



# Casa Mia Montessori Community School Inc.

## ANNUAL REPORT 2021



**Vision:**

A school where the children are supported to learn and encouraged to think independently and responsibly.

**Our Mission:**

To provide a sustainable, safe, and caring school

**Philosophy:**

We believe in the education of the whole child to enable them to reach their full potential physically, emotionally, intellectually, socially, and spiritually.

To achieve this, the children, parents, and staff work collaboratively to create a dynamic learning environment under pinned by the values of:

- *Individual responsibility*
- *Community spirit*

**Acknowledgement of Country**

We give ourselves a moment to take a breath and remind ourselves we are all connected to our school – its land, animals, birds, plants and people. We thank the Wadjuk Noongar people for caring for Mother Earth for thousands of years. We hold hands and walk together into tomorrow as we promise to care for this land. Mother Earth will look after us.



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## BOARD CHAIR REPORT 2021

I take pleasure in presenting the 2021 Annual Report for the Casa Mia Community Montessori School Inc. (Casa Mia). As always, I wish to extend my gratitude to each of you in our community including staff, students, families, and friends, who continue to work together and support each other. 2021 was another year of uncertainty, and flux, with the continuation of COVID, and some changes personal to our School. However, the Casa Mia community came together to ensure we not only survived but thrived and continue to grow.

With growth in mind, a key project we intended to complete in 2021 was the relocation of the transportable currently on BIC Reserve adjacent to the School's playground. However, anomalies with the School's lease were identified and needed to be resolved before this project could continue. I am pleased to reiterate that Casa Mia's tenure on site has been confirmed until 2027. This has cleared the way for the governing body to continue not only with this project, but also others designed to upgrade and increase the capacity of the School in the short, medium, and long-term. A key focus of the governing body is now securing access to the site beyond 2027.

To ensure the decision making of the governing body accounted for the views of the community, a survey was submitted to parents late in 2021. Responses were received from many families, provoking some 'out of the box' thinking during governing body meetings!

In relation to 'education', the responses acknowledged the high-quality learning environment, and continued educational performance of Casa Mia. A desire to learn more about the Montessori education methods was also evident.

Responses in relation to 'community' highlighted the capacity for Casa Mia to be even more vibrant and cohesive. While COVID clearly impacted the ability for the community to come together, the governing body commenced identifying opportunities for more engagement. The activities planned alongside the Annual General Meeting in June 2022 were designed with this end in mind.

The feedback in relation to the 'child experience' highlighted the enjoyment of learning and the value placed on activities such as sport and music. Requests for additional spaces for music, and play equipment, were noted and I can assure you they continue to feature in governing body deliberations on upgrades for the School.

Overall, responses support the offering Casa Mia provided and include acknowledging the value for money. The governing body was particularly pleased to note parents' comfort in confirming their children attended Casa Mia and recommending it to families or colleagues considering schools in the area.

With the pride in recommending Casa Mia to others in mind, I want to recognise the departure of our Principal, Janet, at the end of 2021. As Principal, Janet impacted the lives of many students, both from an educational perspective, but also with her community-minded approach to life. She also enhanced the educational and place-based offerings of Casa Mia and advanced the understanding of Montessori education across Western Australia. The governing body recruited our new Principal, Samantha, in September 2021, providing the opportunity for Samantha to work alongside Janet and enable a smooth transition for Casa Mia. I wish both Janet and Samantha well in their respective new roles.

I would like to thank each member of our governing body for their lively and respectful approach, and commitment to driving the growth and continued vibrance of Casa Mia. In 2021, independent member Jan joined and as a past Principal, proved a valuable mentor for Samantha. Tony and Daniel also joined, bringing with them expertise in marketing and data analysis. Joan, our existing, independent member, was elected as Deputy Chair, and Bernadett and Jacob were re-elected as Treasurer and the governing body member focused on broader engagement with the Town of Bassendean, respectively.

In closing, I would like farewell and thank our departing governing body members, Joan, and Carrie. Joan has spent the last few months analysing Casa Mia's progress against its Strategic Plan, resulting in the governing body considering a very pleasing status report last month. The governing body now has a clear roadmap to enable continued progress, and a process for monitoring and evaluating success. Carrie has been the face of the P&F, at coffee mornings, the sports carnival bake sales, the end of year concert scavenger hunt and of course, Bunnings sausage sizzles. Behind the scenes Carrie has put in an incredible amount of work to provide opportunities for strengthening the bond of our community and generating funds for purchasing classroom and outdoor activities. I would also like to thank each of you for the support I have received personally while on the governing body. It has been an enormous honour to be part of the Casa Mia leadership team and I wish continuing members well.

**Natalie Barton Leeson**

Board Chair

## BOARD TREASURER REPORT 2021

I am pleased to present the Financial Report of Casa Mia Montessori Community School Inc. for the financial year ended on 31 December 2021.

