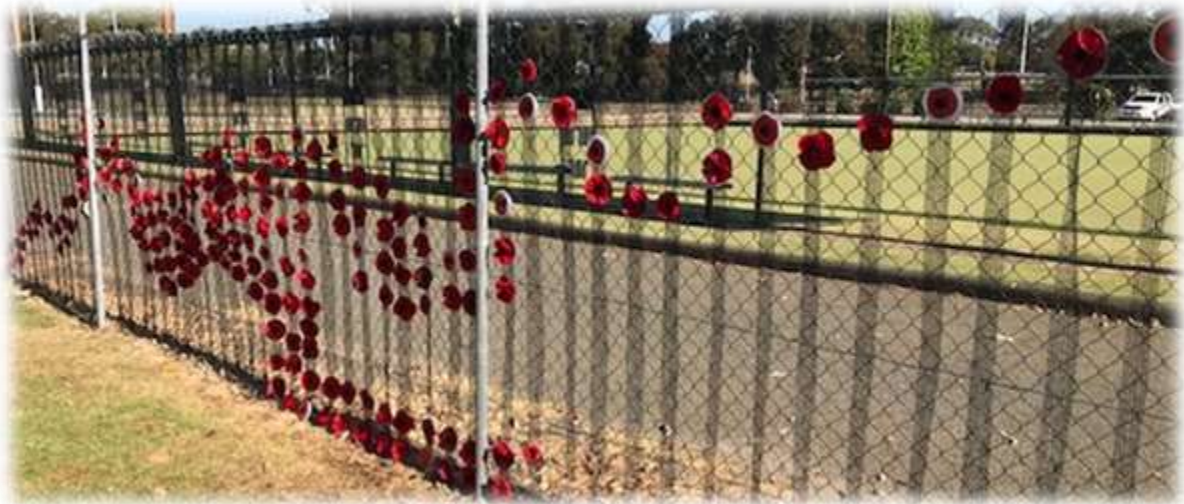
Principal's Report

2018 was a wonderful year at Casa Mia, as we worked on consolidating initiatives begun in the previous year.

At Casa Mia we pride ourselves on our inspiring and engaging learning community. The community is made up of children, staff, parents, grandparents and friends who support our school such as the Town of Bassendean Council and the Town of Bassendean Staff including the Bassendean Library.

As adults it is so easy to forget the children are constantly learning new skills, participating sometime willingly and not so willingly in new and exciting experiences; learning to take risks; going beyond their comfort zones sometimes hourly, daily and weekly. All this happens in the Casa Mia supportive and caring environment and these experiences are what help the children to build their resilience and confidence.

With our student-centred approach to learning, our carefully prepared learning environments encourage the children to develop their thinking skills, to learn from mistakes, to understand their rights and responsibilities and to contribute to make our community a great place and our environment a fantastic inheritance. Throughout the year we have had the honour of seeing many fine examples of our children's work. The highlights include the art works in the Bassendean Art Awards; the Shaun Tan Art Award, the Swan River created out of poppies to represent the Aboriginal soldiers who represented Australia in war and the poppy sand



art; the group musical performances at the end of term assemblies; the efficient functioning of the worm farms and compost bins and the achievements of the Maali entrepreneurial students. The students made enough profit to donate \$500.00 to Cancer Council and go on two excursions paid for themselves.

As a school, 2018 saw our external review as we submitted our 're-registration' documents and hosted a school visit. All private schools undertake this periodically. It was very pleasing for us to be judged as meeting all standards and to gain registration until 31 December 2023. This is the longest period of registration Casa Mia has ever gained. Five years is the maximum registration. This was a credit to the work of the Board, teaching staff and school administration who had made many improvements to the education programme, policies, processes and financial understanding.

Part of a strong community is the involvement and support of our parents. Whether it is assisting on rosters from laundry and supplying flowers for the little ones to arrange, helping at busy bees, formatting the newsletter or posting on Facebook or moral support of the School's direction and programmes, your support makes a big difference. Thank you.

