

Child Side School:

2019 report for the 2018 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 Child Side School:

Child Side School is an independent, co-education school registered for K-10 year levels in 2018. The school is organised into three clusters being the Early Childhood Cluster (ECC) Middle Childhood Cluster (MCC) and Young Adolescent Cluster (YAC). Child Side is an intentionally multi-aged setting based upon research about the developing brain and quality learning environments for living and learning in the 21st Century. 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 (BPEA). We are also a member of AISWA (Association of Independent Schools in Western Australia). Our focus is on developing responsible, engaged life-long learners and we utilise Dr. Louise Porter's 'Guiding Children's Behaviour' approach, Maggie Dent's emotional resiliency approach and restorative justice approaches to develop social competence/responsibility, work place skills, life skills and emotional intelligence. We view literacy and numeracy as sets of essential, useful and exciting tools to utilise to interact and thrive in our current world. Children are offered a quality, personalised approach to learning literacy and numeracy in real life contexts. 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.

Characteristics of the student body include:

- The family, as a whole is 'enrolled' - as per BPEA (Big Picture education Australia) – we believe that 'education is everybody's business' and that the family is an essential part of the education process. Families enrolled at our school are considered to have endorsed our vision, our philosophy, our practice, our codes of conduct.... The Child Side Way. Learning outside of school hours and within a range of community settings is sincerely valued and families are requested to value their own families' contributions and keep track of the learning experiences available in everyday life surrounding them. We therefore consider both students and their families as part of our active learning community.
- Families and their children travel from surrounding areas such as Bunbury, Leschenault, Capel, Donnybrook, Harvey, Roelands, Busselton as well as locally in and around Boyanup. The richness and diversity of this 'regional catchment' enable us to offer students many connections and authentic experiences that reach beyond the physical school environment.
- We have a core, stable group of long term, active families committed to the idea of the value of Child Side as being the 'whole' experience over many years; hence we have a strong interest from the early years. We also have a number of families whom travel for work purposes (including internationally) and similar to other schools, we have had a small cohort of transient families. Long term families value the authentic team approach and placing each child at the heart of their personalised curriculum, choosing our school as their "first choice" place of education. These families share similar 'images' of the child as being capable, competent, transformative, social, emotional, intellectually curious and active beings whom deserve an authentic childhood whilst learning to become literate, numerate, socially and environmentally responsible.
- Families and staff value the active implementation and respect of the terminology regarding a '**wholistic**' education which supports each child at developing their strengths whilst developing strategies to self-advocate for areas of interdependence and collaboration. 'Diversity' is not just a word at Child Side but a visible action. Our current student body encompasses children across a diverse range of learning styles and abilities, including those with additional needs to both support and enrich learning. Families actively seek out the whole school pedagogy of Child Side to personalise learning and support each child as an individual within the active context of community.
- Our current student body and our teaching staff demonstrate high engagement levels both within our own community and actively within other communities with long term commitments, for example, sporting groups, music, the arts...

Chairperson Report:

CHAIRPERSONS REPORT

REVIEW OF 2018

Child Side School has now been in operation for 16 years. We continued to maintain healthy numbers throughout the year, Semester 1 had 61 students and 62 students in the second Semester.

This was our second year registered from K - 10, with a YAC cohort of 17 students across Years 7 to 10. All of our Year 10 graduating students achieved the standard required the first time they sat their OLNA (online literacy and numeracy assessment) and all graduating students gained their first-choice post Child Side pathways. Students are continuing their education at Manea Senior College and SEDA Senior Secondary Education in Bunbury.

We continued to engage in partnerships in 2018. The Confucius Institute provided Chinese Language Program Support with the provision of a native Chinese speaking Assistant in the ECC and MCC one day per week.

Cert 3 and 4 Sports, Fitness and Recreation students from the South Regional TAFE coordinated a fun tabloid day and ran skills sessions for all of the children across the school.

Our partnership with Newton Moore Education Support Centre continued during 2018 with Newton Moore students undertaking their work- place work crew program carrying out garden maintenance jobs through-out the year.

These partnerships continued to prove to be successful, providing rich learning experiences for the children with a wide range of adults, always under direct supervision of Child Side Educators and within the Child Side Approach.

Having had a \$300,000 capital grant application approved during 2017 for a new YAC building it was welcomed early in 2018 when our Low Interest Loan application for \$700,000 was also approved, through the Department of Education Low Interest Loan Scheme. Building commenced on the YAC Building and Carpark Extension Project in the second half of 2018 with handover of the new building planned prior April 2019.

During this year we continued to invest in our Building Infrastructure and maintenance with the construction of a new bike shed, fitted out with safe storage for student's bikes. Significant decisions were made for investment in the future works for the school, with a Capital Budget approved which includes information technology upgrades across the school and the installation of new age appropriate climbing equipment for the YAC's to be acquired during 2019.

During 2018 the Governing Council welcomed Paul Renfree. The Governing Council continued meeting twice each term and significant effort and time was invested reviewing and drafting an updated Constitution to alter rules of the Association to better serve the school, to reflect the changes as required in the Associations Incorporated Act of 2015 and to contemporise the Constitution in alignment with leading education sector governance practices. During the year the Governing Council Charter and files were reviewed and updated. Governing Council member induction process and resources, succession planning and strategic planning were reflected upon and updated.

In Term 1, Governing Council members attended the annual AISWA Briefing the Board Conference for Board members and School leaders. Members attended workshops on Child protection and protective behaviours curriculum, teacher standards and teacher appraisal, industrial relations, finance, supporting the Principal, WA curriculum online and governance issues.

Peter French, Janine Morgan and Karron McDonald attended a South West AISWA workshop providing updates on the proposed changes to the funding model for schools, the current developments with regards NAPLAN, board roles and responsibilities and registration processes.