### **Role of the Treasurer**

I have been volunteering as the Casa Mia Treasurer since February 2019. My main tasks include reviewing the monthly general ledger, approving bank transfers, and assessing the cash flow position of the school. I also reviewed the 2021 year end financial statements before they were finalised.

### **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 2021 (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 2021 financial year with a **net profit of \$123k**, resulting in its **net asset position** increasing to **\$636k** as at 31 December 2021. Even though the 2021 profit saw a decrease when compared to 2020, it is important to note that our 2020 profit was a result of one-off income grants and COVID relief payments (\$200k Commonwealth special circumstances grant, \$100k ATO COVID relief, \$2.5k Synergy COVID relief); while the 2021 profit is a result of an operational surplus.

Our **total income** for the year decreased from \$1,146k in 2020 to **\$989k** in 2021. However, if the impact of the one-off income items listed in the previous paragraph are removed from the 2020 total, the true movement shows a \$146k increase.

Due to the increase in student numbers, two of our main income streams (Commonwealth Government grants, and tuition and other fees paid by families) increased in 2021. State Government grants decreased, as the rates received per student decreased from 2020 to 2021; the school also had a smaller kindy class in 2021 than in 2020, and kindy students attract a higher State Government grant than pre-primary and primary students (however, kindy students do not attract Commonwealth Government grants).

Revenue categories	Dec-2021 \$k	Dec-2020 \$k	Movement \$k
Commonwealth Government Grants	439	325	114
Commonwealth Government Grants - special circumstances grant FY20		200	-200
WA State Government Grants	118	143	-25
Tuition fees paid by families	338	272	66
Other recurring fees paid by families	33	40	-7
Other non-recurring fees paid by families	12	10	2
Playgroup fees	8	3	5
Other income	41	51	-10
Other income - ATO cash flow boost FY20		103	-103
<b>Total Revenue</b>	<b>989</b>	<b>1,146</b>	<b>-157</b>

Our total **expenses** increased slightly from \$845k in 2020 to **\$866k** in 2021. Our most significant expenses continue to relate to employee expenses.

Expense categories	Dec-2021 \$k	Dec-2020 \$k	Movement \$k
Salaries, contractors, oncosts	730	710	20
Other teaching related costs	22	19	3
Playgroup expenses	14	4	10
Advertising	2	3	-1
Cleaning	23	23	0
Repair and maintenance	9	12	-3
Other admin expenses and overheads	58	68	-10
Depreciation	8	6	2
<b>Total Expenses</b>	<b>866</b>	<b>845</b>	<b>21</b>

Our total **cash** balance at the end of the year was **\$818k**, an increase of \$161k from December 2020. Out of the \$818k, \$668k is not restricted (i.e. not including the student bond, the long service leave, and the building fund accounts). The strong cash position will allow the school to continue operating in the foreseeable future.

## CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2021

Balance sheet categories	Dec-2021 \$k	Dec-2020 \$k	Movement \$k
Cash	818	657	161
Accounts receivable	8	2	6
Prepayments (expenses relating to the next financial year already paid for)	15	11	4
<b>Total Current Assets</b>	<b>841</b>	<b>670</b>	<b>171</b>
Fixed assets at cost	354	309	45
Fixed assets - total accumulated depreciation	-288	-281	-7
<b>Total Non-Current Assets</b>	<b>66</b>	<b>28</b>	<b>38</b>
Payroll related liabilities	-39	-31	-8
Refundable bonds	-126	-73	-53
Fees in advance (income relating to the next financial year, already received)	-24	-24	0
GST receivable / payable	-14	-8	-6
Other payables	-28	-2	-26
<b>Total Current Liabilities</b>	<b>-231</b>	<b>-138</b>	<b>-93</b>
Payroll related liabilities non-current	-40	-47	7
<b>Total Non-Current Liabilities</b>	<b>-40</b>	<b>-47</b>	<b>7</b>
<b>Total Net Assets</b>	<b>636</b>	<b>513</b>	<b>123</b>
Net assets at the beginning of the year	513	212	301
Profit / (Loss) for the year	123	301	-178
<b>Total Net Assets</b>	<b>636</b>	<b>513</b>	<b>123</b>

### Outlook for 2022

The school started the year with a full Koomal and Karak classrooms, and increased numbers in Maali. Our new principal Samantha is continuing to work on retaining students in all three classrooms. The majority of our costs (for example, salaries, rent, cleaning) are fixed, it does not matter if we have 5 or 15 students in a classroom. If we operate with full classrooms, the expectation is to have another profitable year in 2022.