The contribution of our P&F must also be noted. Your feedback, organisation of the Community Movie Night; the School's involvement of the Garage Sale Trail and a fete and the grand finale of a community supper after the Graduation Concert made a big difference

to our school community. This year the P&F funded the purchase of new whiteboards, a water wall in the playground and a new crash mat for the 'silks'. Thank you.

At Casa Mia, the first question we always ask is 'How will this support the children?' The children's best interests are at the heart of all our decisions. This includes offering a vibrant, innovative and academically challenging education that encourages each child to be curious, confident, creative and considered people. The Montessori Method of Education is the structure followed by the School to ensure the outcomes are delivered.

The greatest asset of any school are its staff both educational and administrative. We have a wonderful and committed educational staff at Casa Mia. Staff who are positive role models and highly committed to their classes and the whole school. I truly appreciate and thank them for their individual and collective efforts.

We were sorry to bid farewell to two members. Pascale, French teacher, retired and was planning to spend more time with her grandchildren. Della, early childhood education assistant and Yoga teacher left to pursue other interests. We wish them well and thank them for their contributions to Casa Mia. We have been fortunate to welcome Susie and Anna who have brought lovely ideas to build on the good work already started.

2018 has seen a focus on the continuation of adding depth to the reading and writing programmes and improvement to the school grounds by catching up with maintenance and establishing gardens in every corner.

At Casa Mia Montessori School, we value each child as an individual learner. At school we cultivate a love of learning and care for the global community we are part of and the environment for which we are responsible. To those leaving us at the end of 2018, I wish you well for the future and I am sure your experiences at Casa Mia will stand you in good stead for where-ever you should go next. For those returning, I look forward to sharing 2019 with you!

Janet Laing
Principal

For further information, visit:

www.casamiamontessori.wa.edu.au

www.myschool



In compliance with Australian Government Regulations under the Schools' Assistance Act 2008, all schools publish an annual report with prescribed information and on the internet.

This report is for the 2018 academic year and has been compiled by the School Principal; and administration team with assistance and content provided by the School Board, staff and administration.

Contextual Information

Casa Mia's nurturing environment is especially prepared for each cycle, provides children with a broad, harmonious education from playgroup to year 6.

Casa Mia is a small community school with mixed aged classes – Early childhood (3-6yrs), lower primary (6-9yrs) and upper primary (9-12yrs). The community is multicultural with many Casa Mia families and staff first or second-generation migrants from Europe, Asia, Africa, South America and North America. Most of the students live in Bassendean and the surrounding suburbs.

From the early childhood class, the school provides individualised learning in a community setting helping the children develop affective learning and community behaviours. Including catering for students who are gifted and talented and those diagnosed with specific learning difficulties.

The school delivers the accredited Montessori Australia Curriculum and reports against the Western Australian curriculum. This ensures the students receive an education that is both Montessori Method and compliant with contemporary thinking in terms of the State and National curriculum standards.

Additionally, the educational approach provides a dynamic inquiry-based education that empowers the students to reach their unique potential by thinking independently and responsibly.

Casa Mia is an independent, non-denominational, co-educational, day school operating the Casa Mia Montessori Community School Association and is governed by a School Board. The school is a member of the Association of Independent Schools of Western Australia (AISWA) and registered by the Department of Education. This registration as a school has several requirements including following a number of policies as well as particular requirements in staffing, governance, learning and reporting.

The school fees are relatively comparable to other non-denominational, independent schools in the area offering sibling discounts and a low fee increase of around 3% in 2018.

Casa Mia prides itself in its community spirit and its links with the wider community. The School takes part in the annual Dandjoo Koorliny Reconciliation Gathering; Bassendean Arts Awards, takes part in voluntary group activities and has a Pancake Race with St Michael's Primary School each year; further afield the Shaun Tan Art Awards, Therapy Focus Art Competition; Casa Mia also takes part in national school events such as Harmony Day, WA Day, Remembrance Day, Walk to School Day; Book Week and cultural days such as Mother's and Father's Day. The school maintains links with former students and members of the community and regularly invite them into the school to share community occasions.

The Children

Enrolment numbers

	2013	2014	2015	2016	2017	2018
Total Enrolments	61	65	61	54	53	45
3-6 years	25	29	30	23	19	19
6-9 years	21	20	17	17	18	15
9-12 years	15	16	14	14	16	11
Number of families	46	50	40	35	36	36

The School has accommodation for 70 students.

