

Child Side School:

2021 report for the 2020 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 2020. 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 who 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 who 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 2020

Operating in Crisis Management through COVID 19 Pandemic

2020 was an unprecedented year that presented many challenges as the COVID 19 pandemic unfolded. It saw us move to operating under a Crisis Management framework and through a 'Business interruption and Continuity Plan' lead by the Crisis Management Team consisting of the school's Leadership Team and Myself as Chair of the Governing Council.

Ensuring the health and wellbeing of our children and our staff was our number one priority throughout the year.

Our rigorous policy and practice provided solid ground to navigate the fast moving and changing situation. Regardless of the immense gravity and pressure at times, this enabled us to pivot fairly seamlessly to online learning during the lockdown period and move back into a face-to-face teaching and learning situation. It was necessary to modify much of our regular practice to ensure compliance with the directives and restrictions required by the State Government. The Crisis Management Team took its direction and advice from AISWA communications during this time.

Enrolment and School Structure

Child Side School has been in operation for 18 years and is considered highly as a successful Independent School within the community of Boyanup, the greater Bunbury region, and the Small Schools realm. 2020 marks our fourth year registered as a K – 10 School.

We continued to maintain healthy numbers throughout the year with waiting lists for most cohorts. We had a total enrolment of 73 children attending during the first and second semesters.

The YAC cohort of 23 children across Years 7 to 10 remained stable with an additional enrolment in second semester taking the total YAC enrolment to 24. We had 2 Year 10 graduates who attained OLNA (online literacy and numeracy assessment) requirements and were both offered and accepted first round places at Manea Senior College in Bunbury.

Karron McDonald continued in the role as Playgroup Listener throughout 2020. Playgroup numbers remained high and steady for the year, despite not operating during term 2 and part of term 3 due to the COVID 19 Pandemic. As with previous years, children who attended playgroup continue to feed into our Kindy program for the following year.

Partnerships

We have continued to engage and foster partnerships during 2020.

The Confucius Institute assists the Chinese Language Program support with the provision of a native Chinese speaking Assistant whose time unfortunately was greatly impacted by the pandemic. By the end of the year, Kate Xu spent the equivalent of two and a half terms working with us.

Our affiliation with Newton Moore Education Support Centre continued during 2020 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 2020 providing valuable, professional support for School staff, School Leadership, and the Governing Council. Our professional partnership with AISWA was absolutely vital during the year as we sought all of the latest COVID-19 pandemic information, guidelines, direction and support from them.

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

Buildings and Grounds

At the beginning of 2020 we received a \$15,000 grant from the Commonwealth Government to enclose the MCC decked veranda to increase the teaching learning usable space for children and educators and to also protect the area from the weather. This installation of fitted cafe blinds was delayed due to the pandemic and was finalised eventually during term 4. The school contributed approximately \$7,000 from the capital works budget to complete this project.

There continued to be a strategic focus on building infrastructure and maintenance with significant capital budget decisions being implemented through the commencement of three new building projects and the completion of a couple of large maintenance jobs during the year.

Planning for the extension of the Early Childhood Facility and for the construction of the P&F and YAC garage commenced at the start of the year and then went on hold for a significant period during the COVID19 pandemic, eventually recommencing in term four.

The Early Childhood Facility extension is due to be completed by March of 2022 and

the P&F and YAC garage is expected to be completed in 2021. We also commenced planning for a laundry facility to be built behind the YAC facility and become part of our internship program and one of our impact projects. This project is also due to be completed during 2021.

Our School oval was once again 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 2021.

The flooring was replaced in the MCC facility and the bathrooms of the MAG room were refloored and tiled over the Christmas break. The decks on both buildings were re-stained and painted.

A significant investment was made in the Kitchen Garden Program with further development of its infrastructure including, installing a new garden shed and paved area, building a new potting table and wicking beds and extending the current garden beds. This project was part of the YAC internal internship program under the mentorship of the Kitchen Garden Educator and a more knowledgeable and experienced other. The interns assisted with shed installation, paving the designated area and with the construction of the furniture and the raised beds.

The Governing Council

Due to the COVID-19 pandemic, the Governing Council worked under a Crisis Management framework and within a 'Business Interruption and Continuity Plan' for much of 2020. The priority focus for the Governing Council was to ensure the health and wellbeing of our children and our staff.

