



Casa Mia Montessori Community School Inc.

ANNUAL REPORT 2019



CASA MIA MONTESSORI COMMUNITY SCHOOL
www.casamiamontessori.wa.edu.au

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 underpinned by the values of:

- *Individual responsibility*
- *Community spirit*

We acknowledge the custodians of this land, the Wadjuk (Perth region) people of the Noongar nation and their Elders past, present and future.

CONTENTS

Board Chair Report

Board Treasurer Report

Principal's Report

Audited Accounts 2019 - available from the School Office on request

BOARD CHAIR REPORT 2019

As I write this in 2020, the world over is in the midst of COVID-19. The situation is one which many in the community are unable to comprehend in concept, let alone be in the midst of themselves. Individually, we have each found new perspective through this experience, with time to pause and rethink how we will engage with those around us. In Western Australia, we have bound together to face each of the challenges that COVID-19 has brought. We now stand, together and cautiously, to welcome our new world.

This is an analogy for how our own Casa Mia Community Montessori School ran in 2019. As a Board, we commenced 2019 focusing on finding avenues for expanding the School's offering and enriching our students' experience. It soon became clear, however, that the short-term viability of the School needed to be the immediate focus. The Board banded together to locate, and successfully apply for, a grant to shore up the School's short-term viability. As part of preparing the application, the Board used the opportunity to review and revise aspects of the School's governance, including the constitution and values underpinning the School.

Communication continued to be a key value in 2019. It was vital between the Board and Janet, staff and the School community, and the School and the broader community:

- traversing the challenging times, enabling the frank conversation at the 2019 Annual General Meeting regarding the School's finances;
- uncovering new Board members Bernadett, Aaron and Jacob;
- appointing parent liaisons for each class; and
- ensuring the celebration for the School's 20th anniversary was vibrant, and full of colour and wonderful memories.

The Board and the School community stood, together and circumspectly, at the end of year celebration in December to welcome our new world. So many of the School Community were there to appreciate the efforts of our staff and students through a variety of performances. The School's sustainability was to be the Board's focus in 2020, as a natural extension of the progress made in 2019. However, COVID-19 has thrown a few hurdles in the way. Now, together, we cautiously emerge out of the COVID-19 fog ready to design and embrace the new world for our School. The process will be undertaken in a staged approach. The Board intends that by the end of the process, our School will be continuing to provide a high standard of education within a framework built on efficiency and sustainability.

I would like to take this opportunity to thank Janet and her staff for the consistent care and guidance provided to each of our students. I also want to express my appreciation to each individual making up our School community: without your commitment and support of our students, staff and the Board, the School would not be such a thriving community. Finally, I would like to thank Aaron, Jacob, David, Nijaz, Bernadett and Janet for serving on the Board alongside me: I can assure you that my task is made easier simply because of the vital role you have each played in the achievements of our School in 2019. In particular, I would like to recognise the contributions of our outgoing Board members, Nijaz and David: each has provided considerable service to our School and played a key part in where it is today. We wish you well with your next opportunity.

Natalie Barton Leeson
Board Chair

BOARD TREASURER REPORT 2019

Treasurer's Report

I am pleased to present the Financial Report of Casa Mia Montessori Community School Inc. for the financial year ended on 31 December 2019.

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 have also reviewed the 2019 yearend 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 2019 (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 2019 financial year with a **net loss of \$145k**, resulting in its **net asset position** decreasing to **\$212k** as at 31 December 2019. The loss was below our budgeted loss, mainly due to the increased student numbers in the Children's House, and due to reduced repair and maintenance expenditure for the year.

Our **total income** for the year decreased from \$853k in 2018 to **\$683k** in 2019, due to a flow on impact of a decrease in student numbers in 2018. 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.