Janine Morgan and Karron McDonald attended an AISWA Registration Seminar in Perth which provided an update on the new re-registration process being implemented by the Department of Education.

Child Side Parents and Friends remained active during 2018 with their main focus being the promotion of the school and fundraising for school priorities. In amongst the range of events during the year, the largest event was again our own 'Little Day Out'. This was again a great success, promoting the school to the wider community and raising just under \$3000. The P&F purchased new gazebos for use at the Little Day Out and other events during the year and at the end of 2018 the P&F had accumulated \$21,881.27 in the bank.

Karron McDonald continued in the role as Playgroup listener in 2018 with support from Dale Fuluna. Playgroup numbers were steady in 2018 and most of our new kindy children had attended playgroup.

Child Side continued its working relationship with Dr Marie Martin throughout the year, continuing support in curriculum auditing, collegiate performance, management processes and meeting NQS and QIP standards.

Our aim for 2019 is to maintain and upgrade our infrastructure and focus on completing and transitioning into the new YAC building. We will continue to strengthen the Child Side approach across the school community with a focus on stability and continuity of educators following some staff changes during 2018. We aim to continue the school's steady growth with a focus on building strength, engagement and resilience in all aspects of the school community. The Governing Council aims to take the new Constitution to a special meeting of the Association by 30 June 2019.

Many of the successes achieved and resiliency demonstrated during 2018 has been due to the outstanding and steady leadership that the Governing Council's outgoing Chairperson, Karen Shervington has shown over the past 6 years as Chair of the board. As incoming Chair during 2018 my observation is that the school is well positioned for ongoing success and I thank Karen and the school leadership team for the ongoing effort.

Peter French

Chairperson

2018 AGM Education Report:

Analysis of the year within our context and purpose:

This reflective report has been prepared by the Senior Educator: Leonie O'Connell 20/3/19.

The intent of this education report is to acknowledge the collective work of the school over the year as 'Education is everyone's business' BPEA. How we work and operate impacts on the reader's understanding about the relevance of context within our annual decision-making, actions and results. Everything is interconnected, nothing can stand alone or be isolated for individual reflection. It is written for the purposes of transparency to how we work in relation to operating both as a registered school and a unique educational identity.

Target Audiences: Child Side Staff, Child Side Governing Council, Child Side enrolled families, regulatory bodies, support agencies and our educational partnerships.

Successes and Major achievements:

Maintaining our design brief:

2018 was our 16th year of operation as a registered school and we maintained our 'small by design' status and approach, keeping our focus on 'thriving' rather than surviving. This is a significant part of our design and principle brief for families, that children can thrive at our school gaining an education and a quality childhood at the same time, neither is compromised, but each is enhanced as the child is kept at the forefront of the design (hence our name Child Side). "One child at a time in a community of learners"- Big Picture Education. Our active ingredients are children and we operate as a living, breathing, fluid ecosystem. Our brief around our practice is to support and enable children to operate in the world in which they live both now and in their futures. The Now is as critical as the Future, each phase of childhood is acknowledged and purposefully designed around. Children deserve a childhood where they can talk, trial, explore, invent, decide, play, exercise, be active, experience boredom, frustration, confusion, rejection... alongside compassion, empathy, inspiration, direction, engagement, hilarity, absurdity, creativity, challenge.... Our vision of a child is around an active, capable, creative, social, emotional, vulnerable, imaginative and curious being; this child comes to school already knowing and experiencing a great deal and is capable of many things; each child comes to school every day with a whole life and brings a circle of connections with them; these are not to be left at the school gate and ignored but are embraced and examined with interest, delight, wonder and enabled to be woven into the fabric of everyone's day. Our focus is on building relationships rather than peer friendships and traditional adult/child roles. Our focus is on the voice of the child and what the curriculum means to them; for them now as a child in their particular phase of development (cluster approach) as well as for any future learning building upon each year level and relevance to the real world as a child and currently for adults all working towards sustainable futures.

"We have to let children be with children. Children learn a lot from other children, and adults learn from children being with children. Children love to learn among themselves, and they learn things that it would never be possible to learn from interactions just with an adult."
Professor Loris Malaguzzi in Reggio Emilia, Italy, June 1993.

"Both children and adults need to feel active and important — to be rewarded by their own efforts, their own intelligences, their own activity and energy. When a child feels these things are valued, they become a fountain of strength for them. They feel the joy of working with adults who value their work and this is one of the bases for learning". Professor Loris Malaguzzi in Reggio Emilia, Italy, June 1993.

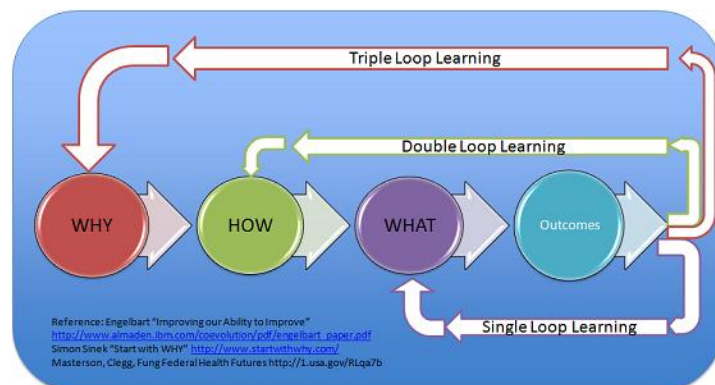
"Our goal is to build an amiable school, where children, teachers and families feel at home. Such a school requires careful thinking and planning concerning procedures, motivations and interests. It must embody ways of getting along together, of intensifying relationships." Edwards, Gandini, and Forman (editors), *The Hundred Languages of Children* (Norwood, NJ: Ablex, 1993).