Governing Council Meetings were convened via the digital platform 'zoom' for most of the year.

The Governing Council continued to meet twice each term with additional meetings called to address specific matters around the pandemic, lockdown, and restrictions. Communication within the Council was increased to ensure that all members were kept informed of State Government directives; via AISWA, and also any resulting actions determined by the Crisis Management Team.

Despite the significant impact of the pandemic to the day-to-day operation of the school, there was still significant achievement within the Strategic Plan. This was noted during the review of the Plan in October.

At our 2020 AGM in March, the Council welcomed two new members who filled positions vacated by the resignation in 2019 of GC members due to personal circumstances.

Clair Bedford returned to the Council as General GC Member. She brings previous GC experience, vast educational background, and depth of experience as an educator; specifically in relation to the Child Side School.

Grant Lamont is new to the Council and joined us as a General GC Member. He

brings skills lost with the outgoing members, that being, safety management, compliance, business systems and processes and project management.

The Governing Council Charter and Resource files continued to be refined and updated throughout the year.

Janine Morgan attended the AISWA 'South West Governance Seminar 2020' during October in Busselton. This seminar provided an update on Education and Finances and included sessions on, National and State Agendas for School Funding, Industrial and Legal Considerations, Standard 10 Child Abuse Prevention - For Governing Bodies, and a session about Good Governance.

Karron McDonald presented an interactive professional development session for GC Members in October using the *2020 Child Safe Organisational Framework* as a scaffold to address what Child Side School currently does to address each of the 10 standards.

This professional development related to Standard 10 in the Regulations and meets the compliance requirements in relation to Standard 10.5, which requires "all staff, governing body members and regular volunteers to participate in learning opportunities annually of Mandatory Reporting and information in 10.2" (*Regular review of policies, procedures and practices that aim to ensure student's safety and wellbeing at school and during school related activities*)

Parents and Friends (P&F)

The work of The Child Side Parents and Friends was greatly impacted by the COVID 19 pandemic with most of our annual fundraising and capacity building events such as Little Day Out, Wheel-a-thon and Bunnings Sausage Sizzle not going ahead.

The new P&F President, Kylie Gomez and the new P&F Secretary Tracey Crosby, focussed on communication later in the year by initiating a closed P&F Facebook page and issuing a P&F newsletter to generate an active group of parents ready to contribute to the P&F with ideas and time in 2021.

The Boyanup Farmers Markets set-up; a year round fundraising project for the P&F, continued to be well supported by Child Side families. Fortunately, the markets were considered an essential service and continued to operate throughout the year, so this activity kept the P&F bank account active throughout the year.

At the close of the 2020 school year the P&F account had accumulated a total of \$31,754.29. During 2020 the P&F generated funds from bank interest totalling \$14.44, Boyanup Farmer's Markets totalling \$1200, and Boyanup Fuels donated \$300. Of P&F total funds, \$10,000 will be contributed towards the P&F and YAC garage which is planned to be finished construction during 2021.

Looking to 2021 and Beyond

We trust that 2021 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.

At this stage however we are still unsure what impact the continuing pandemic may have on the year ahead. We will need to remain flexible and vigilant with our

ongoing focus of ensuring the health and wellbeing of our children and staff continuing as our highest priority.

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 from 2020 due to be completed, and the extension and upgrade of the ECC building expected to get underway.

While the year ahead may seem to be a little more uncertain than we may like, I think it is valuable to reflect on our successes this year.

Our capacity as an organisation and the commitment of us all to just get on with it, has ensured we have been flexible and responsive during unprecedented times. I am grateful for our systems, policy, common practices, and procedures which have stood the test of time during this time of crisis. More so, I am grateful for our organisational resilience which is a true testament to the strong culture purposefully designed and nurtured over time.

Our ability to act as one and put aside our own needs and wants for the greater good reflects our clear and focussed purpose and the trust our Community has in this organisation. We should not take this trust for granted.

On behalf of our Governing Council, I'd like to thank Karron McDonald and Leonie O'Connell for their hard work and solid Leadership during this time. I'd also like to thank School Staff and GC Members who have supported us during times that sometimes seemed to be very uncertain and terribly unpredictable.

