

## **Child Side School:**

### **2011 report for the 2010 school year:**

The Australian Government requires the school to report on the following items as part of our accountability to them and to the Child Side School Community.

#### **Contextual Information about the school:**

Child Side School is an independent, co-education environment covering K-7 year levels in a multi-aged setting. Our school is small by design and approaches learning one child at a time within a personalised learning community. We are a member of Big Picture Education Australia. We are also a member of AISWA (Association of Independent Schools in Western Australia). Our Vision is congruent with REIEA's (Reggio Emilia Information Exchange Australia) vision.

"REIEA (and Child Side School) has a vision for a just and civil society that values our shared humanity, fosters strong democratic communities, recognises the uniqueness of each individual, and appreciates diversity..... We recognise that all children have a right to be heard, to be respected, and to feel a sense of belonging to their family, school and community. We see this as a foundation for becoming responsible citizens of the world."

The objects of our school:

- To maintain the rights and responsibilities of each child within the group of children and staff that makes up their learning community. To help each child develop the skills and approach to being a constructive co-contributor to their own learning and personal well-being *within* the well-being of the learning community at our school. We maintain and further the rights and responsibilities of the learning community of children as a group and we view each individual child as part of this community, not separate to it.
- To maintain and further the rights and responsibilities of the family in society, in particular the right to have support, encouragement and positive involvement in the education process of their child who is an integral part of the children's learning community within a group setting at our school.
- To maintain and further the rights and responsibilities of the staff at our school, in particular the right to have support, encouragement and appropriate professional learning to work within our particular school context.
- To ensure that each part of this support triangle structure of children, families and staff have equal dignity and are all treated with integrity.

#### **Teacher Qualifications:**

All education staff have undertaken a 100 point police check, a Working With Children Check and are registered with WACOT (Western Australian College of Teaching)- which is a legal requirement. All teaching staff hold a recognised teaching qualification. Qualifications of teaching staff range across the following:

- Bachelor of Education (Primary)
- Diploma of Teaching (Early Childhood)
- Diploma of Education (Bachelor of Arts)

**Work force composition:**

Senior educator x1  
Primary Classroom Educators x2  
Education assistant x1  
School administrator x1  
Part time LOTE Educator x1  
(no indigenous staff)  
All staff are female.

**Student attendance:**

PP-94%  
Year 1-89%  
Year 2-91%  
Year 3-87%  
Year 4- 93%  
Year 5- 94%  
Year 6-89%  
Year 7-95%  
Whole School 92%

Parents are required to write an absentee note and present it to the classroom educator when their child has been absent from school. The classroom educator follows up absentee notes with parents until received. Any concerns about unexplained attendance are communicated to relevant parents by the Administrator or Senior Educator. In extreme cases the school will contact the Truant Officer at the Bunbury Education Office.

**Student Outcomes in Standardised National Literacy and Numeracy testing:**

Current legislation requires that we report the percentage of children in years 3, 5 and 7 that achieve a result on, below or above the national benchmark in NAPLAN testing. As our school is small by design and we have very small year cohorts with less than 10 students per year level we are conscious of privacy issues and we are not publicising the results for confidentiality reasons (similar to other schools with small cohorts). Presenters of Nulit and NAPNulitData have confirmed that comparative data between year levels is unviable for our school due to low student numbers. We are advised that the data is best used to view individuals in comparisons to the benchmarks and to help us to formulate any literacy and numeracy goals to meet children's specific needs. The education staff do this annually to see implications for teaching and learning in specific areas like spelling and make informed professional decisions using a range of evidence collected throughout the year in a multitude of ways. An example of an informed decision was to access more professional learning for educators regarding spelling and a word study programme called 'Words their Way' was implemented over a number of appropriate year levels. Parents have opportunities to discuss with educational staff their child's learning in general within the NAPLAN context.

**Parent, Student and Teacher Satisfaction with the school:**

Student satisfaction is rated as high as children are actively engaged in all aspects of school life and are reported by their parents as being keen to be at school every day. Active involvement has been visibly noted by staff, parents and visitors to the school. Children have a 'voice and choice' with their school rights and responsibilities and are actively involved in their learning outcomes and responding to the positive learning culture. Educator satisfaction with working conditions and job satisfaction is monitored frequently with regular staff dialogues where staff give feedback and are part of the solution based team approach to constantly reflect and take positive and proactive action. Staff have opportunities to set their own professional goals and to request the professional support and resources they need to help them reach their goals. Staff also have 'voice and choice' with their

rights and responsibilities in their work place. Parent satisfaction revolves around their understanding of our specific school culture and of our particular approach to teaching and learning, including their opportunities to stay involved with their child educationally. Parents are considered as an integral part of the education process and as integral to a healthy school community.

**Post School destinations:**

Parent choice- home school + local high schools around the region.

**Income broken down by funding source:**

- Commonwealth Government Grants- 47%
- School Fees –30%
- State Government Grants- 20%
- Other income- Fundraising +Donations-3%

Report prepared by:

Leonie O'Connell and Karron McDonald in our shared management role.