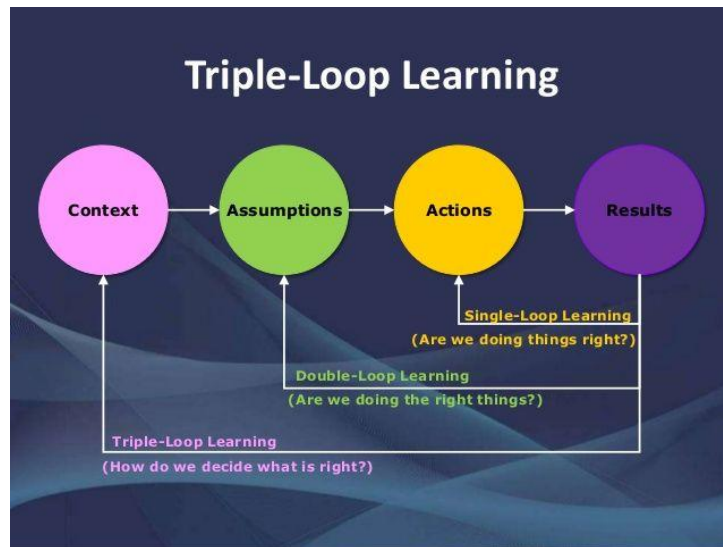
From the words of our pedagogical inspirations and aligned theories of learning above, we strive for and reap the rewards of our efforts to keep the focus of our school and playgroup around children in the context of the comments above and within our own capacity. We work to everyone's (staff, children, Governing Council and families) strengths. Our Story Park entries are windows into our thriving community, they are snapshots to make our brief visible. Exhibitions of learning, children's voice and choice days and daily creations/work as producers (rather than consumers), Big Ideas, Leaving School to Learn, Living Books and the Shape of our Day all contribute to the vitality of our work and are how we walk our talk. Our reflective and responsive practice incorporates continuous triple feedback loops.

Single-loop learning: Are we doing things right? Here's what to do—policies, procedures or rules, aim and purpose of organisation/task.

Double-loop learning: Are we doing the right things? Here's why this works—insights and patterns, strategies and context.

Triple-loop learning: How do we decide what is right? Here's why we want to be doing this—principles, long term view, philosophy.





Goldilocks' Conditions for Learning:

We have continued to create and offer the Goldilocks' conditions for developing the General Capabilities and the Early Years Learning Framework in real and authentic ways. These Goldilocks' conditions engaged each and every child that had the support of an aligned and committed family and gave the school a real chance- that is: a chance to engage with the learning culture and long-term objects and vision of the school- over the full year. Each and every child who had the family alignment and commitment, who attended school regularly and who had good health made significant personal progress regardless of their starting points and entry levels. Long term children flourished in a changing environment with changes in staff, learning spaces, learning cohorts and diversity (which included new children and families) and increasing expectations as they grew into mentors, MKO (More Knowledgeable Others) and became Child Side 'Elders' with regards to our learning culture and school expectations correlating with increasing physical and brain maturity.

Our expert teaching team of Continuity Educators and Core Educators, supported by the leadership team who have 'skin in the game' that is: work face to face with children and families in the school context, along with dedicated and aligned support staff and an active, engaged and knowledgeable Governing Council, ensuring accountability and transparency through checks and balances, ALL contributed to a highly functioning and resilient organisation. Through our stable staff and stable family cohort we have seen significant gains, many of these are immeasurable but are clearly evident in children's growing confidence, competencies, courage and success both at and outside of school. Our school is clearly designed and based around long term commitment and alignment over the phases of childhood rather than a 'dip in and out' model or to meet transient families desire for a short term accelerated 'repair' approach. However significant positive growth was experienced and witnessed even with children who remained a short time, due to our whole school commitment to the Goldilocks' conditions for learning.

Our focus moving forward is developing a culture of 'giving things a chance' and accepting that transitions anywhere and at any stage of life take energy, effort and time- including for new staff. Financial matters, parent work opportunities, the logistics of working parents and family upheavals/uncertainty and resiliency of parents have the biggest impact on the

length of time families commit for. Our focus is around harvesting gains through new connections and the sharing of life stories from all families and children who touch our lives as they pass through our community.

Over 2018 we have invested significant resources (human, time, planning, money, teaching and learning, storage resources, professional learning, professional reflection time...) to maintain these Goldilocks' conditions for learning.

Diversity: Understanding and embracing the influences of diversity

Child Side School and Playgroup values diversity, even as it increases uncertainty, discomfort and necessitates change/growth/accommodation. Child Side's approach to diversity mimics biodiversity. Biodiversity boosts ecosystem productivity where each species, no matter how small, all have a different role to play (based around different knowledges but with equal dignity). Healthy ecosystems can better withstand and recover from a variety of natural fluxes, ebbs and flows and inevitable natural disasters.

Child Side School and Playgroup is a thriving, flourishing ecosystem because of our understanding of and nurturing of accepting and working with diversity, working to the strengths of staff, children and families. Our focus is on helping everyone become advocates for differing learning needs and for everyone's personal circumstances within a community context and setting. This takes enormous energy, commitment and effort and is critical that the leadership team and Continuity Educators in each cluster are able to compassionately accept, seek to understand and to accommodate diversity, uncertainty and change whilst still maintaining our learning culture, group norms and expectations. Our intention is always to help children operate in the world they live in, increasing their awareness and capacity to navigate challenges, hurdles and change emotionally, socially, academically and developmentally as they grow both within the and beyond the boundary of our school safety net. Our value and richness is around diversity. Child Side is aligned with this definition of diversity which is best summarised below by the Diversity Committee from Queensborough Community College:

"The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique and recognizing our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic, philosophical and individual differences. It is extremely important to support and protect diversity by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Building alliances across differences so that we can work together.