Revenue categories	2019 \$k	2018 \$k	Movement \$k
Commonwealth Government Grants	252	351	-99
WA State Government Grants	76	111	-35
Tuition fees paid by families	241	285	-44
Other recurring fees paid by families	36	41	-5
Other non-recurring fees paid by families	11	10	1
Playgroup fees	13	10	3
Other income	54	45	9
Total Revenue	683	853	-170

Our total **expenses** have not changed significantly (\$827k in 2018 vs. **\$828k** in 2019).

Our most significant expenses continue to relate to employee expenses.

Our provision for doubtful debt for 2019 was an income, meaning that the school was paid some tuition fees that in 2018 were considered as unlikely to be recovered and hence were provided for.

CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2019

Expense categories	2019 \$k	2018 \$k	Movement \$k
Salaries, contractors, on costs	683	681	2
Other teaching related costs	21	22	-1
Advertising	16	11	5
Bad debt, provision for doubtful debt	-2	-4	2
Cleaning	24	23	1
Repair and maintenance	11	14	-3
Other admin expenses and overheads	66	68	-2
Depreciation	9	12	-3
Total Expenses	828	827	1

Our total **cash** balance at the end of the year was **\$333k**, a decrease of \$106k from December 2018. Out of the \$333k, \$218k 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.

Balance sheet categories	Dec-2019 \$k	Dec-2018 \$k	Movement \$k
Cash	333	439	-106
Accounts receivable	1	2	-1
Less: Provision for doubtful debt	0	-2	2
Prepayments (expenses relating to the next financial year already paid for)	24	13	11
Total Current Assets	358	452	-94
Fixed assets at cost	303	353	-50
Fixed assets - total accumulated depreciation	-301	-344	43
Total Non-Current Assets	2	9	-7
Payroll related liabilities	-30	-30	0
Refundable bonds	-2	-37	35
Fees in advance (income relating to the next financial year, already received)	0	-12	12
GST receivable / payable	3	-3	6
Other payables	-41	-2	-39
Total Current Liabilities	-70	-84	14
Refundable bonds	-53	0	-53
Payroll related liabilities non-current	-25	-20	-5
Total Non-Current Liabilities	-78	-20	-58
Total Net Assets	212	357	-145
Net assets at the beginning of the year	357	331	26
(Loss) / Profit for the year	-145	26	-171
Total Net Assets	212	357	-145

Outlook for 2020

Our principal Janet has been working on building the school numbers from the bottom up, with a significant increase in the Koomal, and the Karak student numbers. Unfortunately, the impact of COVID-19 on the economy might undo some of the hard work that the principal, the staff and the Board have put into turning around the profitability of the school. We all need to continue to work on retaining students in all three classrooms. Most 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.

In 2019, the school applied for a special non-refundable grant. As a result, \$200k was awarded to Casa Mia, which was received in January 2020. This will certainly improve our 2020 profitability significantly. However, at the time of writing this report, the full impact of COVID-19 on our income is still unclear.

Bernadett Bovari

Treasurer

PRINCIPAL'S ANNUAL REPORT 2019

Principal's Report

Contextual information about Casa Mia

The Children –

- Enrolment numbers
- Attendance
- Post Casa Mia
- Student Satisfaction
- Student results in national standardised testing
- Value Added
- Outreach to the Community

The Staff-

- Staff composition
- Education staff positions and qualifications
- Administration Staff
- Staff retention and satisfaction
- Professional Development
- Staff Attendance

The Community-

- Support
- Community Satisfaction

School Income broken down by funding source

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 available to the members of the association and the general public.

This report is for the 2019 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

I began this exercise with reviewing the 2019 Newsletters – filled with a whole variety of activities across the three cycles throughout the year, which the staff have found exciting and inspiring and wanted to share. I then wondered what parents would take away from the stories in the newsletters.

Our Montessori classrooms do not look familiar to most people. There are no rows of desks, no teaching to the whole class; no school bell every 45 mins; little competition and mixed age classes. Parents are often intrigued by the peaceful, calm environments and the hum of activity as our children go about choosing their own activities and concentrating deeply for long periods of time.

The Montessori Method of Education is so different from the traditional programmes, it is natural for many to be perplexed and ask, what is really going on here?