Attendance

The average attendance of the students in 2018 decreased from 93.05% to 91.87%. This was primarily due to children going on overseas holidays during term time and illness. Families are reminded in writing that attendance at school age is compulsory. All families are given activities to do with their children to ensure their child's learning requirements are not interrupted. On their return to school the child is expected to present their 'holiday work' to the teacher and the class.

Should a student and their family persist in non-attendance practises the School will follow the School Attendance policy and procedure.

Average attendance rate	2013	2014	2015	2016	2017	2018
	96.42%	96.67%	94.01%	96.16%	93.05%	91.87%

Attendance by year level	P-K	K	PP	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
2015	96%	95%	93.33%	91.43%	93.47%	92.69%	93.88%	97.96%	95.41%
2016	94.25%	79.45%	89%	95.31%	95.83%	97.50%	97.08%	97.08%	94.27%
2017	85.11%	94.45%	89.79%	93.72%	93.98%	93.34%	96.58%	93.14%	90.90%
2018	96.81%	92.34%	97.34%	84.52%	96.10%	95.04%	91.49%	95.04%	87.23%

Post Casa Mia Montessori School

The farewells to the 2018 graduates were with great sadness. All four students had been at Casa Mia since they were three. They knew each other and the community well. They and their families had contributed to the school in many ways and they are greatly missed.

The four students went to four different schools each chosen to best suit their talents and needs – Perth College, Senior Hampton High, St George's Grammar and Siwilo Community High School.

Student Satisfaction

CASA MIA MONTESSORI SCHOOL STUDENT SURVEY 2018

Karak and Maali (Yr1 – Yr6)

21 of the 24 primary students completed the student survey.95% felt they belonged at Casa Mia with friends, teachers who help children who are worried and upset and take great care and support the students.

For the second year, the students have considered it is 'somewhat true' that the students help with keeping the environment clean, tidy, orderly and beautiful with one student explicitly stating there should be more plants.

The staff are exploring the perception that the students are not fully involved in keeping the environment clean given the strong routines in the classes to sort the rubbish into worm food, recycle, compost and landfill; keeping two worm farms going and composting on the one hand and the daily cleaning and tidying of the classrooms; a school recycling hub; art and craft work using recycled materials; snack and food packed into 'keep me' water bottles and containers and daily reminders to reduce the use of paper, handtowels and water. Significantly, the School reduced the weekly general waste collection from two bins to one.

Student results

The children at Casa Mia Montessori participate in the NAPLAN assessments. They and their teachers take time to learn the practical life skill of how to sit a test.

NAPLAN 2018

Yr. 3

	Casa Mia Score	National	Similar
Numeracy	422	408	407
Reading	477	434	453
Writing	355	407	414
Spelling	479	418	439
Grammar and Punctuation	504	432	507

Yr. 5

	Casa Mia Score	National	Similar
Numeracy	509	494	493
Reading	586	509	517
Writing	480	465	458
Spelling	444	503	509
Grammar and Punctuation	540	504	507

There was considerable progress in most learning areas on the 2017 results with outcomes matching or well exceeding similar schools.

Writing in Year 3 and Spelling in Year 5 were identified at the start of the year to be of concern and remedial actions were taken immediately with explicit writing lessons and weekly spelling dictation activities.

Value Adding

Yoga

The primary children practised yoga once a week with Della Yang, a qualified Children's Yoga teacher.

Morning Fitness

Under the tutelage of Dr MJ Ong, the primary children did half an hour fitness classes twice a week and during this time had instruction on human physiology.

Sport

James King (Physical Education and Science) organised and ran for the primary children swimming lessons at Bayswater Waves in Term 1, gymnastic lessons at Star-mites in Bayswater in Term 2; athletics coaching on the oval in Term 3 culminating in a sports carnival and soccer lessons with a player from Perth Glory in Term 4. The intention is to help the primary children experience a diversity of sports to help them develop their skills and discover which sports they prefer.

James also delivers a perceptual motor movement session to the Koomal class once a week helping the little ones establish their motor skills and balance.