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups."

2018 was a year for embracing diversity and change (in staff, families, learning spaces, Living Books, ways of working especially in the YAC to develop further alignment with BPEA practice within our context and capacity), responding in alignment with our philosophies, principles and practices focusing on resiliency and working constructively with uncertainty.

Maintaining our reason for being:

Our school has always acted upon sound educational theory, active experience and knowledge (Vgotsky, Bruner, Project Zero, Malaguzzi, Montessori, Social- Constructivism, Schools of Reggio Emilia, Big Picture Education -USA, Washor, Littky, Berger, Cambourne, Carter, Goleman, Dent, Robinson, Gardner, Cross, Porter....) and has been ahead of its time: For example-Michael Anderson is a professor of education at the University of Sydney and works with schools transforming to meet the needs of the 21st century.

"We need to build explicit capacities in learners to prepare them to be agile and wise as they face complex and shifting problems.

Our kids will need to build cognitive, interpersonal and intrapersonal dispositions to help them to not only survive but thrive in their personal, community and work lives.

Twenty-first century capacities such as creativity, collaboration, critical reflection and communication are knowable and teachable".

These have been the core reasons underpinning the founding and creating of Child Side in 2002. Our basis for setting up this school as a response to experience, knowledge, sound and significant evidence base, is now becoming more widely recognised and discussed at a national level and at a range of other schools who are tinkering with these shifts in educational paradigms. Child Side has acted upon these since our establishment in 2002. We are already 'ticking many of these boxes' within our own capacity and context.

The recent national Gonski 2.0 report makes 23 recommendations which it says **focus on "creating an education system that gives each student the opportunity to excel and to be their individual best"**. Child Side School has been implementing and focusing upon these since establishment.

"Recommendation 1

Embed a focus on individual student achievement through continuous learning progress in the policies and practices of all schools and systems, with the expectation that each student should achieve at least one year's growth throughout each year of schooling.

Recommendation 2

Develop and disseminate evidence-based tools and resources to assist early childhood education providers, primary, and secondary schools to implement best practice approaches to supporting parents and carers to engage in their children's learning throughout their education.

Recommendation 3

Ensure all students have the opportunity within schools to be partners in their own learning.

Recommendation 4

Introduce new reporting arrangements with a focus on both learning attainment and learning gain, to provide meaningful information to students and their parents and carers about individual achievement and learning growth.

Recommendation 6

Prioritise the implementation of learning progressions for literacy and numeracy in curriculum delivery during the early years of schooling to ensure the core foundations for learning are developed by all children by the age of eight.

Recommendation 7

Strengthen the development of the general capabilities, and raise their status within curriculum delivery, by using learning progressions to support clear and structured approaches to their teaching, assessment, reporting and integration with learning areas.

Recommendation 8

Strengthen school-community engagement to enrich student learning through the establishment of mechanisms to facilitate quality partnerships, including engagement in mentoring, volunteering and extra-curricular activities, between schools, employers, members of the community, community organisations and tertiary institutions.

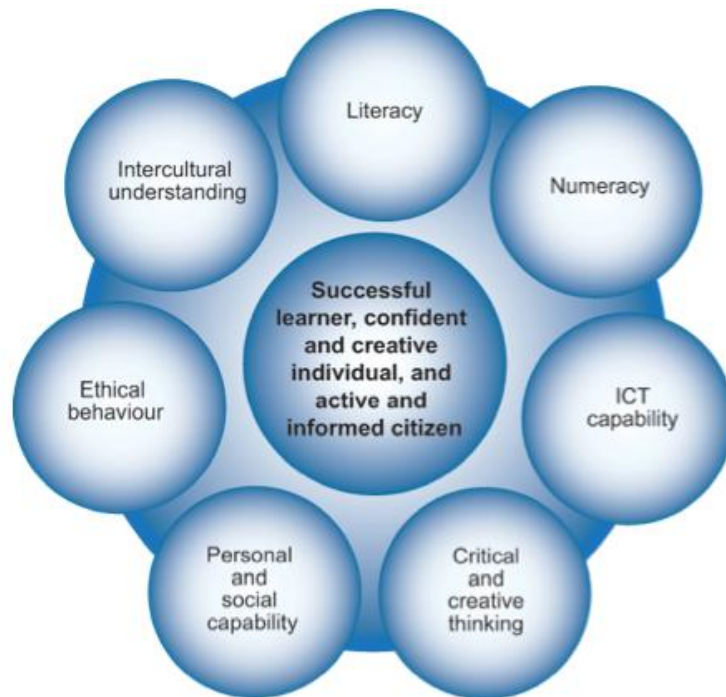
Recommendation 10

Accelerate the development of contemporary pedagogy through the use of collaboration, mentoring, observation and feedback, including from colleagues and students, by incorporating these practices into the core role of teachers and creating the conditions to enable teachers to engage in them.

Recommendation 21

Enhance school and system internal self-review and external quality assurance processes, for the purposes of monitoring and reviewing student learning gain and achievement."

Further our practice has recently been further authenticated and valued through the push for the General Capabilities to be explicitly catered and accounted for at the forefront of the classroom and school agenda.



General capabilities in the Australian Curriculum

Attendance at a Master Class of the General Capabilities held by AISWA with Prof. Bill Lucas from the Centre for Real World Learning, further affirmed the educational trajectory and pathway that Child Side has been on since inception. The focus on developing grit, tenacity, critical and creative thinking along with emotional intelligence sits at the core of how we work and engage children with curriculum.