In the traditional educational setting, the children are prepared for the next year at school. The focus is on academic skills – think ABC and 1-2-3. There is nothing wrong with this. In our opinion, there is more to education than this. In our Montessori setting, the education focuses on all aspects of being a human being.

Our Casa Mia Montessori education is described in three words: ***Education for Life***

Rather than just preparing the children for the next step in school, the staff at Casa Mia seek to support academic, social, emotional, intellectual, and spiritual development. We want the children to be successful in life in the future not just the next year at school.

Take a second to imagine the children in twenty years. They will need skills sets to be successful in their tertiary education, in their chosen professions and in life in general.

They will need to:

- ✓ Know how to regulate their behaviour
- ✓ Control their impulses
- ✓ Learn to plan and strategize
- ✓ Hone their abilities to problem solve
- ✓ Learn to be flexible and course-correct when necessary
- ✓ Learn to take the initiative
- ✓ Develop responsibility
- ✓ Engage in depth-based thinking requiring longer periods of concentration
- ✓ Work collaboratively with peers on projects

These traits are termed 'executive functions.'

These executive function skills, which are so important to life's success, must be continually developed day in and day out, or else they will not materialise. The skills are built from the way an activity is done and the time spent on it alongside the expectation of pushing oneself to do better

and better.

This is the most important part of a Casa Mia Montessori education.

How do we know it is working?

By the time the children have attended our Casa Mia setting for nine years, we expect they will have internalised ground rules and developed an ability to work with external authorities such as other children and the staff. Our children will work whether we are watching or not.

Our students tend to be self-directed, composed and normally independent.

Our children display confidence in themselves, their own knowledge and competence and can learn from their mistakes. They remain reflective and open minded. They respect the creative process of others and are willing to exchange ideas, information, talents, and credit with their peers.

With these qualities in place, the graduation concert is a showcase for these children displaying their enjoyment and satisfaction in an activity that they have possibly not chosen themselves. Our students are quite aware that their words and actions impact the welfare of others. We have observed the children develop great leadership skills and team playing attributes making positive contributions to our community. Our children are often exceptionally compassionate, empathetic, and sensitive to the natural world and the human condition.

Finally, to address what most people think education is about, Casa Mia is committed to ensuring the children are prepared academically with skills that allow the children to become independently functional adults and lifelong learners. As the children master one level of academic skills, they can go further and apply themselves to increasingly challenging materials over various academic disciplines. The children learn how to integrate new concepts, analyse data, and think critically.

I end quoting a Mum who told me she wanted her child to complete his primary education at Casa Mia. She went on to explain, that she wanted her child to have the presence and abilities she had observed in our graduating children each year, as they perform their play and give their graduating speeches. That is what Casa Mia Montessori Education is about.

Thank you to all the community for your support and engagement in providing our children with an environment in which they are learning the skills to set them up for life; to the Casa Mia Montessori Community School Board, to the P&F Chair and her committee and army of helpers; to the staff for their trust and belief in the children and finally to our children who consistently demonstrate our faith in their abilities is not misplaced.



The Children

Enrolment numbers

	2013	2014	2015	2016	2017	2018	2019
Total Enrolments	61	65	61	54	53	45	42
3-6 years	25	29	30	23	19	19	30
6-9 years	21	20	17	17	18	15	8
9-12 years	15	16	14	14	16	11	4
Number of families	46	50	40	35	36	36	34

The School has accommodation for 70 students.

Attendance

The average attendance of the students in 2019 increased from 91.87% to 91.94%.

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	2019
	96.42%	96.67%	94.01%	96.16%	93.05%	91.87%	92.73%

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%
2019	92.24%	85.85%	91.49%	100.00 %	95.39%	96.10%	-	82.27%	91.49%

Post Casa Mia Montessori School

It was with great pride we bid our graduate goodbye. Having been at Casa Mia for nine years, she was accepted into the Specialist Performing Arts (Drama) programme at Hampton Senior High school.



