

Child Side School:

2020 report for the 2019 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 2019. 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 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:

REVIEW OF 2019

Enrolment and School Structure

Child Side School has been in operation for 17 years and is considered highly as a successful Independent School within the community of Boyanup, the greater Bunbury region and the Small Schools realm. 2019 marks our third year registered as a K – 10 school. We continued to maintain healthy numbers throughout the year with waiting lists for most cohorts. Semester one saw a total enrolment of 57 children and with 60 children attending during the second semester.

The YAC cohort of 17 children across Years 7 to 10 remained stable. Our single Year 10 graduating child attained OLNA (online literacy and numeracy assessment) requirements. He applied and was successful in gaining interviews, from within very competitive fields, and was offered first round places at both Manea Senior College in Bunbury and The WA College of Agriculture – Harvey. This student selected to attend Harvey Ag in 2020 as a boarding student.

Karron McDonald continued in the role as Playgroup Listener throughout 2019 with support from Dale Fuluna. Playgroup numbers remained high and steady during the year with children who attended playgroup feeding into our Kindy program for 2020.

Partnerships

We have continued to engage and foster partnerships during 2019.

The Confucius Institute provided Chinese Language Program support with the provision of a native Chinese speaking Assistant in the ECC and MCC and for the first time, began work in the YAC. Our affiliation with Newton Moore Education Support Centre continued during 2019 with Newton Moore students undertaking their work place work crew program; carrying out regular garden maintenance jobs throughout 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.

Our professional partnerships with AISWA, and Big Picture Education Australia

continued throughout 2019 providing valuable, professional support for School staff, School Leadership and the Governing Council.

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

Buildings and Grounds

After many years of planning our YAC Building and Car park Extension Project commenced during in the second half of 2018 with handover of the new building happening in July this year. Children and staff transitioned into the new building at the start term 3. This facility was officially opened by the Hon Nola Marino on a very warm Friday the 13th of December. The predicted cost for this building project was \$1,138,000.00. The total project came in just under budget at \$1,074,647.13, less GST, reducing the amount of CGA grant money received to \$236,647.00.

Generally a focus on building infrastructure and maintenance continued with significant capital budget decisions realised with the upgrade of the whole school information technology infrastructure which included the new YAC building, costing approximately \$80,000 and providing reliable plug in and wifi access.

Grounds maintenance and development was a focus particularly to complete the YAC 'precinct' development as well as to improve already well used spaces.

The Mountain Bike Track was modified due to a large new waste water management system being installed up on the hill encroaching onto the existing track. A team of year 8 YAC children worked with mentors to modify the track as part of their internal internship program. The reticulation system was then expanded to water the new lawned area covering the waste-water system.

Our School oval was returfed during the year and top dressed and levelled over the Christmas holidays providing a very welcomed and level green space suitable for physical activity and games for the start of 2020.

A significant investment was also made in installing a hydroponics system and extending the kitchen garden beds. This project was also part of a YAC internal internship program as the ideas and design came from a group of children under the mentorship of the Kitchen Garden Educator.

The installation of new and age appropriate climbing equipment for the YAC's was planned to be installed during the year but was delayed due to manufacturer and service provider issues. It is expected that this will be finished in early 2020.

The Governing Council

The year started with a focus on re-registration for Child Side School with the process being initiated late 2018 and continuing during the first few weeks of term one , culminating in a re-registration visit by assessors in April who spent a full day working with School Leadership , Governing Council Members, school staff , children from MCC and YAC and also parents. We have been successfully registered for four years, valid until Dec 2023.

The Governing Council continued meeting twice each term with additional meetings called to address specific matters including professional development in relation to Child Protective Behaviours. Significant effort and time continued to be invested in finalising a new 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 also to align with leading education sector governance practices. A Special General Meeting of the SWLC Association Inc. was convened on the 18th June 2019 to adopt the new rules.

The Governing Council Charter and Resource files continued to be developed and updated throughout the year. Governing Council member induction process and resources were developed in conjunction with consideration for succession planning for Governing Council members.