2018 has been a year with increasing credibility in the wider world of education based around our good practice and positive post Child Side experiences for long term Child Side graduates.

2018 Year 10 Graduates Post Child Side Options:

All of our 2018 Year 10s achieved the necessary NAPLAN and OLNA results, submitted necessary documents and attended relevant interviews, prepared their annual portfolios and were accepted into their preference of Year 11/12 options which included Manea Senior college and SEDA. This process became part of their learning programme during Year 10.

Original Child Side Stories:

Feedback from original Child Siders, who are now in their late teens/early adulthood, acknowledges the skills, processes, learning culture, approach to interdisciplinary and integrated curriculum, the solution based and no blame approaches they experienced at Child Side as having fundamental merit to the real world and to their abilities/attitudes to navigate and operate in their chosen areas of study, work, life experience, travel, sport, living arrangements, networks... They have fond and very clear memories of their childhoods at Child Side as well as key design elements such as termly exhibitions, term reflective narratives, LTi projects and shared collaborative projects such as Cows create Careers/F1 STEM Challenge, Fire twirling, bike skills, making and sharing lunch, Easter breakfasts and Christmas spirals, wheelathons around the lake, wet days and messy days, circus, drumming, singing internal workshops... They clearly remember the novels they read and viewing they watched

that made an impact such as The Book Thief and The Rabbit Proof Fence, Living Books and shared projects... They remember the children/families/staff that came (those that stayed and those that went). Their Child Side stories are rich and robust and they are amazed at how much the current children have in terms of resources, buildings and space compared to their experiences as trail blazers in an old house loaned by Iluka followed by a single building paid for, dismantled, transported and erected by families on our current site gifted by Iluka. In short, they remember their childhood at school and are all well equipped to use the skills, knowledge and personal qualities they had opportunity and support to develop at Child Side. They have gone on to achieve: exceptionally high ATAR scores, entry into Universities through ATAR and portfolio entry, completed TAFE, accessed paid and volunteer work, competitive sport as local, state, national and international athletes, travelled, lived through life challenges including death of a parent, cancer and treatment, moving away from home to the city...

Scope of 2018 Curriculum Projects, Leaving School to Learn, Living Books:

Big Idea investigations/STEM challenges included: History as a Mystery, Inventors, Helping Heroes, Laws of Motion: Arcade Games, Map on My Lap, My Place in Space, Islands, Soil Matters, Where in the World, Subsea 7 investigation, 2020 Boyanup Olympic Games bid, Rock/Paper/scissors remastered, Whirl of a Challenge- renewable energies, Circuits, Seeing the Light, Going Green on the Red Planet, Animal Ark, Climate Change, Then and Now, Step in Time, Lake Mungo, Who was Junita Nielsen? The Boy Who Flew Too Close to the Sun, Watch the Weather, Coding, Rocket Launch, Wonder of Worms...

War on Waste- Bin Audits

Bioblitz

Pan Pan- Confucius Centre year long, full day a week Chinese Language mentor

Boot Camps- Burn to learn: wake up brains

TAFE CERT 111 and 1V students- Strength and conditioning, Tabloid Sports

Hockey Clinics

2 x terms Mountainbike skills

Music La Viva- Adam Hall and the Velvets

Leaving School to learn: Fat Bike Beach Ride, Big Bunbury Walk, Indoor Beach Volley Ball, Quick Kids Speed Skating, Tennis

Living Books: Industry/career/- Melo Velo, Ginger bread house, Josh Oakey, Leanne White, artist, author, illustrator- Wild Eyed Press, Greg Huxtable, Nicola Depiazzi, Bruce Wallace, Janina Morgan, ex- Child Siders (year 11/12 experiences and tertiary and casual work experiences, travel and sporting)

Blue Back- Tim Winton

Wicking Beds

Hobby Day, Wet Day, Messy day, Wheelathon

Enterprise Afternoons, Little Day Out, Easter Breakfast, Christmas Spiral, Fire Fun and Food Festival

Story Park entries can be accessed to describe these further.

Analysis of Learning:

Educators are continuously engaged in 'Live marking' practices (dynamic assessment) where children at/during work are part of the continuous feedback loops and work/progress is adjusted and modified to meet personal expectation and growth with each child's ZPD- Zone of Proximal Development at personal point of need and in real time. Alongside this is our approach to real world assessment- BPEA, where children develop reflective language and responses and can make the necessary changes in real time as they work, guided by real world examples and MKO- More Knowledgeable Others. Children have opportunity to explore, discover and become both 'tinkers and thinkers' at all ages and stages but also have enough resources and direction to minimise 'guesswork' and avoid practising core literacy and numeracy inaccurately. Their work is scaffolded and they have access to diverse, skilled ways (languages) of learning based around intentional learning outcomes and key understandings.

Learning is analysed continuously along with children and a range of criteria and resources used by educators including: scope and sequence charts, WA Curriculum and Assessment Outline Year Level Achievement Standards, Year levelled on-line programs such as Mathletics, IXL, Read Theory, STILE; Words Their Way study, NAPLAN, OLNA, First Steps continua, EYLF Developmental Milestones... Analysis of learning is not random but targeted and shaped to enable growth and progress of each and every learner regardless of their starting point and distance travelled.

The NAPLAN tests were administered in May 2018 and results distributed to families in Term 3 2018. Individual observations were prepared by educators and distributed alongside results, along with the opportunity for face to face discussion if required/requested in particular if there were any discrepancies.

Total number of children administered the test were:

Year 3: 6

Year 5: 3

Year 7: 7

Year 9: 1

The OLNA test were administered in March 2018 and results distributed to families in May 2018 along with opportunities for family/child discussion if required/requested face to face.