**Bernadett Bovari**  
Board Treasurer

## PRINCIPAL'S ANNUAL REPORT 2021

### Principal's Report

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5. School Income broken down by funding source

Janet Laing (retired Dec 2021) and Samantha Leyton (present Jan 2022)  
Principals

For further information, visit:

[www.casamiamontessori.wa.edu.au](http://www.casamiamontessori.wa.edu.au)

[www.myschool.edu.au](http://www.myschool.edu.au)

In compliance with Australian Government Regulations under the Schools' Assistance Act 2008, all schools publish an annual report with prescribed information available to the members of the association and the general public.

This report is for the 2021 academic year and has been compiled by the current and retired School Principals and administration team with assistance and content provided by the School Board, staff, and administration.

### Contextual Information about Casa Mia

Casa Mia Montessori School was established in 1999 by parents who were wanting to provide a Montessori Education for their children. The school started as an early years' programme with the primary section added at a later time and to this day, 23 years later, Casa Mia proudly offers a Montessori Education programme from playgroup to 12yrs old (Yr 6).



The School is governed by the Chair and Board of Casa Mia Montessori Community School Association and lead by the School Principal. The 2021 school year was overshadowed by two pressing items – the pandemic and the school’s tenure on its current location.

The Casa Mia team had developed strong procedures in 2020 to deal with the threats of the pandemic and along with the cocooning by the WA Government, the various threats both physical and mental, of COVID were kept to manageable proportions. Staff ensured they dealt with their vaccinations in a manner that barely impacted on the delivery of the education programme for which they must be thanked. Parents continued to drop their children at the school gate and follow all procedures requested of them and they are also thanked for their unending support.

As part of striving to deliver the best educational offering they can, the Casa Mia staff have vested much time in their dreams and plans for the school premises. These plans are often on hold more often than not, due to the uncertain tenure of the lease on the land. The school premises is made up of two pieces of land – (1)11 Hamilton Street owned by the Town of Bassendean with the buildings on and (2) a portion of the BIC Reserve, owned by the State Government with the playground on. During 2019/20/21 there were various actions taken to address the tenure during which both the Town and the Board learnt many facts surrounding the pieces of land.



The good news is that the school lease is in place until 2027. On the back of this, the Board felt confident to make improvements to the property at the end of 2021. The unsafe perimeter fence was replaced by garrison fencing in accordance with the Early Years National Standards which requires fencing that a child cannot climb or go under. The School front gate was relocated closer to the broad verge ensuring space for children and families to congregate in a larger safer area. The pathway from the front gate to the playgroup, Koomal (early years) the office and primary was upgraded eliminating trip hazards and providing larger homogenous surfaces for hand ball courts and basketball. Due to the effects of the pandemic on the building industry, the location of a demountable to serve as a Music Room had to be delayed.

The School Board continues to work on securing the tenure of the land.

**The School Business Plan** was addressed consistently by the administration staff throughout the year – Lynette Bosch – School Finance Officer, Kate Malk (resigned T3, 2021) and Samantha Bosch who strived to support the principal on a number of fronts:

- Rigorous management of operation and HR costs and remaining in budget
- Maximising income streams without impacting the educational offering
- Marketing including managing the website, Facebook and Instagram pages and running the open days.
- Working to maximise enrolments in all classes
- Communicating with the School families in various areas including producing the fortnightly newsletter with the teachers
- Administrating the playgroup in partnership with the Playgroup Coordinator

- Supporting the Principal in ensuring continuity of HR roles and responsibilities; attracting and retaining staff; organising professional development; maintaining and improving the physical environment to support the effective operation of Casa Mia
- Supporting the budgeting process and providing technology hardware, software, and training to staff to carry out the administration and educational tasks

Casa Mia gives grateful thanks to the administration staff for their exemplary and loyal support to the school.

**In the School Programme Improvement Plan** the education team identified four focus areas:

- Collaborative partnerships with families and communities
- Leadership development
- Writing – getting thoughts onto paper
- Aboriginal studies

Despite the distractions of the pandemic and tenure, the educational team managed to address all four focus areas in an exemplary manner.

*Collaborative partnerships with families and communities* – the staff continued to utilise and increase their use of the Transparent Classroom app for their planning and recording activities and to share information with families. Most families engaged with the app.

In addition, the teachers were part of the team delivering the fortnightly newsletter to currently enrolled families. The activities in the newsletter were shared on Facebook and Instagram by the administration staff where appropriate.

Each term, Casa Mia was able to bring families on-site to share their children's school activities and gather as a community. In Terms 1 and 2, the children performed in the end of term assemblies; Term 3, the children demonstrated their athletic and team skills at the Sports carnival and in Term 4 the children performed in an end of year concert.

Written reports and parent/teacher conferences continued.