New legislative requirements meant the development of a number of new policies including Whistleblower Protection Policy and Conflict of interest Policy.

A new Strategic Planning period was initiated requiring a significant review process and planning for the next five years. There was a heavy emphasis throughout the year on developing the Council's understandings of the planning process particularly in relation to an educational context.

At our 2019 AGM, the Council welcomed new member Josh Oakey who was taking up a position vacated by Clair Bedford; a long serving GC Member whose term had come to an end. There was a change in the Chair position in the second half of the year and also the resignation of two GC members due to personal circumstances. With the new Constitution in place, the Council's ability to select GC Members in order to meet specifically identified strategic priorities and/or skills and experience required will mean that the Council is more responsive, better resourced and specifically skilled to meet the ongoing challenges.

In Term one, all Governing Council members attended the annual AISWA Briefing the Board Conference for Board members and School Leaders. Members attended workshops and seminars about the Child protection and protective behaviours curriculum, teacher standards and teacher appraisal, industrial relations, finance, supporting the Principal, WA curriculum online , governance issues and Education Futures

Janine Morgan and Karron McDonald attended an AISWA Registration Seminar during October in Perth which provided an update on the new re-registration process being implemented by the Department of Education as well as outlined the new 2020 Standards which are required to be in place as at the 1st January 2020.

Parents and Friends (P&F)

Child Side Parents and Friends remained very active and present throughout 2019. Dale Fuluna President and Toni Smyth Secretary with a large active supporting group of parents focussed on continuing to promote the school and fundraise for school priorities. Amongst the range of events organised during the year, the largest event was again our own 'Little Day Out' which proved yet again a great success in promoting our school to the wider community and also brought in valuable funds. The Boyanup Farmers Markets; a year round fundraising project, continued to be

well supported by families.

A new project initiated during 2019 was a gardening parent group who comes in regularly to work in the garden and grounds. This project in conjunction with the Newton Moore work crew has been very beneficial for the school maintenance program and has created a great sense of pride and has kept grounds looking loved and snake safe.

At the close of the 2019 school year the P&F had accumulated just over \$30,000. Funds have been dedicated towards the P&F and YAC garage which is planned to be constructed during 2020.

Looking to 2020 and Beyond

2020 will be a year of consolidation and planned growth to reach optimum levels in children and staff numbers with a focus on ensuring stability and continuity of educators.

Resourcing will continue to be a priority to ensure staff and children are supported appropriately in their work.

School Infrastructure will continue to be a focus with some capital works projects to be completed from 2019 and the starting a new project of the extension and upgrade of the ECC building.

I don't think that we should underestimate the extraordinary achievements we have seen culminate this year. Much of which, actually represents over 10 years of hard work and a genuine desire to ensure the longevity and viability of our school into the future. This time has been overseen by two other Governing Council Chairs and I wish to, on behalf of our school community, extend my sincere thanks to Karen Shervington and outgoing Chair Pete French for their direction and leadership during this time.

My thanks and endless gratitude also goes to Karron McDonald and Leonie O'Connell, our founding Principals, for their vision and ability to make our dreams a reality.

Thank you also to all of our staff and everyone else who supported each other to create a truly exceptional representation of who we are as a school.

We will continue to strengthen the Child Side approach across our School Community with a focus on building strength, engagement and resilience in all aspects of our School Community.

Janine Morgan

Chair

Child Side Governing Council

Educator Report: Including Analysis of learning and student outcomes

2019 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 12/3/2020. The intent of this education report is to acknowledge the collective work of the school over the year through our aligned BPEA approach: 'Education is everyone's business'. How we work and operate impacts on the target audiences 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. Story Park entries can be accessed to see our pedagogy in practice cohesively across the whole school.

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

2019 Educational Continuity and Cohesion:

Maintaining our philosophy and original purpose through our design brief:

2019 was our 17th year of operation as a registered school and we maintained our philosophy and original founding purpose through focusing on our 'small by design' status and approach, keeping our intent on 'thriving' (rather than surviving) and building things around our image of a child as a: resourceful, creative, curious, social, active, emotional and capable being, right from Kindergarten through to Year 10.