Student Satisfaction

CASA MIA MONTESSORI SCHOOL STUDENT SURVEY 2019
Karak and Maali (Yr1 – Yr6)

	At Casa Mia Montessori Community School	True
1.	The children are encouraged to take care and help each other	89%
2.	The adults take great care and support all the children	89%
3.	I am given the opportunity to build my sense of order which helps making learning easier	78%
4.	Teachers help in developing the confidence I need to learn independently	89%
5.	I feel I belong in this school	78%
6.	Teachers help children who are worried and upset	88%
7.	I have friends at school	88%
8.	I can talk to a teacher when I need help	100%
9.	I feel safe at school	78%
10.	I feel happy at school	67%
11.	I like school	89%
12.	The children help with keeping the school environment clean, tidy, orderly and beautiful	77%
13.	I learn how to make informed choices and accept the consequences	88%
14.	I have the opportunity to work at my own pace and am encouraged to consistently to do my best	88%
15.	I am encouraged to develop my joy of learning and sense of discovery	88%

Stars were given to: (sic)

Parents, great teachers and staff, spelling, art, playground, extra subjects, community spirit, friendliness and encouragement of the staff and children, small classes, maths, art on a Tuesday, friendly friends, tasks, chores about the environment, really good teaching methods, geography, library on Monday, great activities

And wishes were made for: (sic)

To stay amazing, more stuff like the soccer carnival, all the amazing teachers stay here, animals at school, more hours for technology, a bigger swing, that one day people from 3-18 can come to the school, more books, bigger school, more plants



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 2019

Yr. 3

	Casa Mia Score	National	Similar
Numeracy	410	408	419
Reading	529	432	453
Writing	455	423	427
Spelling	484	419	427
Grammar and Punctuation	542	440	471

Yr. 5

	Casa Mia Score	National	Similar
Numeracy	527	496	483
Reading	583	506	487
Writing	501	474	454
Spelling	520	501	484
Grammar and Punctuation	596	499	487

The results exceeded the National results in all areas and except for the Yr3 Numeracy results, surpass the results of similar schools.

The Yr. 3 Numeracy results were slightly less than those of similar schools (schools with similar socio-economic scores based on family data) and not as strong as the literacy results. There are plans in place to address this in 2020.



Value Adds

We provide the children attending Casa Mia with:

- A Montessori Method of Education programme
- Specialised high-quality education materials
- Underlying sustainable practices including Waterwise, Waste wise and Reduce, reuse, and recycle.
- 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
- Sports Carnival
- 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
- Hale Distance Learning Programme in Maali
- 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
- 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 Seesaw updates in Koomal
- Class Liaisons who provide the links between the families and teacher of a class
- A graduation concert and 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

- Afternoon catch up in the park organised by the P&F
- Holiday catch ups run organised the P&F
- Playgroup – Piccola Casa for children ages 12months– 3yrs with a parent

Outreach to Parent 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 2019, included:

- Providing educational work experience for a past student
- Providing work experience
- 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
- Performing an item at the Bassendean Got Talent concert
- Attended and performed at the Town of Bassendean Remembrance Day ceremony
- Pancake Races on Shrove Tuesday with St Michael' s Primary School and Riverlands Montessori School
- Sharing professional development experiences with Riverlands Montessori School
- Recycling back to collection centres e.g. ink cartridges, plastic lids, plastic writing items



The Staff

Staff composition

	Teaching Staff	Non-teaching staff
Full time	1	0
Part Time	9	2
Total	10	2

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 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	3-6 years
Suzanne Allen	Koomal education assistant (3-6yrs)	Dip Teacher Assistant Early Childhood	3-6years
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	
Anna Edwards	French	PhD Grad Dip secondary education	
Kirsty Ploeg	Music	BMusic	
Lynette Bosch	School Officer - Finance	Cert III accounting	
Kate Malkiewicz	School Officer – Administration	BSc	
Zara Grassick	Playgroup coordinator	BA Honours	3-6 years

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.