Total number of children administered the test were:

Year 10: 6

Writing: 3

Numeracy: 1

All 3 sections: 2

Due to the small numbers undertaking the tests the statistical data is not reported upon for privacy reasons around individual children. We collate these results along with our data from individual written reports for each semester detailing the numbers of children in each cluster meeting, exceeding or operating below the expected WA Year Level Achievement Standards and micro analyse them in the context of each individual. Implications and implementations of recommendations arising from the data analysis (which is based in context for individuals and curriculum entitlement opportunities in a cluster learning cycle approach over as number of years in each phase of childhood) are shared with the Governing Council throughout the year and educators immediately implement implications

for supporting individuals personal progress eg: targeted resourcing, educator professional development, adjusted pace of delivery. We do not identify nor allocate specific assessment periods, aside from external requirements (NAPLAN and OLNA), as our whole approach and design enables us to seamlessly integrate mediated learning experiences as part of each shape of the day. We have created the conditions for this approach to assessment to be effective.

Cluster Year Level Achievement Standards:

Continuity Educators in each cluster collate and discuss the data after each semester reporting period with the Senior Educator. Grades assigned refers to the Year Level Achievement standard 5-point grade scales required to be allocated for Years 1-10 by SCSA. Child Side has its own wording around our 5-point scale approved by SCSA (aligned with WA Curriculum Achievement Standards. The number of grades assigned may not necessarily correlate with the number of each WA Curriculum Subject area, as up until now, for reporting to parents' purposes, some subjects have been clustered together which means the Excel Spread Sheet calculations can differ. Grades were assigned for each curriculum area as required but are reported on in line with our interdisciplinary and integrated approach. Please note that grade assignment numbers are shared NOT how many children achieved a particular grading (due to privacy issues). Numbers of children are indicative of end of year numbers. We did have movement in and out of each cluster throughout the year.

Numbers of children:

ECC: Early Childhood Cluster

Kindergarten: 10 children

Pre-Primary: 4

Year 1: 4

Year 2: 6

Numbers of grades assigned:

K=44/50 total grades assigned were meeting expectation according to both the EYLF 5 Learning Outcomes and school expectations. 6 were not met.

EYLF Outcomes

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

PP= 11/16 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 5 were not met.

Year 1= 20/21 total grades assigned were meeting expectation according to both WA Achievement Year Level standards and school expectations. 1 was not met. 1 child was on IEP and not graded the same way- made significant personal progress.

Year 2= 35/42 total grades assigned were meeting expectation (and above) according to both WA Achievement Year Level standards and school expectations. 7 were not met.

Learning analysis summary:

All demonstrated personal progress and had justifiable reasons identified by educators. IEP children made personal progress. Families were informed and kept in the feedback loop regarding their child's progress and achievement standards through face to face meetings and LTD. Nothing was a surprise or unexplained. Due to a wide range of levels and learning

styles of children requiring additional adjustments, EA time and specific resourcing around literacy, numeracy and sensory equipment were allocated.

Numbers of children:

MCC: Middle Childhood Cluster

Year 3: 5 children

Year 4: 5

Year 5: 4

Year 6: 3

Numbers of grades assigned:

Year 3 = 30/35 total grades assigned were meeting expectation according to both the both WA Achievement Year Level standards and school expectations. 5 were not met.

Year 4 = 29/35 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 6 were not met.

Year 5 = 21/28 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and school expectations. 7 were not met.

Year 6 = 19/21 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement and school expectations. 2 were not met.

Learning analysis summary:

All demonstrated personal progress and had justifiable reasons identified by educators. Families were informed and kept in the feedback loop regarding their child's progress and achievement standards through face to face meetings and LTD. Nothing was a surprise or unexplained. Children who are not meeting year level expectations were working within their ZPD and had work tailored to their current levels of understanding, skill, experience and confidence. Pace of delivery and pace of engaging with and completing work was tailored to meet individual needs where possible. MCC had a number of children new to the school this year and during the second semester.

Numbers of children:

YAC: Young Adolescent Cluster

Year 7: 8 children

Year 8: 2

Year 9: 1

Year 10: 5

Numbers of grades assigned:

Y7=52/56 total grades assigned were meeting expectation (sound and above) according to both the WA Curriculum and school expectations. 4 were not met.

Y8= 12/14 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 2 were not met.

Year 9= 7/7 Total grades assigned were meeting expectation according to both the WA Curriculum and school expectations.

Year 10= 29/35 total grades assigned were meeting expectation (sound and above) according to both the WA Curriculum Achievement Standards and school expectations. 6 were not met.

Learning analysis summary:

All demonstrated personal progress and had justifiable reasons identified by educators. Families were informed and kept in the feedback loop regarding their child's progress and achievement standards through face to face meetings and LTD. Nothing was a surprise or unexplained. Children who are not meeting year level expectations were working within their ZPD and had work tailored to their current levels of understanding, skill, experience and confidence. Pace of delivery and pace of engaging with and completing work was tailored to meet individual needs where possible. The YAC cluster had a number of children new to the school as well as the transitioning Year 7s from the MCC.

Further explanations to understand our way of continuous assessment and adjustment:

"A key to mediated learning experiences (MLE) is that the examiner (educator) deliberately teaches, watches how the child responds to instruction, and adjusts teaching accordingly. In this framework, it is the adult's responsibility to do whatever it takes for the child to learn new strategies that will help them continue learning. The ultimate goal of MLE is for children to become learners who are self-directed and independent."