Our focus on a **thriving** childhood is influenced by our image of a child and our intentional design brief which includes consideration around:

- ▶ **Communication purposes and practices** (how and why we say and do things, considering what messages are communicated to children, families and staff through how we phrase things, furnish spaces, offer materials, provide genuine interest and assistance, what we assess and how we assess learning, progress and engagement)
- ▶ **Educational programme + practice** (in particular helping children, staff and families value work and play as authentic partners, not rivals. Everything we do at Child side has education intent and authentic value for lifelong learning.)
- ▶ **Staffing** (especially ratios: we do have more adult eyes and ears to truly listen, hear and know each child, including those with additional needs which equates to additional time, energy and effort)
- ▶ **Resourcing and the physical environment** (helping keep children curious, using different spaces, engaging socially, retreating for comfort and resets...)
- ▶ **Relationships** (thriving childhoods at school means a different relationship and dynamic between children and adults with equal dignity and different knowledges, frequently with children being the MKO- More Knowledgeable Other)

- ▶ **Child Health, Safety and Well-being** - in particular looking at school as being a Brave Space, revising our language emphasizing the importance of bravery to help all better understand and rise to the challenges of genuine dialogue and action on diversity, social justice, alternative perspectives which provoke us all out of our comfort zones. Safe can be interpreted as retreating whereas the Brave Space Movement interprets 'brave' as standing up, speaking out, doing things differently, being aware of rights and responsibilities. Working out how to access help and support whilst knowing that being brave is about still feeling discomfort and push back from others but going ahead anyway. The language of bravery goes towards dismantling fear and discomfort along with often entrenched behaviours and unobserved perceptions. Being brave is an acknowledgement that we are going to be vulnerable and exposed and may have short term alienation. The literature asserts that bravery is needed because "learning necessarily involves not merely risk, but the pain of giving up a former condition in favour of a new way of seeing things" (p339 Boostrom). Being brave needs courage and open ways of talking and acting around change. A brave approach inspires courage in the face of conflict and continues rather than stops the dialogue or change process. No-one should be forced into silence. This is the ground rule of Controversy with Civility. (Astin and Astin). It also enables Challenge by Choice which means individuals can determine for themselves if and to what degree they will participate in any given activity around social justice education and be attentive to the reason they choose not to participate, although there is an initial expectation to listen. This is what we base our Protective Behaviour and Conflict Resolution around.) Reference 1
- ▶ **Interactions and Collaboration** with Families and the wider community
- ▶ **Leadership and Governance** (with the leadership determining that every staff member has skin in the 'education is everyone's business' game by all having a purposeful role interacting face to face with children for a wide variety of reasons and ensuring that Governance reflects the business premise around children and community within a shared educational identity.

In particular during 2019 these considerations above and the focus on thriving shaped our intent around furnishing and resourcing our new YAC facility to impart messages to staff, children and families about the learning spaces in relation to our image of a child. Within our scope and capacity we designed and filled spaces and resources to enable YACs be active, creative, social, emotional... and shape their day to enable their voice and choice, to explore and gain a wide range of capabilities and competencies, to move, to chat, to combine as groups and to work as individuals. The shift to the new facility was remarkable in terms of the new capacity to truly work collaboratively and to widen forms of expression by being able to use different resources and processes. Enabled cluster to know and play the WHOLE game- Making Learning Whole David Perkins

It is every child's right to have a childhood as an acknowledged purposeful phase of development across the human lifespan. It was a 2019 communication investment

to remind everyone that all children need to be heard, they need a voice and they need choices, they need to legitimately 'Be, Belong and Become' without the constant worry about future potential and the rush to grow up. It was also a dedicated part of our work to remind all that the role of childhood is a process to grow resilient, to work with trial and error and to engage in useful mistakes as a learning process. Children also were supported to engage in creating and following shared agreements with adults around how to use and care for things and around protocols how to interact in specific ways for specific times and intent such as meetings and lunch times. Children cannot cater for a lack they can't even see and children can often be surprised at 'getting into trouble' (their words) for things they didn't even know were important or necessary (such as sitting on rather than jumping on the couch).