*Leadership development* – in the Business Development Plan, activities/responsibilities that are over and above the member of staff position description are recorded. The staff indicate in their annual self-appraisal their interests in progressing their career and the professional development they wish to undertake. In 2021, Lee, Koomal teacher completed training in Early Years Leadership.

*Writing – getting thoughts onto paper* – In Karak, the children embrace cursive writing and finding out how much faster they are able to write in that format. All three teachers worked with the children on making writing real through letters, cards, diaries, journal, notes and explore narrative stories, informational texts, poems and playscripts. The focus resulted in a notable improvement in enjoyment and quality of writing skills.

*Aboriginal Studies* – later to be renamed as First Nations Studies, was embraced by staff and their enthusiasm swept the children along embedding the studies into the school programme even further. From the greeting and farewell at the school gate in Noongar; a whole school assembly in Term 1 of First Nations songs from across Australia; artwork in the style of well known First Nations artists; making First Nations tools in technology; studies of the symbols used by early First Nation people and inclusion of the First Nations history in the Montessori Coming of Man presentation. The staff are commended for the depth they developed in the First Nations studies providing a strong foundation for further studies.

It was Mahatma Gandhi who said, 'Adversity is the mother of progress'.

2021 did have its challenges. Casa Mia rose above these challenges and the staff demonstrated and inspired the children and their families with their resilience, inventiveness and curiosity and ability to thrive in change.

It has been a great pleasure to be part of the team and I wish Samantha and the team all the best in 2022.

## The Children

### Enrolment numbers (as of August)

	2015	2016	2017	2018	2019	2020	2021
Total Enrolments	61	54	53	45	42	48	54
3-6 years	30	23	19	19	30	28	30
6-9 years	17	17	18	15	8	14	14
9-12 years	14	14	16	11	4	6	10
Number of families	40	35	36	36	34	37	46

The school has accommodation for 70 students.



### Attendance

Overall the average attendance for 2021 continued to be above 90%, our families strived to place the needs of their children attending school at the forefront. Due to periods of lockdown and the heightened awareness of any sickness, children may have been absent due to minor cold and flu. Families are reminded in writing that attendance at school age is compulsory. Holidays are encouraged to be taken during the 3 week break prior to Term 3, or at the end of the year. With the borders now opening and the need to see families, if families are wanting to take a holiday in term time, they are reminded to submit a request to the Principal. 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 practices the school will follow the School Attendance policy and procedure.

## CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2021

Average attendance rate	2015	2016	2017	2018	2019	2020	2021
	94.01%	96.16%	93.05%	91.87%	92.73%	94.19%	92.91%

Attendance by year level	PKG	KG	PP	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6
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%
2019	92.24%	85.85%	91.49%	100.00%	95.39%	96.10%	-	82.27%	91.49%
2020	87.92%	90.87%	91.42%	92.71%	95.14%	94.27%	93.75%	-	96.53%
2021	85.27%	87.30%	86.21%	98.03%	91.28%	91.03%	89.68%	95.24%	-

### Post Casa Mia Montessori School

There were no graduates in 2021. The graduates go to a number of high schools ranging from St Bridget's, Senior Hampton High, Mt Lawley, Shenton College to St George's Grammar to name a few.

From a parent of a 2020 graduate:

*It is my absolute pleasure to put my gratitude and thoughts into writing for you. And if you ever have a parent that wants another parent's frank, honest feedback about their Casa Mia experience, I would be more than happy if you just pass my number to them.*

*As you know E started Mount Lawley Senior High School this year. Casa Mia is all that E had known in regard to the education environment and despite feeling happy and secure in choosing Casa Mia I was acutely aware that entering high school may highlight some cracks or even crevasses in my decision. We were going from 3 in her year to over 1900 in the school. Well, I needn't have wasted my time with such concerns! From day one it was apparent that high school was going to be my daughter's thing! She came home with her school diary and by the end of the week it was colour coded into subjects, assignments, tests you name it, it was organised and coded. She was managing her classes and workload independently and with military precision.*

*Leading up to high school there was a lot of reassurance talk from others that had been through it before us and from myself as a parent reassuring my child. Again, I needn't have concerned myself. E came home on her first day wide eyed and beaming; we had neglected to tell E that there was potentially 300+ new friends to be made, I wish I could have bottled the look on her face when she came home (on the bus all by herself no less) to tell me about this revelation.*

*By the end of the 2<sup>nd</sup> day E had at least one person in every class that she knew by name and could talk to and in some cases sit beside. By around Wednesday of that 1<sup>st</sup> week we were having a discussion at dinner about 'friend groups', something that we had not been exposed to. The inclusion and exclusion that comes with the dynamic of these groups etc., I am sure you can well imagine. By the Friday E was telling me that her and her Casa Mia friend R had decided not to align themselves with any established 'friends' group' and has started their own, the 'Butterfly Group'. A group that anyone could flit in .. or out as they chose so everyone had a group to eat and talk with. The 'Butterfly Group' would not judge anyone that wanted to go to another group if they chose or join them if they chose, it was all very interchangeable without judgement. To be able to flit from one group to the next without consequences, judgement (bullying) was a thing they wanted to create! Ah Janet I am beaming with pride as I recount this for you now.*