On a personal note, I am grateful for our ability as group to support each other for our common goals. I thank you all for your ongoing commitment to our school.

Janine Morgan

Chair

Child Side Governing Council

Senior Educator Report: Including Analysis of learning and children's outcomes

2021 AGM 2020 Education Report:

Analysis of the year within our context and purpose:

This reflective report has been prepared by the Senior Educator: Leonie O'Connell 17/3/2021. The intent of this education report is to acknowledge the collective work of the school over the year through our 'Education as everyone's business' approach. 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.

2020 was a unique year given the COVID19 pandemic. No children across Australia undertook NAPLAN, however this did not influence or effect the way we worked in any way, shape, or form. The whole world focus shifted, and Child Side responded. Our highest priority and prime consideration were given to staff and children alongside family impact. There was a significant shift after children and staff returned to school during term 2 and the impact is still being experienced now. Most of this is around lockdowns and on-going separation from family located around the world and across Australia and then the changing landscape around previously established certainties and opportunities. Nothing is 'business as usual' and we are part of creating the 'new normal' focusing on what matters. The pandemic has presented us with an opportunity to share how we work with a wider audience and to continue to manufacture and build opportunities and partnerships to move our paradigm forward and increase awareness of changed education paradigms across 'mainstream'. 2020 was both a catalyst to 'branch out' to challenge the concept of the purpose of 'schooling' by clarifying our own purpose and to conversely 'shrink' to our basic core fundamental work so as not to overwhelm staff and leadership.

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

2020 Educational Continuity and Cohesion:

Maintaining our philosophy and original purpose through our design brief:

2020 was our 18th 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, 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. This was very challenging in 2020 with social distancing given our whole design around how we are based around community interaction and face to face, active, responsive, hands-on learning.

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

- ▶ **Communication of our purposes and practices** (communicating in depth how we support children to learn and grow, the intentions behind why we do things, how we re-frame contexts and situations for children and adults to see the learning potential in every single thing that happens, building shared understandings through a common language, validating our education re-imagined for the 21st Century paradigm)
- ▶ **Educational programme + practice** (everything we do at Child Side has education intent and authentic value for lifelong learning, 'Education is Everyone's Business')
- ▶ **Staffing** (especially ratios: we do have more adult eyes and ears to truly listen, hear and know each child, including accommodating additional needs which equates to additional time, energy, and effort)
- ▶ **Resourcing and the physical environment** (designed to offer purpose, comfort, provide support, challenge growth, expand possibilities... helping keep children curious, actively using different spaces, engaging socially, developing physical literacy)
- ▶ **Relationships** (thriving childhoods means sharing power authentically, building a different relationship and dynamic between children and adults working with equal dignity and different knowledges, frequently acknowledging that children are the MKO- More Knowledgeable Other. We included MEOs too, as More Experienced Others, to validate for children and other adults that their own experiences are worthy of learning from and sharing with others to learn through)
- ▶ **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 each other, families and the wider community form the backbone of our work.
- ▶ **Leadership and Governance** with the leadership team actively involved in the practical interface of teaching and learning, leading by example, challenging growth, and providing support whilst expressing care and sharing power in real and meaningful ways. Our Governing Council is familiar with our design and practices in order to protect and provide for our unique educational identity whilst navigating sustainability and viability for our school, within the parameters of health and well-being for our school community.

2020 Investments:

Reciprocal Relationships: We continued to specifically highlight, teach, and lead by example through Search institute's Developmental Relationship Framework. We used this as a framework for the leadership team, staff and children, in particular new staff, volunteers and Tertiary Education students, new children and for YACs internal Internships. Across our assessment and reporting frameworks we considered how we ourselves and each child gave and received: expressions of care, challenges to grow, provisions of support, shared power and expanded possibilities. We also embraced the analysis and impact of individual's internal and external assets. We have embedded these as part of our Child Side language and process. 2020 was successful due to our strong focus and investment on relationships which helped us navigate the enormous impact and consequences of the pandemic. Social distancing was the opposite of how we fundamentally operate!