Our communication was around helping everyone align themselves to childhood and remember the differences in perspectives and agendas. Our three clusters of childhood of the ECC Early Childhood Cluster K-Year 3, MCC Middle Childhood Cluster Year 4-6 and YAC Young Adolescent Cluster Year 7-10 continued to focus their design and intent around professional knowledge and life experiences of these developmental phases in a shared setting where group dynamics and ages of children impact and influence how we plan, respond, resource, interact and assess growth, progress and engagement. A developmental characteristic around ECC and YAC children is that they tend to be readily distracted and are curious about many things, often without filters, and they are experiencing rapid growth, therefore this shapes our interactions, how we communicate and what we choose to focus on when reporting upon them as individual learners. Staff focus was also around using an age appropriate developmental lens and focusing observations and reporting in line with our image of a child when identifying and interpreting behaviours and responses and achievement standards around work. Educators were asked to focus on children's capabilities and competencies and to look at children as learners in a wide range of contexts as an individual child presents very differently to work they are invested in (Voice and Choice, Big Ideas, LTi projects, internal internships) towards curriculum coverage areas such as maths and science. This was particularly obvious in the YAC years. To maintain engagement in core WA Curriculum subject areas the focus was on integrated real world immersion units of work such as around their Design a Fish brief and engaging with the Dolphin Discovery centre through a multiple visit engagement highlighting the practice around the Big Picture Education 5 learning goals.

We kept reminding ourselves and families that our active ingredients are children in a community setting and we operate as a living, breathing, fluid ecosystem with inevitable changes, ebbs and flows, highs and lows... 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** as a child is as critical as the **Future** as an adult. We are not just preparing children as future employers or employees or comparing their behaviours and competencies to adult standards and expectations. Maintaining this focus is critical for new families and staff and keeping all our work aligned with this in every single way. As with everything we do, it was a two handed approach, with

one hand focused on their competencies now as children and the other building capacities for and with on their future. Relationships are always the key.

"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 amongst themselves, and they learn things that it would never be possible to learn from interactions just with an adult". Loris Malaguzzi Reggio Emilia- 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". Malaguzzi

"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 1993

Our 2019 focus was around clarifying and communicating shared understandings of our success indicators and what this means in practice for us. We started using the Foundations for Young Adult Success to steer us all towards articulating long term goals to keep in perspective what our children would require in their Futures. We actively consider the three factors to life success for our staff and children. Our aligned definition of 'Success' and what this means in practice:

- ▶ **Agency**- shaping the course of one's life rather than simply reacting to external forces.
- ▶ **Integrated identity**- a strong sense of who one is, which provides an internal compass for actively making decisions consistent with one's values, beliefs and goals.
- ▶ **Competencies**, the abilities to be productive, effective and adaptable to the demands of different settings.

Foundations for Young Adult Success: A Developmental Framework



These key elements and indicators (above and below graphics), form the fundamental work of all staff at Child Side. We have been focusing on shared language and understandings around the development of these indicators through implementation of experiences and the learning culture in age appropriate ways. The bottom line being that teaching and learning are reciprocal, as is the Developmental Relationships Framework (below). The framework stresses that relationships by definition are bidirectional, with each person giving and receiving and our focus has been around expanding each child and staff member's capacity to: express care, challenge growth, provide support, share power and expand possibilities.

The **Developmental Relationships** Framework

Express Care

Show me that I matter to you.



Challenge Growth

Push me to keep getting better.



Provide Support

Help me complete tasks and achieve goals.



Share Power

Treat me with respect and give me a say.



Expand Possibilities

Connect me with people and places.



General capabilities in the Australian Curriculum

2019 Year 10 Graduates Post Child Side Options:

Our only 2019 Year 10 achieved the necessary NAPLAN and OLN results, submitted necessary documents and attended relevant interviews, prepared an annual portfolio and was accepted into both Manea and Harvey Agriculture College with the preference for Harvey AG College being selected. This process became part of the learning programme during Year 10 along with the explicit focus on engagement with the world outside of Child Sides' learning culture.