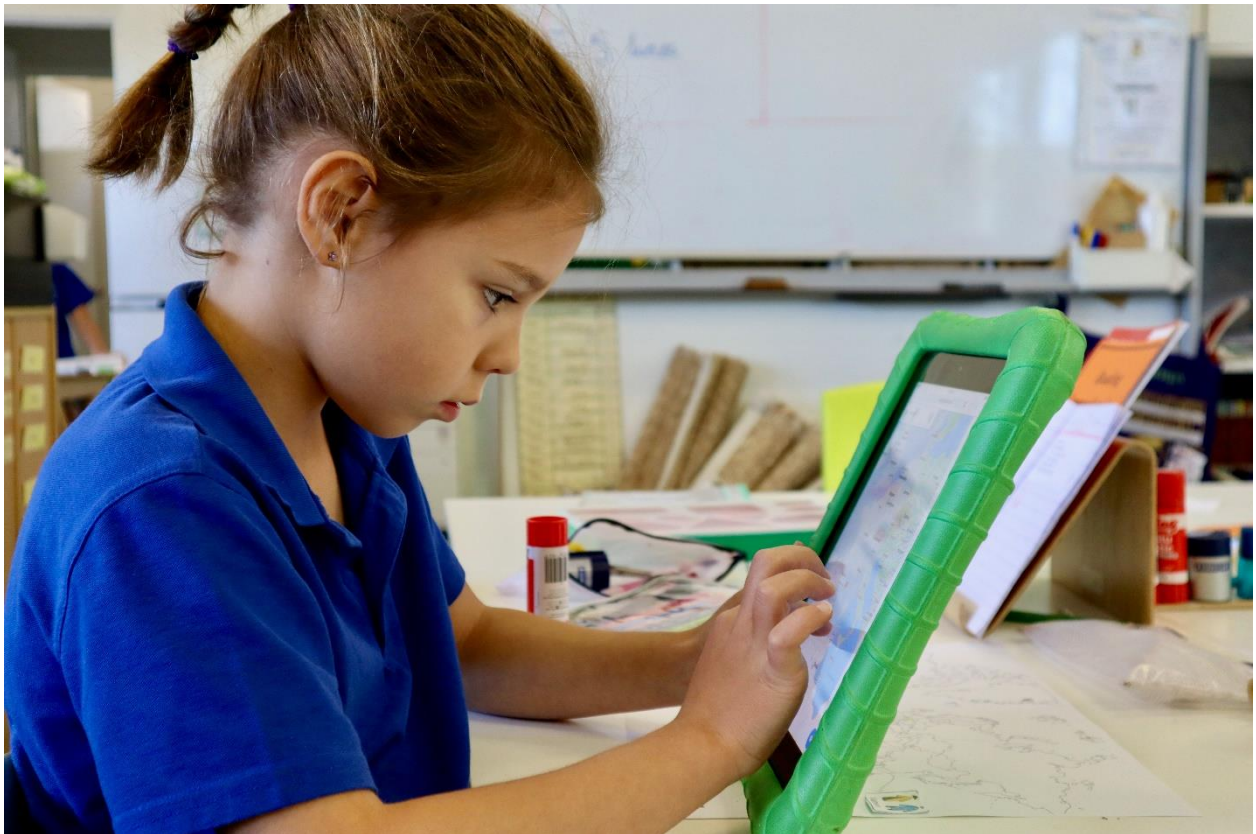
*E has blossomed beyond any expectations at MLSHS so far. I attended the Parent Teacher interview, and I was astounded at the feedback. I received from all of E's teachers (as you know I take a keen interest in all things 'E' and I have always been a very proud parent so I don't hold back wanting to*

*know exactly what is going on...)* E was identified as a student that “treats teachers, peers and herself with respect”, “E is such a kind, engaged student”. “E is a quiet student but participates in all classroom discussions and activities,” “E has such lovely compassion and empathy”.. if you ever doubted the values you install in the children I can reassure you Janet, the teachers at MLSHS almost verbatim described E with the same Casa Mia descriptive words. Ah and it was mentioned by several teachers about E;s ability and confidence in talking to teachers, from clarifying what is being expected of her or she needs she needs help with something. Things are not left unresolved, she speaks up!