Communicating our education paradigm: Education re-imagined

We continued to develop clarity for staff, our GC, our children, and families around our education paradigm, in particular in light of the impact of the pandemic and the need to focus upon what really matters. We have invested heavily in working on and through:

- ❖ Individual and personalised staff, child and community **strengths** NOT deficits, especially those comparative deficits around additional learning needs, developmental variance and experience/immersion levels. Strengths are focused in context of usefulness to self and others and around contribution to community- everyone has something to bring to the table (crew not passengers, active not passive learning). Our fundamental working belief and experience is that everyone can develop particular strengths within their own passions, interests and through life experiences.
- ❖ **Character strengths** as capacities everyone has around their **Strengths of: Will, Heart and Mind** to build and access at point of need. These are considered

tools, not set personal deficits or needs that we judge ourselves or others on. They are developed and assessed in real life terms around their usefulness to and impact upon individuals, to their community and the project, investigation, or task.

- ❖ Focusing on **life after school** which impacts intrinsically on the **purpose of school**, considering the benefit and necessity curriculum outcomes have for each child and for community and society, and then consideration of when/how best to navigate this in the context of:
 - the science of learning and brain development
 - knowledge of each individual and their natural variances
 - including individual's internal and external assets
 - pathways post Year 10
 - and the context of the 21st Century and pandemic pivot points.
- ❖ Identifying, defining and building competencies and capabilities, reflecting these as **Foundational Core Skill-sets, Technical Skill-sets and Entrepreneurial Skill-sets**.
- ❖ Identifying, defining, and building **Impact Projects**, building 'Impact Viewpoints' around:
 - what impact individuals have on the project/investigation
 - what impact the project/investigation has on them
 - what benefits/learning these impacts have for our school community.
- ❖ Clarifying and communicating the benefits and challenges around **competency-based assessment and reporting** as opposed to grading and standardised year level expectations.
- ❖ Consideration of how to communicate the impact of community-based learning where the success of the individual and the success of the community and defined projects are **intertwined**.
- ❖ Consideration of and exploration of **'Designing for Social Change'** with staff and **with and for** children, making explicit and choosing interventions and investigations that have impact within a multitude of possibilities. Our focus continues to be around **'Human- Centred Design'** as a powerful methodology and mindset. 'Human-centred' design needs to take sustainability and viability into design considerations as inevitably what sustains humans is a healthy and sustainable environment. Closed loop circuits and circular economies are conceptually embedded in our work but in 2020 we have started investing in practical ways that will have impact for all the children.
- ❖ Reinforcing the benefits of 'Project Invent', "Impact Projects" and 'Design Thinking" foundational practices to teach and provoke the use of 21st century mindsets and character strengths.

Resourcing and Re-shaping: Human, physical environment and teaching and learning

We continued to financially, professionally, and ethically invest in resources that directly impact on the health, well-being and growth of children and staff to support

our Human- Centred Design. This was an enormous time and skill investment for the leadership team and each individual staff member, especially navigating the enormous changes and expectations through the pandemic changed world and workplaces. The pandemic challenged us to grow to find ways to provide 'continuity and cohesion', this was a significant workload, navigated extremely successfully by dedicated staff and leadership.

Resourcing included:

- ❖ **Human resourcing-** induction and mentoring of new ECC co-educator Natalya (including through her changed circumstances), supporting TAFE students, availability and use of relief staff, flexible staffing arrangements during Lock-Down (A and B teams), working on individual staff strengths to enable successful 'Learning From Home' transitions and then transitions back to school, rapid upskilling to ensure needs could be met as best as humanly possible in the context of COVID restrictions and our school context which is shaped around COMMUNITY. Relief staff upskilled and connected (especially through Story Park) to support staff needing to stay home when sick (longer and more frequently than pre-pandemic). The pandemic also enabled a shift to the practices around YACs operating as internal interns rather than relying on external placements, enabling increased opportunities for interns to internalise core codes of conduct and Child Side practices of influence, with the plan to increase the 'voices and choices' on site through Impact Projects and our interns providing real support to others, especially adults and businesses needing to pivot and upskill in a rapidly re-shaped world. Our interns have the capacity to be the leaders of change and internal internships give them the space and time to grow their confidence and ability to share power within other externally established practices.
- ❖ **Physical Environment:** reshaping the HUB to cater for children of essential workers during lockdown and post lockdown morning work for ECC. Reshaping the shape of the day/week/term/year to cater for COVID restrictions in terms of adult spacing and restrictions. This impacted upon key features of our design and practice such as partners as morning work partners, exhibitions of learning, Fire-Twirling, Enterprise afternoons, face to face communication at pick-up and drop off times (no parents on-site for many weeks...) COVID impacted significantly on ECC and Shed building timelines and costs which impacts on the activation of key impact projects and ECC operation. These ramifications are on-going and need to be navigated by staff and leadership.
- ❖ **Teaching and Learning:** ensuring all staff and families had digital and physical access to work and resources during lock-down and post-lock down when many children stayed away for lengthy periods when sick, significantly longer and more frequently post pandemic. ECC prepared the options of physical Take- Home packs which was an enormous effort. Resources are still being used within the clusters. Significant investment in technical skills resourcing such as Maths U See resources to enable new staff to work within the Child Side teaching and learning strategies and practices and reduce the