Library

Casa Mia Montessori School is located within a short walking distance of the Bassendean Town Library. The primary children walk up to the library each fortnight to exchange their reading books and spend time perusing books in the peaceful setting

Excursions and incursions

The primary children have a number of excursions and incursions linked to their curriculum studies.

In commemoration of Western Australia Day, the children went on a walking tour of the city street sculpture representing elements of the history of Western Australia through people and objects.

The Maali children attended their annual camp out at Woodman Point with the focus on team building and challenging their physical skills through archery, orienteering, building a raft and various challenges.

Kiara Fire brigade gave the children an experience of a life time; Bassendean Library brought the Book Week books to life and Maali had an overnight camp out in the school grounds where they had to cook their food on a camp stove and for the primary students, the last day of the school year was spent in the water park at Elizabeth Quay.

Performing Arts - Music

All classes have weekly music classes that include the skills of performance, showcasing their items at the termly whole school get together. The school purchased a set of wooden xylophones and drums. Kirsty uses these instruments to teach the fundamentals of music and for performance.

Fine Arts

The staff make the best of the limited space in the school to give the children fine arts and craft experiences with as many materials as possible.

French

All the children have a weekly class in French with a native French speaker.

Science

In the primary classes, James Kings provides a weekly traditional science lesson. This work is complemented by the integrated programme delivered by the class Montessori teachers.

Waste wise

Casa Mia is a recognised Waste Wise School with strong sorting procedures at the source of the rubbish in the classrooms with the children sorting into the worm farms, the compost, the recycling bin and the landfill bin; the school has a recycling hub for various items to go to specific recycling units for batteries and ink cartridges and collections of cards, plastic lids, magazines, paper for art and craft projects and so it goes on. In this year, Casa Mia joined the Boomerang Bag Organisation – Sew Sustainable. The children screen printed the school logo and sewed up bags for use at the School Garage sale, for the School marketing activities and for the Waste less Pantry Bassendean. The curriculum covers ‘needs’ and ‘wants’ and the scarcity of resources.

Loose parts programme

In the playground the children have access to small wooden pallets; lengths of cloth; pipes; ropes and chairs seats to name a few items to build and use in as many ways as the children can think of.

Outdoor Education

The teachers recognise the value of outdoor education taking the children to write and draw in different environments outside of the classrooms – the city sculptures, the school playground and the banks of the Swan river.

Entrepreneurial programme

The children in upper primary are challenged each year to run a business. Their profits are to be split 50:50 between an excursion of their choice and a donation to a charity of their choice. The type of business is built around the children’s interests and talents.

Visiting Chinese Students

Twice a year Casa Mia hosts short term visiting Chinese students who share all the school activities and introduce the students to different approaches to learning and travelling.

Outreach to parents and the community

Casa Mia recognises that it is an entity which is part of a huge community. Part of that recognition is its community outreach programme which, in 2018, included in:

- Providing educational work experience for a past student
- Providing a placement for a student teacher
- Continuing to support the Wheelchairs for Kids Project run by Rotary in Wanneroo. The school collects ring pulls which are sold to purchase the steel needed for the manufacture of the wheelchairs and soft toys. Besides supporting children in developing countries with the wheelchairs and soft toys, this project is run out of the Men’s Shed by a group of retired people making up the wheelchairs and the knitted blankets sent out with each wheelchair.
- The soft toys not suitable to send with the wheelchairs due to the need for batteries or are too large, are repurposed and sent to Parkerville Children’s Home.
- Observation experiences for Educational practitioners
- Hosting members of AEGIS at the Remembrance Day service

The Staff

Staff composition

	Teaching Staff	Non-teaching staff
Full time	2	
Part Time	8	1
Total	10	1

Casa Mia teachers are registered with the Teachers Registration Board of Western Australia and all staff hold a Working with Children Clearance.

Our Staff are from around the globe including Africa, Asia, Australia and Europe.