*Lastly, E is not only soaring socially, self-managing her workload like an Executive Assistant, academically E and her group of treasured friends are motivated, ambitious and achieving outstanding academic results.*

*All of this would not have transpired like this if it weren't for Casa Mia and the community. The foundations that Casa Mia installed in the whole person, my E, I will forever be indebted to Casa Mia for. I always knew that the class and school size in this modern world was unique, priceless actually. I can now see that the whole experience filled E with an amazing well-rounded education that has established a strong sense of self and her potential with solid values for her to take into this world along any path she chooses to take.*

*Many thanks, always indebted.*



## **Student Satisfaction**

CASA MIA MONTESSORI SCHOOL STUDENT SURVEY 2021  
Karak and Maali (Yr1 – Yr6) (23 students)

At Casa Mia Montessori Community School		True 2020	True 2021
1.	The children are encouraged to take care and help each other	85%	95%
2.	The adults take great care and support all the children	95%	95%
3.	I am given the opportunity to build my sense of order which helps making learning easier	80%	74%
4.	Teachers help in developing the confidence I need to learn independently	90%	87%
5.	I feel I belong in this school	85%	74%
6.	Teachers help children who are worried and upset	85%	87%
7.	I have friends at school	95%	91%
8.	I can talk to a teacher when I need help	100%	87%
9.	I feel safe at school	75%	69%
10.	I feel happy at school	70%	74%
11.	I like school	70%	74%
12.	The children help with keeping the school environment clean, tidy, orderly, and beautiful	65%	74%
13.	I learn how to make informed choices and accept the consequences	75%	82%
14.	I have the opportunity to work at my own pace and am encouraged to consistently to do my best	95%	74%
15.	I am encouraged to develop my joy of learning and sense of discovery	80%	74%

For their three wishes, the children easily identified their wishes for more students and bigger classes along with more toilets in the primary area. At the end 2021, Koomal (3-6yrs) and Karak (6-9) classes were full and Maali (9-12) was 66% full.

Many children wished for a Music Room. A music room is planned, and the school is waiting for the availability of tradies for this project.

A few children expressed a wish for a bigger playground. Samantha has addressed this by offering the primary children playtime on the neighbouring BIC Reserve.

In 2021 a minute bush tucker garden was established, and the children added the old man salt bush and 'jelly beans' to their foraging of spinach leaves and mulberries. Several children expressed a wish for the bush tucker garden to be extended.

When children are feeling safe, they can be relied on to call it as it is, which they did in the school survey.

Only 69% felt safe at school. This number reflects the effect of weak self-control behaviour by just a few children on the community. These feelings spilled over the children's enjoyment of school and noticing that staff were not always able to support all the children. The staff are very aware of all this issues and addressed them immediately and continue to address them with the support of the AISWA psychologists.



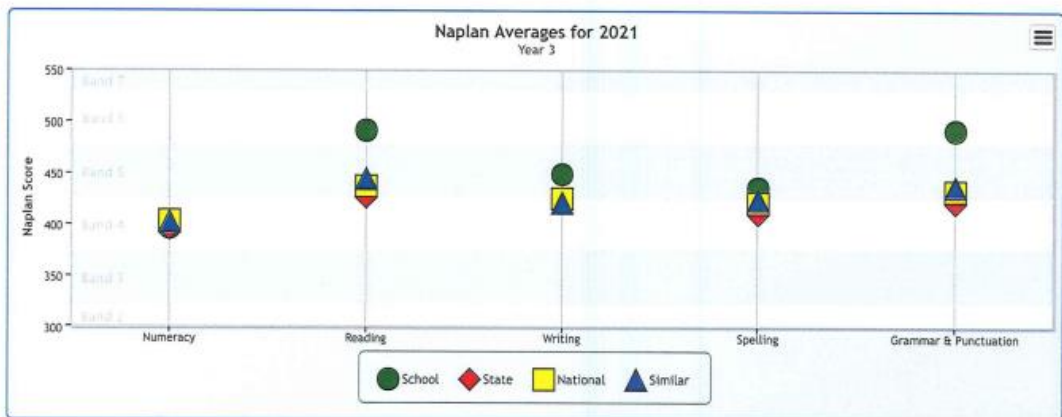
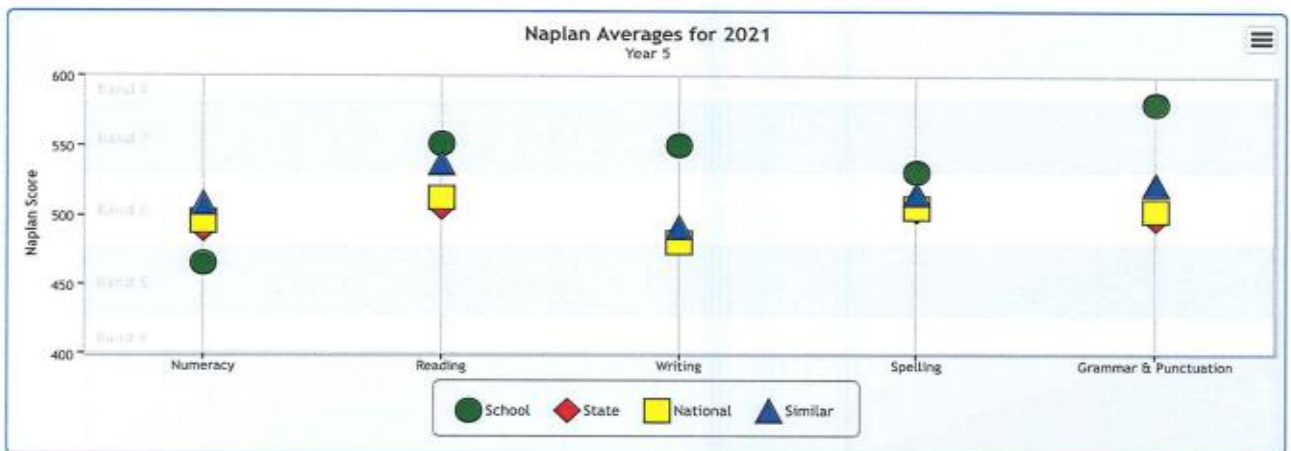
## Student results