significant mentoring workload on key leadership staff (we have had new staff and/or changed cluster every year over the last 5 plus years, due to YAC inclusion and personally changed circumstances of staff, plus impact of staff away for illness or quarantine expectations), we have all had to have resources at hand to rapidly adapt and cater for changed circumstances on a daily basis at short notice.

- ❖ **Temporal and cultural environment:** we have not only continued to invest through time and place within our own context to support and nurture people (children and adults) but have needed to rapidly adapt to invest in coping strategies for a highly over saturated information overload for children and adults, especially around conspiracy theories, the impact of people of influence in power (in particular the USA, China and Australia), the concept and reality and impact of fake news, global and personal instability, social movements and voices such as Black Lives Matter, Me Too, Enough, The Royals movements, climate change and natural disasters such as the bush fires ... and the impact upon children who are imbibing these voices without context, experience or cognitive capacity for nuanced debate. This fundamentally has rapidly needed consideration for implicit and explicit time allocations and opportunities to open up the global 'Pandora's Box' whilst still enabling the growth of our Curriculum Trilogy focus on Foundational Competency Skill Sets (including the EYLF and General Capabilities as priority core skill sets), Technical Competency Skill Sets and Entrepreneurial Competency Skill-sets in a changed landscape. We have needed to balance the changed landscape with valuing the thriving opportunities that present to those of us who live in Western Australia. We have invested time and energy into helping ourselves and children acknowledge the past and ever-present inequalities and risks whilst looking and moving forwards into a different re-imagined future with our greatly advanced capabilities. 2020 has ripped off the global 'band-aid' making visible the pain and damage to health, economy, environment, personal lives, professional lives, well-being... but it has also highlighted many global markers around the value of health, goodwill, community, bravery, resilience, and adaptability. Education is not just a matter of developing literacy and numeracy skills. 2020 proved that what we do at Child Side and how we do things is able to make a difference.

2020 focus on Childhood Phases and Purposes of Development:

Background: It is every child's right to have a childhood as an acknowledged, purposeful phase of development across the human lifespan. It is their right and our responsibility to protect and provide for childhood within a school context. It was a 2020 communication investment to remind everyone that childhood (including young adolescence) needs to be catered for, that all children need to be acknowledged, that each child needs to own and value their voice before others can hear them and value them, and that every child needs our help to become an informed decision-maker and active citizen. It was also a dedicated part of our work to remind children themselves and our whole community that the role of childhood

is a process designed to enable children to grow resilient, to work with trial and error and to engage in useful mistakes as a learning process.

We continued to be informed and supported by the work of global educational visionaries especially the voices of Reggio Emilian Schools, who focus on equal dignity and respect across generations.

“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

The **Foundations for Young Adult Success** are still highly relevant in this pandemic shaped world and we use them to help us 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. This is essential for mental health and well-being.
- ▶ **Integrated identity**- a strong sense of who one is across many different contexts, time, people, and place. This sense of self 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



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.



