

## Child Side School:

### 2022 report for the 2021 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 2021. 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 21<sup>st</sup> 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 and competencies 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, Australind, Capel, Peppermint Beach, Donnybrook, Roelands, Collie and 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 2021**

#### **Operating in Crisis Management through COVID 19 Pandemic**

2021 continued as an unprecedented year that presented ongoing challenges as the COVID 19 pandemic persisted. We remained operating under a Crisis Management framework and through the '*Business Interruption and Continuity Plan*' lead by the Crisis Management Team (CMT) 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 continued to be our number one priority throughout the year.

Our rigorous policy and practice continued to provide solid ground to navigate the fast moving and changing situation. Regardless of the immense gravity and pressure at times, this foundation enabled us to pivot to online learning during the lockdown period early in the year and move back fairly seamlessly to a face to face teaching and learning back onsite. 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 continued to take its direction and advice from AISWA communications during this time.

#### **Enrolment and School Structure**

Child Side School has been in operation for 19 years and is considered highly as a successful Independent School within the community of Boyanup, the greater Bunbury Region and the small schools realm. 2021 marks our fifth year registered as a K – 10 School.

We continued to maintain healthy numbers throughout the year with waiting lists for most cohorts. We maintained a total enrolment of 77 children attending in 2021.

The YAC cohort operated with 27 children across Years 7 to 10. All 5 Year 10, 2021 graduates attained OLNA (online literacy and numeracy assessment) requirements. All graduates sought year 11 and 12 placements within the Southwest. Three

graduates were offered and accepted first round places at Manea Senior College in Bunbury and 2 graduates were offered and accepted first round places at SEDA College WA, Bunbury Campus.

Karron McDonald continued in the role as Playgroup Listener throughout 2021 with 35 children enrolled. As with previous years, children who attended playgroup continued to feed into our Kindy program for the following year.

## **Partnerships**

We continued to engage and foster partnerships throughout 2021.

Our affiliation with Newton Moore Education Support Centre continued, with Newton Moore students undertaking their workplace work crew program; carrying out regular garden maintenance jobs across our whole school site.

The pandemic and the ban on international travel interrupted our regular partnership with the Confucius Institute this year. To ensure continuity of the Chinese Languages Program, we engaged a languages assistant who had previously worked at Child Side through the Confucius Institute.

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 2021 providing valuable, professional support for School staff, School Leadership and the Governing Council. Our professional partnership with AISWA continued to be critical during the year as all of the latest COVID-19 pandemic information, guidelines, direction and professional support was sourced from the Association.

As in 2020, AISWA professional development and professional support was delivered differently either electronically and with some professional development opportunities going ahead or either postponed or cancelled due to Covid-19 considerations.

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

## **Buildings and Grounds**

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 continued in 2021 for the extension of the Early Childhood Facility which

was due to be commenced at the beginning of 2022. Construction of the P&F and YAC garage commenced in term 2. The initial structure was erected and then all further work was halted for a significant period due to heavy rainfall and a waterlogged site. At the end of 2021 we were still waiting for the concrete pad to be laid and then the internal wall and roller doors to be installed. Shire approval for the laundry facility was granted toward the end of 2021 with the project due to start and be completed during 2022.

A school server and operating system was installed by Bizling during the April school holidays to provide greater security for the storage of school data and information.

A significant investment was made in the Kitchen Garden Program with the researching, design and construction of a Sensory Garden in the old Habitat Health site. This project was part of the YAC internal internship program under the mentorship of the Kitchen Garden Educator.

A new outdoor hand washing basin was installed in the ECC outdoor space at child height to cater for 2 children at a time with a separate tap for a hose connection to provide greater flexibility and greater opportunity for a number of different activities to be carried out concurrently during outdoor learning as well as to better cater for COVID-19 protocols at Playgroup.

An additional paved area in the ECC outdoor learning space was completed at the end of 2021 next to the kitchen garden area giving a level, safe working area for potting up seedlings and completing other kitchen garden learning tasks.

### **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*' throughout the year. The priority focus for the Governing Council was to ensure the health and wellbeing of our children and our staff.

The Governing Council continued to meet twice each term with additional meetings called to address specific matters around the pandemic, lockdown and restrictions. The majority of Governing Council Meetings were convened via the digital platform 'zoom'. The AGM was able to be conducted onsite with a small number of Community members attending.

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. Communication pathways were rationalised with the majority of communication now being provided via a GC Konnective group.