Casa Mia Montessori is registered with the Schools' Curriculum and Schools Authority to deliver the Australia Montessori curriculum and to report against the WA School Curriculum.

The School has Student Learning policies and procedures in place from Planning and Recording, Assessing and Reporting and accommodating students judged to be at educational risk. A small part of these procedures is the inclusion of the National Assessment Programme in Literacy and Numeracy.(NAPLAN) The school recognises that national testing is part of life and as such these events are approached as practical life exercises.

Casa Mia is pleased to report in both Yr3 and Yr5, the students held their own in comparison with similar schools.

### Year 5:



### Year 3:

It was noted that Casa Mia was holding up to similar schools in the Mathematics area. Historically, Montessori children have been equally strong in numeracy as in literacy. Casa Mia began to address this anomaly in 2020 and has returned to this in 2022.

It is also important to note that due to such a small cohort completing the test, the figures for each individual child are more important/reliable data than the average.

## Value Adds

We provide the children attending Casa Mia with:

- A Montessori Method of Education programme with continuous review and improvement
- Specialised high-quality education materials identified and budgeted for annually
- Underlying sustainable practices in the School programme including Waterwise, Waste wise and Reduce, Reuse, and Recycle, Own your impact
- Individualised learning programmes
- Professional, dedicated, and caring staff
- Specialised programmes in Music, French, Technology and Physical Education
- Different sports activities in primary to enable the children to learn the basic skills and gain an idea of their strengths
- Mindfulness activities integral in the Montessori Method of Education
- School incursion and excursions
- Education projects linked to and supportive of the wider community e.g., Harmony Day, Remembrance Day
- Annual Sports Carnival
- Annual Camp for Upper Primary
- Entrepreneurial activities run by the Maali children -The Treasure Trolley
- Perceptual motor movement and early literacy programme in Koomal
- Fortnightly visits to the Bassendean Library by the primary children
- Loose parts in the playground to encourage imaginative use of the materials
- Keeping Safe Child Protection programme
- Promotion of individual responsibility and community spirit for learning and cooperation
- Join with other Montessori Schools for an annual picnic
- Yoga for the primary children
- Morning fitness for the primary children twice a week
- Termly assemblies for the children to showcase their performing arts learning
- A safe and supportive learning environment
- Quarterly OH&S audits and strong incident reporting procedure
- Family days when parents can spend time with their children in their classroom once a term
- Family communication through fortnightly newsletters, emails and notice boards and the website.
- Biannual parent/teacher conference
- Biannual written reports aligned to the WA Curriculum and year outcome descriptors
- Weekly Transparent Classroom updates in Koomal, Karak and Maali
- Class Liaisons who provide the links between the families and teacher of a class
- A School end of year/graduation concert
- Annual Community dinner organised by the P&F
- P&F who are the 'glue' of the social lives of the community
- Family Coffee mornings run by the P&F
- Playgroup – Piccola Casa for children ages 12months– 3yrs with a parent/carer



## Outreach to Parents and the Community

Casa Mia Montessori acknowledges it is a 'citizen' in the first instance of the Town of Bassendean, the greater community of Western Australia and the world and commits to annual outreach actions. In 2021, this included:

- Providing a placement for student teachers
- Providing observation opportunities for Early Childhood Masters Students.
- 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
- Recycling back to collection centres e.g., ink cartridges, plastic lids, plastic writing items
- Support for Share the Dignity
- Supporting the Town of Bassendean FOGO drive through the School Focus – Own your Impact.
- Supporting CARAD (Centre for Refugees, Asylum Seekers and Detainees) Food bank programme.