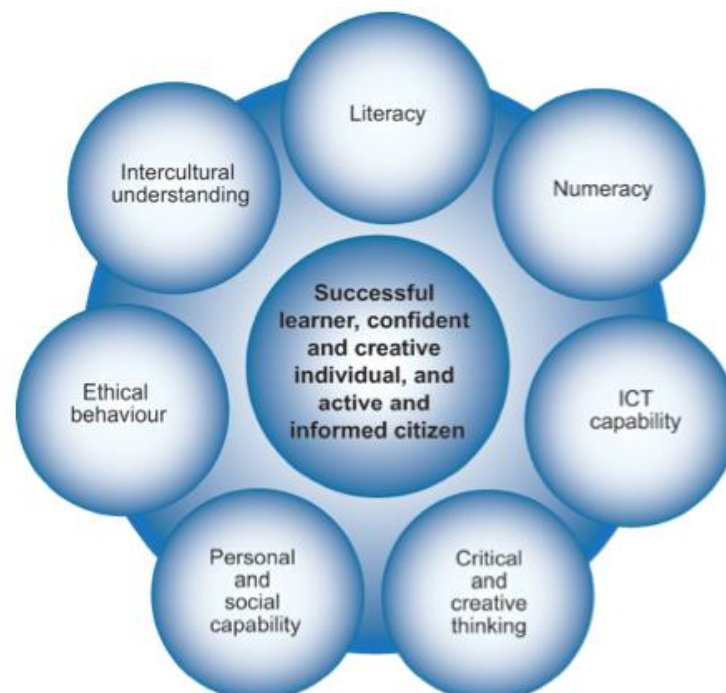
Share Power

Treat me with respect and give me a say.



Expand Possibilities

Connect me with people and places.



General capabilities in the Australian Curriculum

2020 Year 10 Graduates Post Child Side Options:

Our 2020 Year 10 young people achieved the necessary OLN results, submitted necessary documents and attended relevant interviews, prepared their annual portfolios, and were accepted into their post Year 10 option of choice at Manea Senior College.

"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 across K-10 in 2020:

Background information: Educators are continuously engaged in 'Live marking' practices (dynamic assessment) where children during work are part of the continuous feedback loops where their work/progress is adjusted and modified to meet personal progress markers and growth within 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 are taught to be reflective workers as experiences only become learning once they are reflected and built upon. Children become increasingly familiar with the expectations around quality and efficiency, developing skills to critique their own and other's work and give, receive, and apply constructive, useful feedback ('Austin's Butterfly' Gallery Critique process). 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, 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. Children remain in each cluster along with a continuity and cohesion educator over a number of years, getting to know each other well and confidently being stretched and supported to expand possibilities and challenge growth. Educators work as reflective practitioners who respond to the children, each child, the shapes of the day/week/term and current contexts. We utilise the process of preparing,

conducting, and analysing termly exhibitions of learning as valuable progress indicators and YACs create their own portfolios over each year as part of their reflective practice detailing their own agency and engagement.

2020: was a year like no other and the impact was wide and varied for many individuals, including elevated stress levels which have impacted longer term on individuals and their families. It was impossible to expect or predict trajectories of progress or coping mechanisms. Children responded differently to the shakeup of lock-down and learning from home and this had longer term repercussions for some. Much of 2020 was focused upon supporting children to rebuild trust, resilience, motivation, inspiration, a sense of purpose and to apply effort. Gains were made by each and every child. These gains were not necessarily 'uniform' or aligned with year level standards.

Cluster Year Level Achievement Standards:

Analysis of Semester 2 End of 2020 Report Data:

End of year reports contained analysis around:

- Each child's engagement with the relationship skills framework
- Each child's development of their General Capabilities
- 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 in terms of their technical skills
- Each child's capacity to transfer skills and knowledge from one context to another

Grades were assigned (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.) We are working towards incorporating the language and assessment of the Australian Core Skills Framework and other approved competency-based assessment documents. Our focus is around communicating to other educators (we work across clusters as a collaborative team) and families the significance of our observations and to open up discussions around the challenges and support for continued progress. Our focus is on the relevance for each child and for meeting their needs now and for their futures. Grades are very simplistic and reductive in their communication value to the learner, their family and other educators, including when children transition between schools. Therefore, we engage in other ways to help learners and their families understand the value of their progression.