Staff Retention and Satisfaction

The Casa Mia Staff team continued to develop their commitment to the Montessori Method of Education and steadfast committed to the school values of individual responsibility and community spirit.

Anna Edwards joined the team as the French teacher and embraced the challenge of specialised teaching in a mixed age class in forty-five minutes slots.

Kirsty Ploeg is on maternity leave for 2020.

The survey indicated the staff feel safe teaching at Casa Mia and are happy in the workplace.

The perennial concern is the parent's degree of understanding of the Montessori Method of Education, which is also connected to the support of the staff in providing a strong educational experience.

The staff understand the societal process of valuing a service using data. Academic results can be translated into data and this is immediate information. The outcomes of executive function skills appear slowly over time and there is no numerical, standardised data to prove these outcomes are possible. If families are interested in recent research on this topic, please refer to 'How a Montessori Prepared Environment Builds Executive Function in a Primary Classroom' by Koreen Thompson.

Professional development

Given the staff are committed to providing a high-fidelity Montessori education, much of the professional development occurs in the fortnightly staff meetings.

Topics for discussion have ranged from the elements of a Montessori environment to practical life activities such as reduce, reuse, recycle, to the Fundamental Needs of Man at camp; upskilling in Montessori curriculum topics such as the Montessori First Great Lesson on the Beginning of the Universe, the Coming of Life and the Coming of Man;

whole team collaboration on the Quality improvement programme in the Early Years;

whole team collaboration on OH&S;

the links between Montessori Method of Education and design thinking.

External Professional development included CPR training, STEM in practice, Microsoft OneNote and Class Notebook, Keys to Understanding the Autism Spectrum Disorder in the Classroom and Curriculum Differentiation for Gifted Children.

Staff Attendance

Staff attendance was 97.34% averaged out over the 2019 year.



School Community

In 2019 Casa Mia celebrated its 20th Anniversary.

Casa Mia Montessori School was started in 1999 by a group of enthusiastic parents.

The Children's House (Koomal) was in the first Bassendean pre-primary classroom and remains so to this day. In 2010, the School was able to add to its heritage collection with the acquisition of a 1940's school room with its lovely high ceilings, jarrah floors and quaint green sliding/folding board stretching across the breadth of the classroom. This same classroom now houses a digital system that the class uses to link into the Hale Distance Learning programme. Big changes in 20 years!

The 20th Anniversary was celebrated in many ways by the community. The children painted totem poles that stand around the flag pole; the staff created a mosaic bird bath; the P&F contributed the community bench under the Jacaranda tree; the Donnelly family contributed to the tropical garden planted at the end of Wandoo and it was all rounded out with a Family Fun day on 18 May organised by the P&F.

It is a great privilege to be part of the history at the school. I know many people will join me in thanking the founders of Casa Mia, the successive and current Board members, the members of the P&F over the years, the staff and the children for the legacy of our lovely school.

The main function of the P&F is to provide the social mantle around Casa Mia. It also undertakes fund raising for specific projects. 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. The children and staff are very grateful for these contributions.

School Community Satisfaction

The School Community survey 2019 had a respondent rate of 30% from 37 families.

91% felt their children liked being at Casa Mia; very similar to the children's opinion. Families requested more feedback about their children's activities and a timeline of what children should be able to achieve by what age.

Parents expressed their appreciation for the caring and supportive staff, the sense of community alongside diversity and inclusivity.

Parents would like to see larger numbers of students, long term security of the school and more community events.



School income broken down by funding source.

2019

Full time equivalent enrolments at July census (28 PP – Yr6)

Full and Part time equivalent enrolments (14 Pre-K and K) relating to income and expenditure)

Net Recurrent Income 2019	Total	Per Student
Australian Government recurrent funding	252 269	9 009
State Government recurrent funding	76 985	2 749
Fees, charges, and parent contributions	203 967	7 284
Other private sources	50 470	1 802
Total Gross Income	583 691	20 844
Less deductions	9 967	355
Total net recurrent income	573 724	20 489