## The Staff

### Staff composition

	Teaching Staff	Non-teaching staff
Full time	1	0
Part Time	13	2
Total	14	2

The staff numbers include the educational staff who work with the unfunded children in Children's House as well as the funded children.

Casa Mia's 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 Australia, Africa, Asia 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 Dip Montessori	3-6 years
Alison Dorr	Koomal relief teacher	Graduate Diploma Education MWEI Training	3-6yrs

Mahdu Warnakulasuriya	Koomal educational assistant	Diploma Montessori Ed. 3-6yrs	3-6yrs
Sarah Perotti	Koomal education assistant	Education Assistant Cert 4	
Yogini Desai	Karak Teacher (6-9yrs)	MA Interdisciplinary Studies Dip Montessori	3-6 years
Karen Yazdani	Karak Education Assistant	Cert III Education Support	
Clare McCaskie	Maali Teacher (9-12yrs)	BA Education Cert III Mechanical Engineering	6- 12 years
James King	Physical Education/Science OH&S Officer	BSc, Dip of teaching Dip of Horticulture, Cert IV Occupational Health and Safety	
Anna Edwards	French	PhD Grad Dip secondary education	
Kirsty Ploeg	Music	BMusic Dip Education	
Lynette Bosch	School Officer - Finance	Cert III accounting	
Kate Malkiewicz	School Officer – Administration	BSc	
Jess Plummer	Playgroup coordinator	BA Honours Montessori Diploma	

## Staff Retention and Satisfaction

At the start of 2021, Susy Allen and Astrid Piller, Educational Assistants in Koomal, retired. Both ladies brought experience and life experiences to their roles which were of great value to Casa Mia and their contributions were greatly valued.

Madhu Warnakulasuriya who had been doing relief for Casa Mia and Sarah Perotti from Karak took up the Educational Assistant positions in Koomal providing the children consistency. Zara Grassick, playgroup coordinator resigned to pursue her own interests after leading playgroup successfully until COVID changed arrangements. Jess Plummer took over the coordination of the playgroup bringing with her another level of implementation of the Montessori Method of Education for 1-3yrs old and their carers.

Karen Yazdani, moved to Karak as Educational assistant providing valuable support to the children moving from Koomal to Karak.

Kirsty Ploeg, Music Teacher, returned from parental leave.

In the annual survey, staff expressed their thanks for

- a nurturing, safe and inclusive environment for every child with a strong focus on quality teacher/student relationships
- a fantastic team environment – supportive, friendly and approachable
- the community spirit and focus on staff wellbeing
- quick maintenance

The staff wish for:

- More spacious, designed for purpose buildings on land owned by the school.
- Expansion to have more classes in each age group.
- That all the hard work invested by the Principal in raising up such a wonderful school is maintained.
- Families who commit to joining the school community further their understanding of the Montessori philosophy and method of teaching to enable them to fully support the staff and the children.

## Professional development

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

There is a line item in the annual budget for professional development.

The annual focus for the school is found in the School Programme Improvement plan. The focus are decided based on information from several sources:

1. Outcomes of conversations at staff meetings around Early Years and Primary curriculums and programme delivery
2. Leadership observations in the early years
3. Term planning reviews
4. Family, student and staff annual surveys

## Staff Attendance

Staff attendance was 98.09% averaged out over the 2021 school year.

## School Community

In 2021, Casa Mia Montessori School Board members Jacob Lehrer and Carrie Standing continued to run coffee mornings at the school gate; raffles at the various school functions and Bunnings sausage sizzles. We owe them our eternal thanks for keeping the Casa Mia community life going.

Pre pandemic, the main function of the P&F was to provide the social mantle around Casa Mia.

The Class liaisons contacted new families as they entered each class and were available to answer any queries parents have and acting as a link between the teacher and the parents.

The P&F also undertook fund raising.

One of the long-term projects has been the Scholastic Book Club which contributes funds to Casa Mia to add books to the class libraries run by Amy Tiberio. The children and staff are very grateful for these contributions.





### School Community Satisfaction

The School Community survey 2021 was conducted by the School Board and is referred to in the Chair's report.



## School Income Broken Down by Funding Source 2021

Full time equivalent enrolments at July census (38 PP – Yr6)

Full and Part time equivalent enrolments (16 Pre-K and K) relating to income and expenditure)

Net Recurrent Income 2021	Total 2021	Per Student
Australian Government funding	438,831.00	8,439.06
State Government funding	118,040.60	2,270.01
Tuition fees and Levies	383,224.99	7,369.71
Other income	49,167.43	945.53
<b>Total Gross Income</b>	<b>989,264.02</b>	<b>19,024.31</b>

2021 School Income by funding source