"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." Michael Anderson-Prof Education Sydney University

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, OLN, 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.

NAPLAN Data and Analysis:

The NAPLAN tests were administered in May 2019 and results distributed to families in Term 3 2019. 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 between educator observations and NAPLAN results. Not all NAPLAN age level children were administered the test due to parent withdrawals.

Total number of children administered the test were:

Year 3: 3/5. For 3/3 children it was their first time taking NAPLAN tests.

Year 5: 4/6. For 2/4 children it was the first time they sat NAPLAN at Child Side. Attended other schools for prior tests.

Year 7: 3/3. For 2/3 children it was the first time they sat NAPLAN at Child Side. Attended other schools for prior tests.

Year 9: 4/4. For 3/4 children it was the first time they sat NAPLAN at Child Side. Attended other schools for prior tests.

Total: 14/18 children were administered the test.

The OLNA test were administered in March 2019 and results distributed to the one relevant family in May 2019 along with opportunities for family/child discussion if required/requested face to face.

Total number of children administered the test were:

Year 10: 1

For the children whom we have available NAPLAN data from prior years, their results were compared, and most children had moved up bands since the last time they had taken the test two years prior. Overall, most cohorts were within the 60% band width of all children in Australia and expectedly we had children either side of this which correlates with core educator observations and other evidence collected in the course of the year.

Year 9 writing and spelling were the only averages on or below the 60%.

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 are based:

- in context of individuals
- on how long they have been at Child Side
- on regularity of attendance
- on curriculum entitlement opportunities over a number of years across their time in each learning cluster
- on progress they are making
- on engagement levels
- on a range of other determining factors such as health, phase of development

Cluster Year Level Achievement Standards:

Analysis of Semester 2 End of 2019 Report Data:

End of year reports contained data around:

- What level each child was operating at within their enrolled year level end of year achievement standards for WA Curriculum
- Their rates of personal progress made across each WA Curriculum area
- Each child's capacity to transfer skills and knowledge from one context to another
- Their rates of personal progress across the transference of these skill sets and knowledge sets

Grades assigned refers to the Year Level Achievement standard 5-point grade scales required to be allocated for Years 1-10 by SCSA. We include PP. Child Side has its own wording around our 5-point scale approved by SCSA (aligned with WA Curriculum Achievement Standards)

Numbers of children are indicative of end of year numbers. We did have movement in and out of each cluster throughout the year. Due to low (small by design) cohort numbers and consideration for confidentiality and integrity we report on the grades assigned across each year level and analyse these in context with professional knowledge. Please note that grade assignment numbers are shared below and this is NOT how many children achieved a particular grading (due to privacy issues).

Numbers of children:

ECC: Early Childhood Cluster

Kindergarten: 7 children

Pre-Primary: 9

Year 1: 4

Year 2: 3

Year 3: 5

Numbers of grades assigned: Data statements

PP= 69/81 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 12 were not met. 77/81 rates of personal progress were steady or above (considerable or significant). 34/54 grades indicating ability to transfer skill and knowledge sets from one context to another independently. 15/54 needed some support and prompts. 5/54 assigned levels stayed within the initial boundaries of the context and needed significant support and prompting in unfamiliar, less predictable situations or with a different audience.

Year 1= 32/36 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 4 were not met. **35/36 rates of personal progress** which were steady or above (considerable or significant). **10/24 grades indicating ability to transfer skill and knowledge sets** from one context to another independently. 9/24 needed some support and prompts. 5/24 assigned levels stayed within the initial boundaries of the context and needed significant support and prompting in unfamiliar, less predictable situations or with a different audience.

Year 2= 18/27 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school

expectations. 9 were not met. **27/27 rates of personal progress** which were steady or above (considerable or significant). **8/18 grades indicating ability to transfer skill and knowledge sets** from one context to another independently. 3/18 needed some support and prompts. 7/18 assigned levels stayed within the initial boundaries of the context and needed significant support and prompting in unfamiliar, less predictable situations or with a different audience.

