



Casa Mia Montessori Community School Inc.

ANNUAL REPORT 2020



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.



CONTENTS

Board Chair Report

Board Treasurer Report

Principal's Report

Audited Accounts 2020 - available from the School Office on request

BOARD CHAIR REPORT 2020

Chair's Report

Casa Mia achieved another successful year in 2020, despite the challenges brought by the onset of COVID-19. As with previous years, student numbers and financial stability remained key themes for the governing body. Educationally, Casa Mia maintained its high standards, continuing to deliver on its key strength of a high quality, Montessori based, child-focussed education. This is testament to the manner in which Casa Mia operates, from the quality staff to the supportive community.

As part of the Annual General meeting, Casa Mia was able to develop the governing body capacity, by welcoming Joan Lim and Andrew Bickley. Both bring with them extensive experience in governance and managing stakeholder relations. Overall, the governing body functioned incredibly well this year, with some dissenting viewpoints, lively discussion and eventual consent for most issues being found. I thank the governing body for their dedication, ideas and discussion.

A key focus for the governing body was mapping a path to create security of tenure for Casa Mia. Tied in with this was expanding the spaces available at Casa Mia. Casa Mia was able to secure the purchase of a transportable, to be placed near the playground. While various planning approvals, governance processes and an expansion of utilities have delayed this instillation, it is anticipated that the transportable will be onsite ready for the 2022 school year. In deliberating about its purchase, the governing body identified key benefits including using it as a dedicated music room for the excellent music programme delivered by Casa Mia.

Further benefits of the transportable would be to provide a new home for the onsite Piccola Casa Playgroup and the potential to provide out of school facilities. This was particularly relevant this year given the necessary responses to COVID-19 meant the playgroup was unable to operate. Piccola Casa provides a wonderful opportunity to bring in new families to the Casa Mia community, along with siblings of existing students, and the governing body noted it was vital to ensure its continuity, and potential expansion. As I write this, I can confirm that Piccola Casa has been re-opened in 2021 in its existing location, while we await the installation of the transportable.

As always, there is much more that has been achieved during the year. I would like to send out my heartfelt thanks to the teaching staff, administration staff and families for their absolute commitment to their students and Casa Mia. Casa Mia depends upon the many contributions made throughout the whole community and it is great to see a growing number of people putting up their hand to help. 2020 was not an easy year, and together, we made it through, in some respects better placed for dealing with challenges that lie around the corner.

I would like to take this opportunity to farewell Aaron Chaplin after two years of service on the governing body. Aaron brought the lens of being a school principal himself, and his education acumen and pragmatic approach was called upon many times in our decision-making process. We wish him well as he continues in his new role as Founding Principal of the Forestdale SE Primary School, overseeing the development of the school itself before inviting students.

Natalie Barton Leeson

Board Chair

BOARD TREASURER REPORT 2020

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 2020.

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 2020-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 2020 (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 2020 financial year with a **net surplus of \$301k**, resulting in its **net asset position** increasing to **\$513k** as at 31 December 2020. The 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). Without the one-off income items, the school would have broken even, meaning income equalling expenses, which is a great result after the loss made last year.

Our **total income** for the year increased from \$683k in 2019 to **\$1,146k** in 2020. Our single biggest income item was the \$200k Commonwealth special circumstances grant that the school applied for in 2019 and received in early 2020. The reason for the application was the sudden decrease in student numbers during the second half of 2018, resulting in a net loss position in 2019. I would like to take this opportunity to thank everyone who assisted with submitting the application, especially Doug Donnelly for finding this opportunity for the school, Principal Janet Laing and our Board Chair, Natalie Barton Leeson for working tirelessly on the application pack.

Due to the increase in student numbers, all three of our main income streams (Commonwealth Government grants, State Government grants, and tuition and other fees paid by families) increased in 2020.

See table next page: Revenue Categories.



CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2020

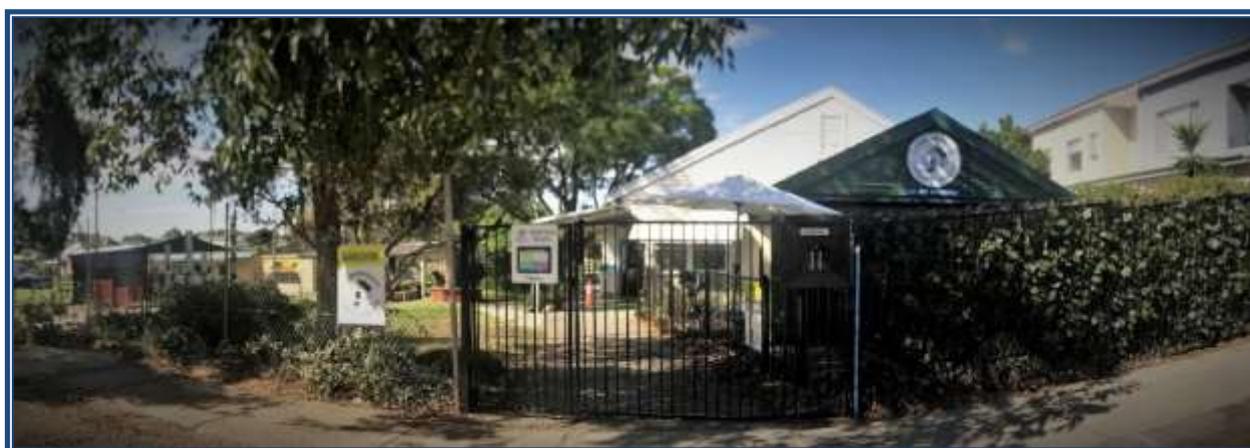
Revenue Categories	2020 \$k	2019 \$k	Movement \$k
Commonwealth Government Grants	525	252	273
WA State Government Grants	143	76	67
Tuition fees paid by families	272	241	31
Other recurring fees paid by families	40	36	4
Other non-recurring fees paid by families	10	11	-1
Playgroup fees	3	13	-10
Other income	153	54	99
Total Revenue	1,146	683	463

Our total **expenses** increased slightly from \$828k in 2019 to **\$845k** in 2020. Our most significant expenses continue to relate to employee expenses.

Expense categories	2020 \$k	2019 \$k	Movement \$k
Salaries, contractors, oncosts	713	683	30
Other teaching related costs	19	21	-2
Advertising	4	16	-12
Bad debt, provision for doubtful debt	0	-2	2
Cleaning	23	24	-1
Repair and maintenance	12	11	1
Other admin expenses and overheads	68	66	2
Depreciation	6	9	-3
Total Expenses	845	828	17

Our total **cash** balance at the end of the year was **\$657k**, an increase of \$324k from December 2019. Out of the \$657k, \$543k 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.

See table next page: Balance Sheet Categories.



CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2020

Balance Sheet Categories	Dec-2020 \$k	Dec-2019 \$k	Movement \$k
Cash	657	333	324
Accounts receivable	2	1	1
Prepayments (expenses relating to the next financial year already paid for)	11	24	-13
Total Current Assets	670	358	312
Fixed assets at cost	309	303	6
Fixed assets - total accumulated depreciation	-281	-301	20
Total Non-Current Assets	28	2	26
Payroll related liabilities	-31	-30	-1
Refundable bonds	-73	-2	-71
Fees in advance (income relating to the next financial year, already received)	-24	0	-24
GST receivable / payable	-8	3	-11
Other payables	-2	-41	39
Total Current Liabilities	-138	-70	-68
Refundable bonds	0	-53	53
Payroll related liabilities non-current	-47	-25	-22
Total Non-Current Liabilities	-47	-78	31
Total Net Assets	513	212	301
Net assets at the beginning of the year	212	357	-145
(Loss) / Profit for the year	301	-145	446
Total Net Assets	513	212	301

Outlook for 2021

Our principal Janet has been working on building the school numbers from the bottom up, with a significant increase in the Koomal, and also the Karak student numbers. We all need to continue to work on retaining students in all three classrooms. 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.

Bernadett Bovari

Treasurer



PRINCIPAL'S ANNUAL REPORT 2020

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.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 2020 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

2020 was the year of the start of COVID in Australia with all the attendant changes of routines and behaviours we have needed to make. The inevitable question in an educational setting was how our children will fare in this 'topsy-turvey' world. What will our children learn? The answer is plenty but perhaps not what is expected.

At Casa Mia, we were fortunate enough to run a dual education platform for around three weeks in April and May, on site and at home. The CasaMia@home programme was simultaneously a challenge for the families, the children and the staff. There was the initial scramble to put in place the mechanisms and parameters of the programme and ensure all families had the hardware

necessary. The lessons learnt were numerous but perhaps the biggest lesson learnt by the children and the staff is not to assume information is in place and to state every little detail. The staff pondered over the communication cues they give throughout the day with a light touch or small word here and there and how the children pick up these snippets and run with them. The children learnt to present their work exactly as it was asked for and not make assumptions about requests.

Once we were all back at school, the routines for frequent and thorough handwashing, social distancing, cleaning routines and staying home more often for sniffles, sneezes and temperatures became the norm. The staff elected to carry out the cleaning routines themselves ensuring every surface touched were cleaned at least twice a day. Parents also helped out with spraying of the climbing equipment at the end of each day. Thank you to all.