The commitment to 'provide for and protect' an entity such as the South West Learning Community Association Inc, depends upon access to critical foundation knowledge, building collective intelligence to support our common purpose and

shared strategic goals. The Governing Council is provided with regular and substantial *Education Reports* as long-term resources to build depth and breadth of information and to enable access to keystone information over time. These reports are used as reference material, in order to:

- understand, engage and communicate with the potential of our chosen education paradigm,
- to protect the integrity of this paradigm and provide support for the evolution of our Impact Projects through our "Education is Everyone's Business" Conceptual Plan,
- to enhance our work by supporting initiatives that value add to children's learning and expand their possibilities in line with the principles and practices based on our philosophy and research, and
- to provide stimulus to ask 'good' questions to maintain accountability and credibility as a viable education organisation linked to our foundation purpose and vision.

The information in these reports can be discussed and unpacked in different ways, and in different contexts and purposes. GC members can link this to *Story Park* entries, policies and practices, Walk and Talk Tours, use the depth to frame governance solutions and to understand relevant operational decisions and solutions. Governing Council members are encouraged and supported to ask for clarity during meetings around any aspects provided in the report or presented during meetings.

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.

The South West Learning Community Association AGM was convened in March. The Council membership remained consistent with the addition of one invited a new member; Janine Lanigan who joined the GC as a standing member to provide financial advice and support to the Governing Council. Janine works with Karron as a part of the Governing Council Finance Committee operating under a Terms of Reference.

The Governing Council Charter and Resource file continued to be refined and updated, much of which is now maintained as electronic files on the shared Governing Council one drive.

A number of documents were developed this year to assist the accountability of the GC and to support the SWLCA Constitution as well as provide policy to enhance and support GC succession planning. Significantly, the Terms of Reference (T of R) for the *Child Side School Governing Council Finance Committee*, the *Child Side School Parents and Friends* and also the *Child Side School Playgroup* have all been adopted and implemented. The development of the *Governing Council Agreed Common Practices and Processes* has provided a foundation document which describes specific direction as to the everyday operations of the Council.

The knowledge and commitment to the fiduciary duties of Governing Council members continue to deepen due to the annual GC induction process which has involved clear and explicit accountability processes, including but not limited to Conflict of Interest Declarations, Fit and Proper Person Declarations and also Code of Conduct Agreements. The common practices adopted to remind us all of our responsibilities have become entrenched in the activity of all GC work.

Paul Renfree, Josh Oakey and Karron McDonald attended the AISWA 'Briefing the Board Conference 2021' in Perth. This conference provided updates on Education and Finances and included sessions on, National and State Agendas for School Funding, Industrial and Legal Considerations, Standard 10 Child Abuse Prevention and School Registration.

### **Parents and Friends (P&F)**

The work of the Child Side Parents and Friends continued to be greatly impacted by the COVID 19 pandemic with several of our annual fundraising and capacity building events including Little Day Out, and the Wheel-a-thon not going ahead.

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.

The Containers for Change recycling project was a new fundraising initiative in 2021 which will provide an additional source of ongoing funds for the P&F.

The P&F President Kylie Gomez represented for 3 terms and resigned for personal reasons in early term 4. A new President was identified and will continue to navigate this role within the constraints of the Pandemic.

At the close of the 2021 school year the P&F account had accumulated a balance on hand of \$23,144.43. During 2021 the P&F generated funds from bank interest, the Boyanup Farmer's Markets, Containers for Change recycling, the Bunnings Sausage Sizzle and the school photo fundraiser. Of P&F total funds, \$10,000 was contributed to the YAC/P&F garage as well as funds being contributed for printed aprons for P&F fundraisers, sausage sizzle expenses, new Child Side School T shirts, Graduation shirts and Graduation Albums.

### **Looking to 2022 and Beyond**

We trust that 2022 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 continue to be unsure what longer term impacts the continuing pandemic may have on the year ahead. We will need to remain flexible and vigilant to ensure our ongoing focus of ensuring the health and wellbeing of our children and staff continues as our highest priority.

Resourcing will continue to be a priority to ensure staff and children are supported appropriately in their work, however conscious fiscal restraint will be necessary due to the uncertainty of the ramifications of State Government directives around vaccination requirements which may affect enrolments ongoing. Our common practice of conservative budgeting and the maintenance of term deposits has ensured we remain financially viable and will support us through these times of uncertainty and other financial impacts including rising costs.

School Infrastructure will continue to be a focus, with some of the capital works projects from 2021 due to be completed, and the extension and upgrade of the ECC building expected to get underway.

As reflected in 2020, the year ahead may seem to be a little more uncertain than we may like, however 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 continues to ensure that we have been flexible and responsive during unprecedented times. I continue to be 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.

Our ability to work beyond the day to day and commit to significant innovation particularly in relation to the *Impact Projects* through our "*Education is Everyone's Business*" *Conceptual Plan* is exciting and reflects not only our capacity to work beyond the day to day but to also purposefully grow and constantly improve.