Year 3= 34/45 total grades assigned were meeting (sound and above) expectation according to both the WA Curriculum Achievement Standards and the school expectations. 11 were not met. **42/45 rates of personal progress** which were steady or above (considerable or significant). **15/30 grades indicating ability to transfer skill and knowledge sets** from one context to another independently. 10/30 needed some support and prompts. 5/30 assigned levels stayed within the initial boundaries of the context and needed significant support and prompting in unfamiliar, less predictable situations or with a different audience.

Year Level :	Number of children :	WA Curr Year level STD met or above :	WA Year Level STD not met:	Personal Progress Steady and above:	Personal Progress not made:	Ability to Transfer : Met Green	Ability to Transfer: Beginning Yellow	Ability to Transfer : Not met Red
Year 4	5	29/40	11/40	38/40	2/40	11/35	10/35	14/35
Year 5	7	43/56	13/56	52/56	4/56	17/49	21/49	11/49
Year 6	5	32/40	8/40	38/40	2/40	21/35	9/35	5/35
Year 7	3	22/27	5/27	20/27	7/20	7/20	10/20	4/20
Year 8	7	58/63	5/63	62/63	1/63	39/49	10/49	0/49
Year 9	4	18/24	6/24	17/24	7/24	14/21	6/21	1/21
Year 10	1	7/8	1/8	8/8	0/8	4/7	3/7	0/7

Learning analysis discussion:

Data analysis is very complex as the data presented is an indication of total grades and rates assigned across different areas. Usefulness of analysis is in terms of individuals, for example in Year 6 ALL children could independently transfer the skills

that they did have in the areas of communication and ICT, regardless of whether they met the WA Achievement Standard or not. Ability to use literacy skills independently across all areas did not necessarily always correlate with Achievement Standards in English. Child Side, through Big Picture Learning, focuses around a competency base. Educators use their professional knowledge, observations and judgements to consider (and act upon as they interact and work NOT waiting till data collection and analysis is complete):

- Is the competency demonstrated or not? Not yet? (likely to be).
- Not demonstrated even partially. Why not? What modifications, compensations, advocacy, skill arrangement required? What logistical and financial implications at a school or cluster level arise, in order for competency or task completion/adaptation to be instigated/gained?
- Is the competency demonstrated/transferred across contexts or not? What further support, strategies, resources, time frame required? What logistical and financial implications arise to focus on transfer and application across contexts?
- Can the child demonstrate a level of competency with an adapted task with modified learning intentions and extra assistance or not? What modifications, compensations, advocacy, skill arrangement required? What logistical and financial implications arise in order for competency or task completion/adaptation to be instigated/gained?
- If unable to participate or demonstrate competencies what are the alternatives, what comes next? How to proceed to keep child engaged and growing in capacity to succeed and maintain confidence and willingness to participate and make progress?
- Can the competency be used to challenge the child further and in an increasingly complex manner suited to a variety of aligned tasks and real purposes? (not just for the sake of it?)
- Has each child made personal progress and shown engagement in some or all aspects of the shape of each day/week/term and which are the stand outs? Which areas engaged or disengaged? What logistical and financial implications arise?
- What are the developmental phase considerations, implications and solutions (if any?) For example: in the Young Adolescent Phase it is consistent for the majority of children to demonstrate higher engagement in their own Voice and Choice LTi projects and areas of personal interest and strength than in core curriculum areas. Often a child can present totally differently across a set English or word study task to a self-generated task or hands-on practical STEM task in their interest area. This is difficult to report and often complex to concisely present a learner profile.
- What are the individual learner profile considerations for engagement and effort? For example: some children (in particular new children or children with an additional need) prefer individual tasks to co-operative and collaborative tasks, some prefer highly specialised tasks or highly predictable tasks and those with a defined structure such as an essay or procedural writing

framework, maths algorithms, NAPLAN to generating own ideas and work arising from own interests or transferring skills and knowledge across Big History Project.