Child development is a continuous process with no limits. It happens everywhere – in the family, the neighbourhood, the sports club, the school and anytime, even in a pandemic. Our children did not stop helping in the house, preparing food, setting the table, loading the dishwasher because there is a pandemic. They did start going for more walks around the neighbourhood, greeting the neighbours, exchanging pleasantries, and visiting the playgrounds in the local parks. They gained an understanding of the human need to socialise and exercise for their own wellbeing.

The Casa Mia children learnt the obvious such as how to wear a mask and why; how to wash their hands often; to sometime use sanitizer; why adults needed to socially distance and the school daily cleaning routines.

The less obvious was the social development the children underwent.

On television and around them, our children noticed people helping the needy; saw doctors and nurses helping patients; police helping citizens; soldiers working in the quarantine hotels. They saw how people communicated; how they coordinated between different kinds of work as they saw how the teaching staff performed the cleaning several times a day and parents sprayed the climbing equipment each day. They began to respect other people's feelings in what was and continues to be unsettling times.

The children experienced how the whole nation stood united to fight the pandemic.

Spending more time at home, our children gained richer experiences of culture, beliefs and traditions of their families, contributing to their sense of belonging—something no school can replicate or replace.

Through the changes in the school routines, discussions with teachers and parents, the children began to understand there is a person who leads our country and another one who leads our state and there are people charged with looking after us just as their parents can take care of them. This is a part of social development - witnessing the ability of other people to lead groups and keep them together in times of trouble.

At Casa Mia, to accommodate the social distancing of adults and create a 'shield' for the staff, the morning drop off was changed to the children being dropped off at the gate and bidding their parents farewell for the day there. This was introduced with some trepidation particularly for the little three-year olds and the first starters. The fears were quickly allayed as the children confidently said goodbye to their families at the gate and skipped into school to have a play in the playground before school started at 8.30am. They lined up at the ring of the bell and class started in a calm, serene manner. The independence displayed by the children has led to us continuing the morning drop off routine.

The tradition of shaking hands in greeting and farewell was given away and replaced with the Hindi greeting of Namaste. There was a little uneasiness initially, taking up a foreign greeting, that was soon replaced with an understanding of the respect and honour that is communicated with the hand gesture and slight bow.

These are some of the many skills and knowledge our children learnt in 2020. It is often assumed that if the children have learnt to read, write, do mathematical computations or name colours and have been assessed to a standard, they have been educated.

These academic skills can be acquired with different degrees of difficulty at any point of life. However, experiencing hardship, challenges, failure, successes, learning to control emotions; developing stability; communicating, attitude and behaviour are behaviours which develop in the moment and which support growth and development of a responsible adult in society.

These behaviours form part of the child's personality which acts as the driver for the rest of the child's life. 2020 was a year of great learning.

The pandemic has brought about a great increase of individual responsibility and community spirit. We have seen a sense of bonding between the children and their parents and a sense of comradery within the community that has been a great pleasure to be part of.

Thank you to Indian Montessori Centre for the inspiration

The Children

Enrolment numbers (as of July)

	2014	2015	2016	2017	2018	2019	2020
Total Enrolments	65	61	54	53	45	42	48
3-6 years	29	30	23	19	19	30	28
6-9 years	20	17	17	18	15	8	14
9-12 years	16	14	14	16	11	4	6
Number of families	50	40	35	36	36	34	37

The school has accommodation for 70 students.

Attendance

The average attendance of the students in 2020 increased.

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	2014	2015	2016	2017	2018	2019	2020
	96.67%	94.01%	96.16%	93.05%	91.87%	92.73%	94.19%

CASA MIA MONTESSORI COMMUNITY SCHOOL ANNUAL REPORT 2020

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%
2020	87.92%	90.87%	91.42%	92.71%	95.14%	94.27%	93.75%	-	96.53%

Post Casa Mia Montessori School

Our 2020 graduates were more than ready to move on to high school demonstrating their confidence and willingness to embrace the next challenges at the end of year concert. One graduate took up a place on the Arts Media specialist programme at Governor Stirling Senior High School and two graduates have gone on to Mt Lawley Senior High School.