Learning analysis discussion:

Rather than relying on grades or scores, comments or ranking, Child Side educators collaboratively and in real time use their professional knowledge, observations, and judgements to continually consider:

- Is the competency demonstrated or not? Not yet? (likely to be).
- Not demonstrated even partially. Why not? What is the impact of each learner variance? 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? What is the setting of the assessment and what is the task complexity? What are the implications of a spiky profile?
- 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. Learner profiles are chequered.
- 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 2020 end of year data indicates that children did make progress. Many children across all phases were 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. Feedback from parents and older YAC children is around the anxiety of grades that are still heavily weighted for acceptance into post Year 10 options. Both readily acknowledge that a grade does not necessarily inform them or help them understand their own learning and the relevance of that grade in the real world outside of applications for further study. At Child Side we trade in stories not statistics and the reduction of a semester's worth of learning to a grade and comment around standardised expectations, does not necessarily benefit anyone. Due to our 'small by design' features, our teaching pedagogy and our long-term learner profiling, data from NAPLAN is not required to help us inform, support and challenge growth for any individual children or cluster of children. As we do not operate under 'Year Levels', instead utilising the science of learning and brain development alongside individual knowledge of each child in an intentional multi-aged setting, we have no expectations that any child will need to catch up to any year level standard. We operate with professional knowledge around keystone knowledge and progress markers and milestones that inform us and help us respond and communicate with families how progress is being made. Frequently children are operating at very high levels beyond what can be captured in reports and assigned a year levelled curriculum assessment grade. 2020 was no exception in observing children operating in complex ways at high skill levels through collaborative projects and integrated platforms.

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

NAPLAN Data and Analysis:

NAPLAN was not administered during 2020 due to COVID-19.

The OLNA tests were administered in March and September 2020 with results distributed to the relevant families along with opportunities for family/child discussion if required/requested face to face.

Total number of children administered the test were:
Year 10: 3.

Educator Standards and Qualifications:

All Educators employed at Child Side School in 2020:

- 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)
- Bachelor of Arts (Film Studies)
- Grad. Dip of Education (Primary)
- 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 2

Bountiful Backyard Educator 0.2

School administrator x1

Office Assistant x 0.9

Education Assistants 1.7

Professional development attended by staff in 2020:

TERM 1

- SDD (30th Jan) Staff welcome letters, Code of Conduct Policy, Staff code of conduct policy. Child Protection Policy, Protective Behaviours Curriculum Implementation, Mandatory Reporting. Supervision/Duty of Care – Living books and external contractors, volunteers, Critical Incidents, First Aide training.
- SDD (31st Jan) 2020 Return to Work Document, Whole school teaching and learning strategies, Challenging behaviour management plan, 'Keeping Safe' Protective Behaviours Curriculum, Homework Guidelines, Professional Learning
- New Website – staff policy section.
- SDD (28th Feb) with Dr Marie Martin: How the environment speaks of intent - walk around all clusters with Marie providing feedback, internships, workplace learning and leaving school to learn, Quality, Continuity and Improvement Plan development for new period 2020-2024.

TERM 2

- SDD (28th April – due to COVID-19) All staff on site socially distancing working through AHPPC guidelines to contextualise to Child Side site, philosophy and approach. Risk management discussions all relating to COVID-19 landscape.
- 23 May 2020 Natalya Dobias: Maths Australia's Multisensory Maths Training (Online with school resources due to COVID-19) 10am -4pm.
- 27th May 2020 Karron attended AISWA AGM which included brief State and Federal Updates.
- 2nd June 2020 Karron completed online AHA Hospitality & Tourism COVID-19 Hygiene Course for 'Hygiene Officers' Tier 2 Course.
- 5th June 2020 Karron attended Small School Collegiate meeting via Teams.
- 9th June 2020 Janine and Karron attended 'Financial Governance in Crisis Times' video conference
- 22nd June Natalya started online 'Seven Steps to Writing Success' course consists of 3 zoom meetings each being 1.5 hours in duration.

TERM 3

- Whole staff - Mandatory Reporting refresher with Bronte Morgan from AISWA on 22nd July.
- Leonie and Kylie doing their First aid requalification on 28th July.
- Sarah commenced Seven Steps Writing Program PD 30th July.
- 3rd August Vicki Bandura completed COVID-19 Infection Control Certificate
- Lisa Seewraj completed ACER PD – 'Assessing skills for 21st Century Learners'
- Babies documentary series 1 & 2 (child development) on Netflix viewed by all staff
- Karron attended Small Schools Collegiate meeting via Teams.
- All staff attended Fire response Training with Scavenger on 19th August.
- Janine Morgan (Chair of GC) attended AISWA's SW Governance Session on September 5th.