On behalf of our Governing Council, I'd like to thank Karron McDonald and Leonie O'Connell for their dedicated work and solid Leadership during this time. I'd also like to thank School Staff and Governing Council Members who have supported us during times of uncertainty and unpredictability. Of special note is the significant dedication of a retiring GC member as at this meeting. Thank you to Karen Shervington who has served our school over many years. She has provided enduring leadership for the GC and our School Leadership regardless of her role on the Council. We thank her and wish her and her family the very best for their future.

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

Janine Morgan

Chair

Child Side Governing Council



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

# 2022 AGM 2021 Education Report:

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### Analysis of the year within our context and purpose:

**This reflective report has been prepared by the Lead Educator:** Leonie O'Connell 22/3/2022. The intent of this education report is to acknowledge the collective work of the school over the year through our transformative '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 cohesive pedagogy in practice across the whole school around the National Quality Standards, with particular relation to provision of a quality educational programme which we ensure through our design is accessible for each and every child.

**\*Target Audiences** for this AGM reflection: Child Side Staff, Child Side Governing Council, Child Side enrolled families, regulatory bodies.

### 2021 Snapshot:

We continued to work within our Crisis Management Plan due to the COVID pandemic, which due to exceptional leadership, a cohesive, trusting staff and a body of committed families, was still filled with authentic and rich opportunity around a quality education programme for children across K-10 (refer to Story Park Reflections further down) and resulting in personal progress for each and every child. Directly due to our design and provisions, every child was increasingly able to know, understand, communicate and do certain things that they most likely would not if left to their own devices or if educated in an alternative setting, such as traditional year level schooling or home-schooling, where the focus is around individual silo subjects, rather than collective and integrated progress and gain at Child Side.

A focus on staff well-being was essential and will need continue to be a priority moving forward. No staff = No school. No aligned staff = No Child Side Design. The additional workload and pressures we faced personally and professionally around this prolonged crisis were on top of already 100% full days, weeks and terms. Key staff also wore the additional high load of reassuring other staff, children and families and navigating divisions, uncertainties and fragilities brought on by the pandemic on TOP of leading and managing own teaching/administrative workloads. NO reduction of workloads to compensate was indicated by any Federal or State government body, even if some timelines had opportunity to be extended. This was/is an unacceptable expectation when working in a prolonged crisis and when in general, significantly more is expected both from and of schools by government regulations, politicians, parents, children themselves and society. We are expected

to respond to and fulfil every need and gap and on top of this to provide forms of education that engage young people with the global-economic issues of environmental well-being. This is expected on top of system data collection such as NAPLAN, NCCD, Inclusive Education Funding processes, Compliance Data, Census Data, numerous audits, policy and procedure renewals and additions, Governing Council planning and audits... that are increasingly way beyond the capacity or needs for accountability in small schools. Nothing gives or condenses, only increases. This has been exponentially increased through long term crisis conditions.

This is not particular to our school, but the ramifications impact significantly on 'small' schools for the immediate, short and long terms. This impact is upon educators in particular, who are the ones face to face with children, and are faced with increasingly complex expectations and demands within their workload (due to climate change and pandemic crisis) but who also have increasing outward pressures upon their daily workload from external sources without direct value to inform our teaching, any benefit for children or our own working conditions nor any increase of external support by replacing or reducing procedures or documentation. However, the authentic purpose and credible educational identity of our school enabled us to attract (and employ) quality staff at exceptionally short notice, whilst still running a human centred design and a quality educational programme. Our key staff are involved face to face with children, staff and families on a daily basis as part of our service provider/user human-centred design which helped decision-making and relationship support by actively experiencing the conditions and challenges for staff, children and families across different contexts. The leadership team is aware of the challenges of attracting and retaining staff in a complex current world work force shortage and level of commitment that could be of longer term detriment to personal health and well-being.

Our design features are concrete proof that we can live our vision and mission around 'Equal Dignity' and prepare children uncommonly well for the complex social, physical, economic world they live in despite huge levels of uncertainty and confusion potentially impacting on engagement and proactivity. It has been additionally challenging for us (and ALL schools) to encourage and support children to engage with the world within them as well as the world around them and beyond them, particularly when this brought up the diversity of opinions and actions around the pandemic on top of climate change ramifications. Our **design around authenticity and real-world immersion** ensured we rose to the considerable challenge of examining the open 'Pandora's Box' even though this had significant, unavoidable implications, but it is what expanded children's possibilities, provided opportunity to build their character strengths around Growth Mindsets, Intellectual Humility and Kindness along with their General Capability of Critical and Creative and Ethical Thinking based in our Big History Project principles and practices. These authentic possibilities connected Claims Testing to Critical Thinking around examining intuition, authority, logic and empirical evidence and opening up 'Thinking across Scale' and 'Collective Learning' as core principles investigating practice, theory and building academic rigor. Irregular attendance and higher

absences of staff, directly due to the pandemic Health directives, also significantly impacted upon continuity or learning and engagement, but being 'small by design' ensured we made adjustments and considerations as best we could. Educators did not experience professional frustration and burn-out, as we do not try to 'catch children up' or to race/force children to meet end of year level standards nor do we teach or plan according to age/year level-based tests, expecting everyone to be 'performing' or demonstrating at the same level at the same time. (Refer to successful design elements further down. These design elements underpin our education paradigm and are NOT random.)