Student Satisfaction

CASA MIA MONTESSORI SCHOOL STUDENT SURVEY 2019

Karak and Maali (Yr1 – Yr6)

At Casa Mia Montessori Community School		True 2019	True 2020
1.	The children are encouraged to take care and help each other	89%	85%
2.	The adults take great care and support all the children	89%	95%
3.	I am given the opportunity to build my sense of order which helps making learning easier	78%	80%
4.	Teachers help in developing the confidence I need to learn independently	89%	90%
5.	I feel I belong in this school	78%	85%
6.	Teachers help children who are worried and upset	88%	85%
7.	I have friends at school	88%	95%
8.	I can talk to a teacher when I need help	100%	100%
9.	I feel safe at school	78%	75%
10.	I feel happy at school	67%	70%
11.	I like school	89%	70%
12.	The children help with keeping the school environment clean, tidy, orderly and beautiful	77%	65%
13.	I learn how to make informed choices and accept the consequences	88%	75%
14.	I have the opportunity to work at my own pace and am encouraged to consistently to do my best	88%	95%
15.	I am encouraged to develop my joy of learning and sense of discovery	88%	80%

Stars were given to: (sic)

'The teachers are very kind, I like how us kids learn, I like the jobs at school.'

'The community, the friendly atmosphere, the way the children can work at their own pace and level.'

'having such amazing and supportive staff, letting us be who we want to be but still helps us build character by being more polite, friendly etc, let us work at our own pace for all activities.'

And wishes were made for: (sic)

'I wish for a bigger playground, a music room and an art room'

'I wish it stays exactly the same, I wish NAPLAN will stay on paper, I wish there was a high school here.'

Student results

Traditionally the student results have been illustrated with the NAPLAN annual results. In 2020, NAPLAN was cancelled due to COVID

Each Year the Casa Mia staff prepare a School Improvement plan. The foci for the following year are developed based on information from:

1. the Annual Early Years Quality Improvement Plan
2. the on-entry assessments for Pre-primary to Yr. 2
3. the previous year's NAPLAN results
4. Internal bi-annual assessments in the primary cycles in numeracy and literacy
5. Family, student and staff annual surveys
6. Educational staff observations and anecdotal records

The Foci for 2020 were:

1. Relationships with parents and children
2. Strengthening Maths. in EYL and LP
3. Improving Technology in administration and education
4. 'Own your impact'.

The first focus in the 2020 Casa Mia School Improvement plan was on **building relationships with parents and the children**. Standards 5.1 and 5.2 of EYQ.

This was achieved using multiple mediums and multiple occasions – using Facebook, Transparent Classroom, coffee morning with the teachers, more explicit write ups in the fortnight newsletter, once a term parent morning in the classrooms, once a term whole school assembly highlighting the performing arts activities; start of term letter to the families from the teachers and exhibition of artwork.

Strengthening Maths. in the Early Years and lower primary years.

The Casa Mia NAPLAN results in the past have exceeded the *national* results in all areas and had been close to those of *similar* schools.

In 2019, the Yr3 Numeracy results were slightly less than those of *similar* schools (schools with socio-economic scores based on family data) and were considered by the staff to be not in line with the literacy results.

One of the many effects of the digital world is that mathematical language and computation is used less and less, impacting on the mathematical outcomes. For example, people no longer remember telephone numbers, bank account number; shop with plastic cards making money invisible; no longer weigh out fruit and vegetables and even buy boxes of premix baking mixes.

As part of the School Improvement Plan, the staff identified the specific Mathematical areas which needed improvement, how these needs would be addressed and who was responsible for the actions. The in-house bi-annual assessments indicated the actions were successful.

Improving Technology in administration and education.

At the start of 2020, Casa Mia implemented the use of Microsoft 365 and the Transparent Classroom App and purchased 10 new iPads for student and staff use and an interactive touch board for the Hale Distance Learning programme and French as well as other educational activities.

The implementation of Microsoft 365 provided access to school data via the web and included One Note.

The use of the Transparent Classroom App addressed a number of tasks:

Relationship/ communications with families	Education Programme	Administration
1. Provides a platform with a Montessori Method of Education information thread to report to parents on their child’s activities in the classroom	All Montessori presentations/lessons for each cycle are listed on the programme in sequence for each learning area from 3 – 12yrs old.	1.Records of Applications 2.Classroom Placements 3.Online forms – applications, exit 4. Attendance of students and staff
2. Parents can be sent group notifications on a class focus/activities or school function.	This allows the education staff to: Students: 1. plan for each individual according to the curriculum 2. record the activities for each individual 3. access the student’s progress through daily tracking Curriculum standards mapping Reports: 1. Child proficiency over time 2. Child lessons by area 3. Child lessons over time	5. Central location for information on Parents 6. Central location for information on Staff

The upper primary students Yr.6, continued with the programme Hale Distance Learning facilitated by Mr Valentine once a week. The students connected with a number of country schools and Mr Valentine digitally. The students undertook a challenge and reporting digitally on their progress each week developing the very explicit and precise communication skills needed to work on a digital platform.