TERM 4

- GC members completed PD on Child Protection and Standard 10 at GC meeting presented with AISWA Standard 10 Governance Session slides and package prepared by Karron.
- Karron attended Business Managers Term meeting via Teams with AISWA Business Consultant (Diana Currie) and various speakers from DoE and Maxxia (Salary Packaging Firm) on 11th November.
- Nicola Tonkin completed a 3 hour Maths U See Professional Learning workshop on 14th November.

Student attendance:

Year 1- 91.3%

Year 2- 88.5%

Year 3- 88.5%

Year 4- 93.5%

Year 5- 92.9%

Year 6- 95.7%

Year 7- 93.1%

Year 8- 90.5%

Year 9- 92.7%

Year 10- 92%

Whole School - 91.8%

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 2020 was impacted upon by COVID-19, however we were able to pivot quickly and successfully to online learning when we went into lockdown and evidence of learning was collected on the digital platforms used and via regular communication with families.

Parents are required to notify the school on the morning their child is absent via phone, text, email and through the konnective app. 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. In 2020 due to the COVID-19 pandemic many of our regular opportunities for communication and engagement such as the traditions and activities listed above were greatly impacted and did not go ahead so we needed to pivot and use some of our digital programs and apps such storypark, seesaw and konnective to communicate, share and engage with one another.

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'

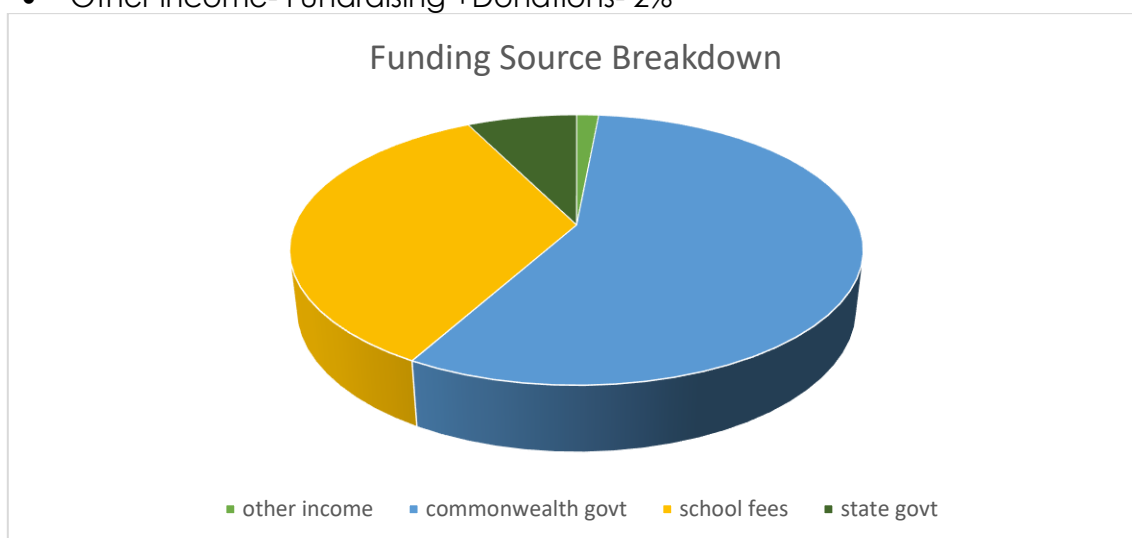
Financial Report:

The Financial Statements for the year ended 31 December 2020 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 2020 was \$1,394,544 with the following breakdown by funding sources

- Commonwealth Government Grants- 60 %
- School Fees – 24%
- State Government Grants- 14 %
- Other income- Fundraising +Donations- 2%



Total expenditure amounted to \$1,283,678 with the following breakdown

- Salaries - \$754,105
- Professional Training - \$9,498
- Teaching Materials and consumables - \$60,620

- Building and grounds maintenance - \$94,635
- Depreciation - \$192,961
- General Operating Expenses - \$171,859

NETT SURPLUS FOR 2020 - \$110,866

Balance Sheet Position:

- Total assets - \$3,139,641
- Total liabilities - \$981,994
- Net Assets - \$2,157,647

Report prepared by:

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