Learning analysis summary:

The 2019 end of year data indicates that many children across all phases are meeting end of WA Curriculum year achievement standards at a Sound Level (with a number in each cluster above working at a Comprehensive or Complex level) indicating that the provision of opportunity to learn is enabling them to engage successfully with the required year level curriculum entitlements. The assigned grades that are not being met (basic or limited) across the WA Curriculum areas are explained through additional learning needs and contextual information.

Reference 1: “From Safe Spaces to Brave Spaces” - A new way to frame dialogue around Diversity and Social Justice. B Arlo and K Clemens

Educator Standards and Qualifications:

All Educators employed at Child Side School in 2019:

- 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)
- Graduate Diploma of Education (Primary)
- Grad Cert Secondary Education Mathematics
- Bachelor of Science (Honours Botany)

Work force composition:

Senior educator (ECC and across clusters) x1

ECC & MCC Classroom Educators x 2.4

YAC Classroom Educators x 1.8

School administrator x1

Office Assistant x 0.6

Education Assistants 1.5

Professional development attended by staff in 2019:

TERM 1

- January Holidays Sarah and Vicki attended Paul Swan: hands on maths and Diana Rigg: Explicit Phonics PD.
- SDD (30th Jan) 2019 Return to Work Document, Whole school teaching and learning strategies, Challenging behaviour management plan, 'Keeping Safe' Protective Behaviours Curriculum, Homework Guidelines, Professional Learning Folio - 'Edufolios', The Power of Physical Triggers..
- SDD (31st Jan) Staff welcome letters, Code of Conduct Policy, Staff code of conduct policy. Child Protection Policy, Protective Behaviours Curriculum Implementation, Mandatory Reporting Online PD. Supervision/Duty of Care – Living books and external contractors, volunteers, Critical Incidents, First Aide training, Edufolio walk through.
- New Website – staff policy section, Facebook page. Online Mandatory Reporting for school staff training – All staff.
- Keeping Safe Protective Behaviours Curriculum in Perth AISWA (1st march) – Vanessa and Sarah
- Seven Steps to Writing – Clair Bedford. Attended 15th March 2019
- 'Briefing the Board' conference for Peter French, Janine Morgan, Karen Shervington, Gavin Hayres, Paul Refree and Karron McDonald. April 6th at Swan Christian College. Topics covered:

TERM 2

- Wed 1st May Big Picture internship PD at Yule Brook for Leonie and Lisa
- PD with Marie Martin at SDD's: Key elements of Child Side Practice philosophy and approach – enablers and hinderers. Input
- 5 June PD with Bronte Morgan (IE consultant from AISWA) on Grooming Behaviours
- 14th June Big Picture Network Day at Bunbury Regional Community College – Lisa and Leonie

TERM 3

- Leonie and Karron attended PD at Morelina School and Lance Holt School on Monday 15th July focusing on 'researching schools' supported by AISWA in particular Ron and Wendy Gorman. There were 20 school leaders from across the country present. As a result, a National Small Schools Collegiate group is being formed of which we will be a part.
- Karron attended an IE Funding and School Psychology Network Meeting at Grace Christian School on Thursday 25th organised by our school Psych from AISWA.
- Lisa and Sarah completed their HLTAID004 First Aid qualification (NQS compliant) today.

TERM 4

- Karron attended IE Network meeting at Georgiana Molloy 16 October looking at IEP formats and requirements of new regulations.