Own your impact

The other School Improvement Focus of the four in the plan, was the improvement of the Waste recycling at Casa Mia and the understanding by the students of the reasons why. This focus was named ‘Own your Impact’ challenging the school community to work towards zero waste living to help protect our environment.

The success of the project was measured by the correct sorting of rubbish into five bins – recycle, REDwaste, Worm farm, Compost and Landfill and the diminishing amount of landfill rubbish.

Simultaneously, Casa Mia collects items to use in art and craft such as paper, magazines and

toilet rolls; soft toys and aluminium pulls for the Wheelchairs for Kids project and recycles school print cartridges.

All these activities contribute to the registration of Casa Mia as a Waste Wise School.

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, 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
- 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 Transparent Classroom updates in Koomal, Karak and Maali
- 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
- Playgroup – Piccola Casa for children ages 12months– 3yrs with a parent/carer

Outreach to Parents and the Community

Casa Mia recognises that it is an entity which is part of the Bassendean Community and the greater community of WA and the world. Part of that recognition is its community outreach programme which, in 2020, 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
- Implements the Town of Bassendean FOGO drive through the School Focus – Own your Impact.



The Staff

Staff composition

	Teaching Staff	Non-teaching staff
Full time	1	0
Part Time	11	2
Total	12	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
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 Dip Montessori	3-6 years
Sarah Perotti	Karak education assistant	Studying EA Cert 4	
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	
Zara Grassick	Playgroup coordinator	BA Honours Montessori Diploma	3-6 years
Debbie Englebrect	Music relief	Dr. Environmental Science BSc Education	

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 build on their commitment to the Montessori Method of Education and are steadfastly committed to the school values of individual responsibility and community spirit as indicated in the staff survey.

Kirsty Ploeg was on maternity leave for 2020. Dr Debbie Englebrecht was her relief teacher. Sarah Perotti joined the team as an Education Assistant in Karak from mid-year.

In the annual survey, the staff indicated a wish for the development of a wider based enrolment in the Children's House to provide a path towards a sustainable future.

Professional development

The staff remain committed to providing a high-fidelity Montessori education; much of the professional development occurs in the fortnightly staff meetings and at the start of each term.

- Topics for discussion have ranged the National Principles for a Child Safe Organisation, use of Transparent Classroom; Mathematics in the environment; Own your Impact; use of the SeeSaw app for CasaMia@home learning; Behaviour, Building self-esteem and parent education; Students at Educational Risk; Capabilities in the WA curriculum; Educational Technology Plan 2019-2023
- whole team collaboration on the Quality improvement programme in the Early Years.
- whole team collaboration on OH&S;

External Professional development included 'How watertight is your school contract and Mandatory reporting

Staff Attendance

Staff attendance was 97.34% averaged out over the 2020 school year.

School Community

In 2020, Casa Mia Montessori School P&F felt the effects of the COVID pandemic with parent support dropping away as families focused on their families at home. The Board members, Jacob Lehrer and Carrie Standing picked up on behalf of the community and we owe them our eternal thanks.

The main function of the P&F is to provide the social mantle around Casa Mia.

The Class liaisons, parent representatives from each class, continued their valuable work in contacting new families as they entered each class and being available to answer any queries parents have and acting as a link between the teacher and the parents.

The Class liaisons organised the very popular coffee get together at the school gate once each term at drop off.

The P&F also undertakes 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. Ionat Catts had been the coordinator for many years. On graduation of her daughter, Ionat handed the reins over to Amy Tibeiro. The children and staff are very grateful for these contributions.

The other stream of fund raising is through the uniform sales and the year ended with a very successful sausage sizzle at Bunnings.

School Community Satisfaction

The School Community survey 2020 had a disappointing respondent rate of 11% from 37 families.

The parents who did respond, indicated they were of the opinion that Casa Mia provides a nurturing educational environment, where their child feels safe and likes being, and the staff are caring.

Respondents value the community, the accessibility of the teachers and the values and independence taught and developed in the children alongside meeting the WA academic curriculum.

Wishes were expressed for more classroom space for music and community input.



School Income Broken Down by Funding Source 2020

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 2020	Total	Per Student
Australian Government recurrent funding	\$525 312	\$10 300
State Government recurrent funding	\$116 238	\$2 279
Fees, charges, and parent contributions	\$350 822	\$6 879
Other private sources	\$51 007	\$1 000
Total Gross Income	\$1 043 379	\$20 458
Less deductions	\$12 015	\$236
Total net recurrent income	\$1 031 364	\$20 223