"Dynamic assessment (DA) is essentially a procedure for simultaneously assessing and promoting development that takes account of an individual's zone of proximal development (ZPD). In brief, the ZPD asserts that what individuals can accomplish with assistance from others is an indication of what they can accomplish independently in the future." *Dr Jeremy Koay- Edumaxi*

Educator Standards and Qualifications:

All Educators employed at Child Side School in 2018:

- Were registered with the Teacher Registration Board of Western Australia (TRBWA). This is a requirement of all teachers in Western Australia.
- Provided a Working with Children Check. This is a compulsory criminal check for people who work with children under the age of 18 in Western Australia.
- Had suitable qualifications, both allowing them to be registered by the TRBWA and also to carry out their duties as competent educators of Child Side School.

Qualifications of teaching staff range across the following:

- Bachelor of Education (Primary)
- Diploma of Teaching (Early Childhood)
- Diploma of Education (Bachelor of Arts)
- Bachelor of Education (Early Childhood Education)
- Diploma of Education (Primary)
- Grad Cert Secondary Education Mathematics

Work force composition:

Senior educator x1

ECC & MCC Classroom Educators x 2.2

YAC Classroom Educators x 1.6

School administrator x1

Office Assistant x 0.4

Education Assistants 1.5

Grounds/Building Maintenance Officer 1x 0.2 for 3 terms

Professional development attended by staff in 2018:

TERM 1

- SDD- Staff Code of Conduct, Guiding Children's Behaviour, Duty of Care, Child Protection.
- Grooming workshop with Rebecca Delaney from AISWA (IE consultant) with all staff at staff dialogue 7th March.
- Online Asthma First Aid for school staff training – All staff
- Anaphylaxis e-training – All staff
- STEM workshop – Vanessa and Vicki
- AISWA website Admin responsibilities – Karron
- SDD with Dr Marie Martin focusing on Review of Maslow's hierarchy of needs, self-regulation, acquisition of skills, Educator's responsibilities, being intentional (knowing your purposes, development of inquiry, notice your own reactions, remember your own needs, knowledge, skills and self-regulation will determine your learning and teaching) Whole school Child Side Focus – what are our intentions for each part of the 'Shape of the day' (morning work, skill builder, morning meeting etc) Conditions of learning, Genres of play, Reviewed stories from Storypark and mapped the curriculum in each story, Revised national quality standards, Review of planbook and elements of curriculum still to be added. Play based learning, curriculum auditing, analysing and unpacking curriculum in storypark. All Educators.
- 'Briefing the Board' conference for Peter French, Janine Morgan, Karen Shervington, Gavin Hayres, Clair Bedford and Karron McDonald. April 7th at Swan Christian College. Topics covered: Child Protection and Protective Behaviours Curriculum, Teacher standards and teacher appraisal, Industrial relations, Supporting the Principal, Governance Issues, School finances, WA Curriculum Outline.

TERM 2

- 'Keeping Safe' protective behaviours curriculum workshop for parent body with Rebecca Delaney From AISWA on Friday 15th June (Sarah Neale also attended as commencing as an Educator in term 3)
- Karron attended a MYOB workshop on Tuesday 2nd May
- Vanessa attended a 2-day CSIRO STEM conference, A full day Secondary inquiry maths workshop and a full day Manipulatives Maths in Secondary Education workshop
- 2 SDD's with Dr Marie Martin focusing on QIP plan, curriculum planning, curriculum auditing, curriculum analysis in storypark, Child Side curriculum map focus on Protective Behaviours Curriculum.

TERM 3

- Governance workshop at Georgiana Molloy August 11th - attended by Pete, Janine and Karron. Focused on roles and responsibilities of Governing Council members, current registration process and AISWA's proposal for future registration processes, current NAPLAN situation, current funding model, future funding model proposals.
- SDD's with Dr Marie Martin focusing on Quality, Continuity and Improvement Plan, General competencies, Big Picture Snapshot, Area 6 Assessment and reporting Policy, Curriculum Plan, Teaching and Learning strategies.

TERM 4

- Karron renewed her first aid qualifications on 11th October.
- Jan Clarke from AISWA came down on 16th October to do some in class I.T PD with Clair and the children using the iPads.
- Leonie and Lisa went to PD with AISWA on General Capabilities' on 24th October.
- Vicki attended "Play based Pedagogy" for Early Childhood Educators PD at Curtin Uni on 7th November.
- Emma and Larissa completed their first aid qualifications on the 8th November.
- SDD's with Dr Marie Martin focus on Child Safe and Friendly Organisations Framework, AITSL standards, Curriculum Auditing and analysing curriculum in storypark.
- Karron and Janine attended schools Re- Registration seminar run by AISWA on the 16th November.

Student attendance:

Year 1- 91.18%

Year 2- 91.35%

Year 3- 95.32%

Year 4- 92.12%

Year 5- 94.82%

Year 6- 94.53%

Year 7- 94.63%

Year 8- 92.92%

Year 9- 100%

Year 10- 91.72

Whole School 93.3%

In a small school attendance can be severely affected by a small number of students. In small cohorts it only takes low attendance by one student to drop the overall cohort attendance rate significantly.

Absenteeism was mainly due to general sickness in 2018. The overall attendance rate in 2018 is very similar to the 2017 rate. Parents are required to notify the school on the morning their child is absent via phone, text, email. If parents know ahead of time that their child will be absent for appointments, funerals etc they need to fill in an absentee slip and give to the administrator or educator. Any concerns about unexplained attendance are communicated to relevant parents by the Administrator or Senior Educator. In extreme cases the school will contact the Attendance Officer at the Bunbury Education Office.