- Janine and Karron attend AISWA registration seminar Friday 15th November
- SDD's with Marie Martin on 21st and 22nd November looking at:
 - Work through examples of the Developmental relationships framework
 - Breeze through Foundations for Young adult success
 - Acknowledgement of what each staff member learns through reading Story parks
 - BPL- expectations of teachers-reflection rubric: are we meeting the children's needs and expectations?
 - Discuss PD for Autism Spectrum in January holidays
 - Maths U See walk through: watch intro DVD (Primer), play with equipment, see where stored. How, when, who to use resources.
- JUST EDUCATORS
 - Exhibitions
 - YAC annual portfolio sharing
 - Walk through report decision making about CS curriculum
- PD with IE consultant Bronte Morgan covering Dyslexia, Dyscalculia, Dysgraphia (all staff) Wed 4th December 2.15pm-3.45pm

Student attendance:

Year 1- 89.88%
 Year 2- 88.19%
 Year 3- 93.22%
 Year 4- 88.32%
 Year 5- 94.61%
 Year 6- 94.25%
 Year 7- 89.71%
 Year 8- 91.40%
 Year 9- 85.18%
 Year 10- 95.45%
 Whole School 91.10%

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 in 2019 was impacted upon by the following circumstances:

- Family returning home overseas for period to organise end of life arrangements for grandparents
- Family overseas for several weeks on extended family holiday
- New student transition and engagement issues
- General illness and sickness

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.

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:

Our only 2019 Year 10 student was accepted into both Manea Senior College and Harvey Agriculture College with the preference for Harvey AG College being selected.

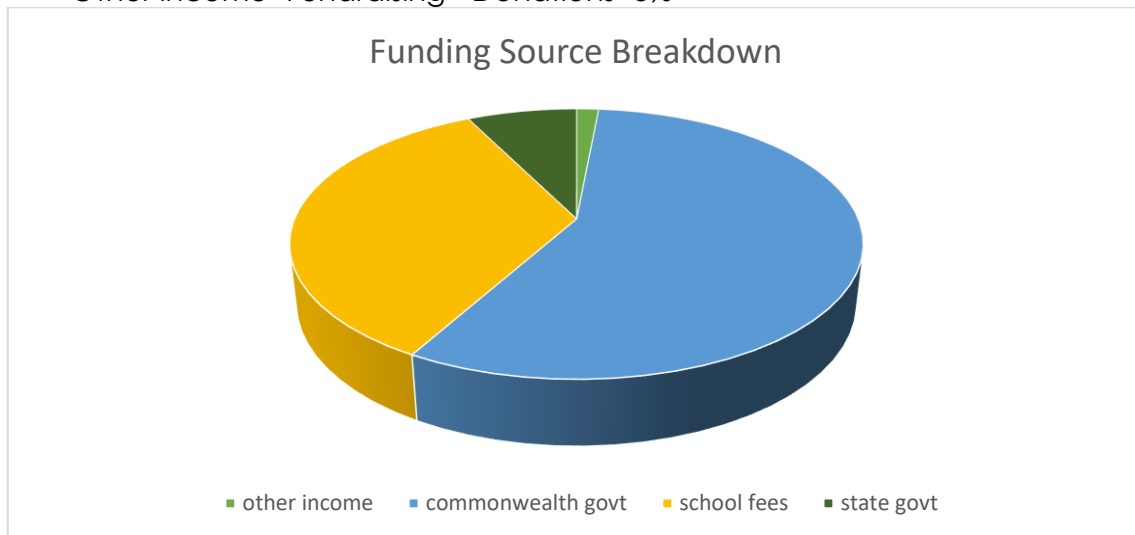
Financial Report:

The Financial Statements for the year ended 31 December 2019 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 Lindon Hargreaves & Associates Chartered Accountants & Business Advisors.

Income Position:

Total income for 2019 was \$1,175,454.00 with the following breakdown by funding sources

- Commonwealth Government Grants- 60 %
- School Fees – 23%
- State Government Grants- 14 %
- Other income- Fundraising +Donations- 3%



Total expenditure amounted to \$1,166,852.00 with the following breakdown

- Salaries - \$674,461
- Professional Training - \$17,134
- Teaching Materials and consumables - \$75,344
- Building and grounds maintenance - \$89,563
- Depreciation - \$122,174
- General Operating Expenses - \$188,176

NETT SURPLUS FOR 2019 - \$8,602

Balance Sheet Position:

- Total assets - \$3,073,063
- Total liabilities - \$1,026,675
- Net Assets - \$2,046,388

Report prepared by:

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