	Position	Qualifications	Montessori training and/or experience
Janet Laing	Principal	2½- 12 years Montessori Diplomas, Cert IV Training and Assessment Dip Hotel Management	2 ½ - 12 years
Lee du Toit	Koomal teacher (3-6yrs)	BA Fine Art	3-6 years
Della Yang	Koomal Education Assistant (3-6yrs)	Dip Pre-school Education	3-6 years
Astrid Piller	Koomal education Assistant(3-6yrs)	Dip. Education Support	3-6 years
Karen Yazdani	Koomal Education Assistant(3-6yrs)	Cert III Education Support	3-6 years
Yogini Desai	Karak Teacher (6-9yrs)	MA interdisciplinary Studies	3-6 years
Clare McCaskie	Maali Teacher (9-12yrs)	BA, Cert III Mechanical Engineering	6- 12 years
James King	Physical Education/Science OH&S Officer	BSc, Dip of Horticulture, Cert IV Occupational Health and Safety	
Pascale Henrion	French	BA	
Kirsty Ploeg	Music	BMusic	
Lynette Bosch	School Officer - Administration	Cert III accounting	
Zara Grassick	Playgroup coordinator	BA Honours	3-6 years

Casa Mia Montessori School has a commitment to employing staff with training in the Montessori Method of Education and to provide continuing training in the method along with regular in-house training is done at the staff meetings and staff development days.

Staff Retention and Satisfaction

The Casa Mia Staff team went from strength to strength during the year developing into a focused and purposeful unit. One member resigned to pursue other interests. Pascal Henrion, French teacher, resigned after nearly ten years introducing the children of Casa Mia to the French language and culture.

The survey indicated the staff feel safe teaching at Casa Mia and are happy in the work place. The one concern is the lack of possibilities for a career path due to the size of the school.

Professional development

With the School re-registration in progress, the staff attended relevant training with regards to the requirements to register a school. Most of the professional development was in-house focusing on providing a child safe curriculum and school as well as updating first aid qualification in anaphylaxis emergency response training and Asthma and Diabetic Certificate updates.

All staff were appraised of the updated School Code of Conduct, Child Protection, the changes to the Privacy laws and attendant procedures

Ongoing, throughout the year the staff developed their understanding of STEM, the three thinking groups – system, design and computational. They explored the digital aspects of technologies in an ‘unplugged manner’.

Each teacher looked at outdoor education and ‘moving the walls of their classrooms’. The children loved their experiences leading to more innovations by the teachers.

The team examined enhancing generalisation of social skills and making the social skills curriculum effect after the lesson and outside the classroom. Robust discussions were held examining when and how intervention should take place when observations and assessments indicated a child was not progressing.

All staff undertook self-appraisal and planned their personal development paths.

The staff made good use of free or low cost professional development provided under the school’s membership of AISWA (Association of Independent Schools of Western Australia). In total \$2846 was spent on professional development in the year.

Staff Attendance

Staff attendance was 96.41% averaged out over the 2018 year.

School Community

Casa Mia is very privileged to have a very support and active family community lead by the P&F. Over the year the P&F ran a community movie evening in Term 1, icy drinks on Friday afternoons, a Garage sale and fete in Term 4 and finish the school year off with a whole school community meal at the Graduation Concert.

Parents helped with excursions, listening to reading, maintenance, gardening and cleaning, and preparing materials for the classrooms.

School Community Satisfaction

The School Community survey 2018 had a respondent rate of 62% from 39 families.

95% felt their children liked being at Casa Mia; very similar to the children’s opinion. Families felt staff provide students with useful feedback with a high level of care.

Parents expressed their appreciation for the opportunities for the children to progress at their own pace in a small close community with strong relationships between the teachers and the

students and families. The community indicated they were concerned about the enrolment numbers and the sustainability of the school.



School income broken down by funding source.

2018

Full time equivalent enrolments at July census (30 PP – Yr6)

Full and Part time equivalent enrolments (15 Pre-K and K) relating to income and expenditure)

Net Recurrent Income 2018	Total	Per Student
Australian Government recurrent funding	367 836	6 688
State Government recurrent funding	127 096	2 311
Fees, charges and parent contributions	354 618	6 448
Other private sources	42 744	777
Total Gross Income	892 294	16 224
Less deductions	11 663	212
Total net recurrent income	880 631	16 011