Parent, Student and Staff Satisfaction with the school:

Satisfaction is gauged across all three sectors of our community through authentic daily feedback and observation and in term 4 of 2018 we invited students, parents and staff to provide feedback via the National Schools Opinion Survey developed by ACARA (Australian

Curriculum, Assessment and Reporting Authority). Students from years 5 to 10 were included. In total feedback from 46 surveys was received. Of the surveys received back 43% were from students 48% were from parents and 9% were from staff. Feedback from the surveys indicates a high level of engagement across all three sectors and a high sense of pride in what we are striving to achieve together as a school. The main area identified for improvement is providing greater understanding of children's behaviours at different stages of development and how best to guide children in these stages.

All three sectors have multiple opportunities to constructively engage with the leadership team and the leadership team has the support and access to the Governing Council, in particular the Chair, on a regular basis as well as AISWA staff on a variety of levels including Inclusion, Curriculum, Industrial Relations. The school has Codes of Conduct which apply to the whole community and across all three sectors with varying levels of detail and the school has a clear communication process.

The shape of the school day and week is designed to maximise opportunities for parents to engage as educational partners and share/access information about their child both with their cluster educator and the leadership administrator, whose role is also part of the education 'Pastoral Care' process, being a cornerstone for families, staff and children in terms of Maslow's Hierarchy of Needs and sharing the inevitable ups and downs of life which impact on children and workplaces. This is all part of our intentional small by design and school vision to work with equal dignity, Choose Respect, a No-Blame approach and restorative justice. We model and seep across all layers of documentation and practice a solution-based approach and our daily guidelines of: Be Safe, Be Kind, Be Creative. Families and staff know that the leadership team and GC Chair are highly approachable and do access them regularly at point of need and more frequently to actually share stories of growth, progress and satisfaction.

Families who tend to access the communication process more frequently and proactively and are active in the daily education process of their child gain insight into the operational working of a school and our school design in particular. These are families who make themselves available for contributing to a range of school processes including reading Story Park, reading newsletters, engaging with Child Side Rituals such as Easter Breakfast, Christmas Spiral, Little Day Out Open day, Fire-twirling Performance, monthly Family Enterprise Stalls, termly Exhibitions of Learning, Wheelathons, P and F fundraisers and morning teas, reading and responding to Governing Council updates and newsletters and are more likely to see and value the long term Bigger Picture.

As with any modern work-place we have an element of transiency for a wide range of personal, work, health and financial reasons but also including the inconvenience of travel to our semi-rural setting which does tend to impact on families, staff after a time.

To view My School profile of Child Side School please see link below:

<https://myschool.edu.au>

and type in Child Side School under 'Find a school'

Post School destinations:

All of our year 10 leaving students in 2018 went to the Post School Destinations of their choice, with four students moving on to Manea Senior College and one student moving on to SEDA (Sports Education and Development Australia Sports) through Manea Senior College.

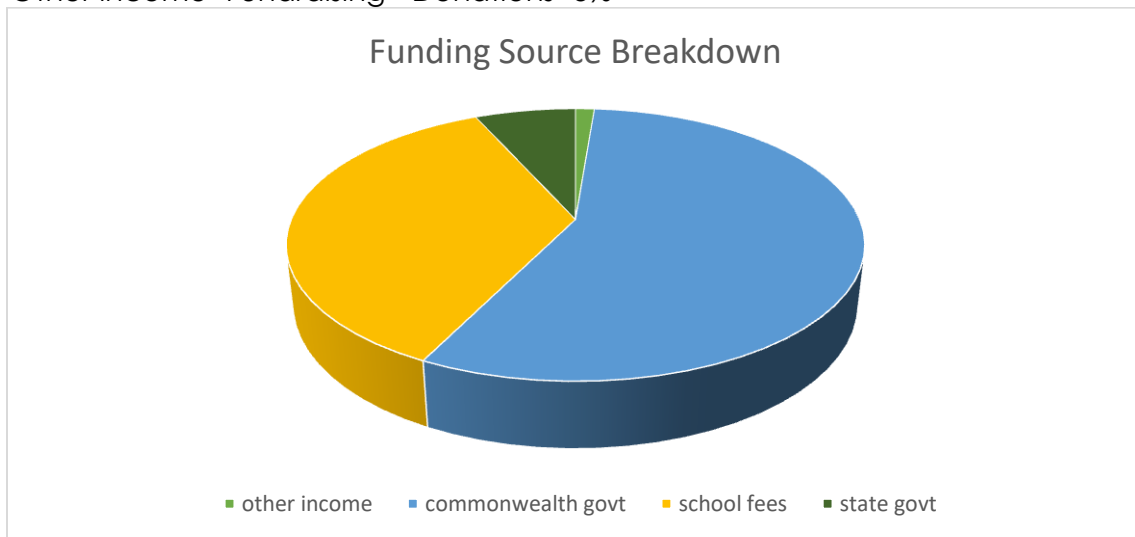
Financial Report:

The Financial Statements for the year ended 31 December 2018 were drawn to give a true and fair view of the results of the Association and are "Special Purpose Financial Reports". The Financial Statements were audited by Pedlers Chartered Accountants & Business Advisors.

Income Position:

Total income for 2018 was \$1,058,885.00 with the following breakdown by funding sources

- Commonwealth Government Grants- 56 %
- School Fees – 25%
- State Government Grants- 16 %
- Other income- Fundraising +Donations- 3%



Total expenditure amounted to \$904,106.00 with the following breakdown

- Salaries - \$597,313
- Professional Training - \$10,487
- Teaching Materials and consumables - \$46,066
- Building and grounds maintenance - \$33,111
- Depreciation - \$91,295
- General Operating Expenses - \$125,834

NETT SURPLUS FOR 2018 - \$154,779.00

Balance Sheet Position:

- Total assets - \$2,177,714
- Total liabilities - \$345,216
- Net Assets - \$1, 832,498

Report prepared by:

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