It is clearly a result of our design and philosophical principles and practices that we have such long term commitment and dedication from our leadership team (Co-Principals, Chair of GC and Lead Continuity and Cohesion educator in YAC) and our capacity to attract staff (when globally and nation-wide workplaces, including schools, are severely understaffed), to mentor and support new staff and retain key staff over many years and through the inevitable stressors, trials and tribulations. Key staff are here because they believe in what, how and most importantly, why the design is so exceptionally valuable. This is directly due to the clear evidence of current and 'downstream' success of children in their development as whole people, who all have significant real-world competencies that matter and capacities far beyond children educated in different contexts. It is an exceptional privilege to involved and observe the transformative benefits of our education paradigm and practices and to see the enormous benefits in real terms to children. Their individual and collective capacity due to how and why we teach is way beyond traditional measure and reporting frameworks. Everyday these children across the school, continue to astound educators with their capacity and immense collective responsibility, we just need the world to catch up and to harness the long-term benefits to society, industry, the environment!

We hope that families are here for the above evidence, even though we know how complex and personal the reasons are behind families choosing Child Side, home-schooling or another school system to educate their child/ren. We have learned over many years in the education 'business/industry', both here and elsewhere, that it is impossible to influence or change families' decisions and that this would be counter-productive to our high level of practical ethical behaviour and principles of integrity required of key staff. Families have access to many communication processes and opportunities to stay informed, such as through Story parks, exhibitions, annual portfolios, morning work (refer to Parents as educational partners further down). Personal family circumstance always forms the ultimate decision and when this changes suddenly or over time, the school has to adjust immediately. Once again, the success of this adjustment is due to informed and engaged leadership and administration, including around sound and responsible financial management, connected to the purpose of our school and the integrity of the design features AND to the Relationship Framework (Search Institute) which underpins the work of the organisation to stay resilient and committed.

The following information is shared to support the Target Audience to build further understanding and connection with further details to support the significance of this snapshot across 2021, which readers may not have considered. The intent is to provide information to help identify, protect, and provide for the design and the work we do, including in extraordinary conditions (which seem to have become the new 'ordinary').

The staff are the true enablers of this successful design and are the ones who have categorically made a difference in these children's lives through these historically significant times. Their value needs to be acknowledged and supported, their voices and actions advocate for the voices of children and promote their sense of agency, which is critical to every child's health, safety and well-being during such complex times when adults themselves may be grappling.

*"The United Nations Convention on the Rights of the Child states children have a right to be active participants in all matters affecting their lives. In the approved learning frameworks, **agency** is defined as being able to make choices and decisions to influence events and to have an impact on one's world. Supporting children's agency is about recognising that children have a right to make choices and decisions and are capable of initiating their own learning."*

[https://www.acecqa.gov.au/sites/default/files/2018-04/QA1\\_SupportingAgencyInvolvingChildreninDecisionMaking.pdf](https://www.acecqa.gov.au/sites/default/files/2018-04/QA1_SupportingAgencyInvolvingChildreninDecisionMaking.pdf)

Context is everything to communication and understanding. Please read the following information in your own time and within your own capacity to support and advocate for children and our school as a transformative community.

With deep respect for everyone who contributes and protects the Child Side design and paradigm,

Leonie O'Connell (Co-Principal, Founding Member, ECC Continuity and Cohesion Lead Educator, and Lead/Senior Educator (Learning Culture, Curriculum and Communication))

Leonie O'Connell

Co-principal Child Side School and Playgroup

<http://childsideschool.wa.edu.au/>



## **2021 Educational Continuity and Cohesion:**

Maintaining our philosophy and original purpose through our design brief:

2021 was our 19<sup>th</sup> year of operation and we maintained our philosophy and original founding vision and purpose around our 'reason for being' within our transformative education paradigm. This was successfully achieved:

- through focusing on our 'small by design' status and approach with very careful management of cluster numbers around a respect for the way educators work and design curriculum around real children with real needs, voices, hopes and strengths
- through designing and activating an authentic useful curriculum based around 'One child at a time, within a community of learners' with every single staff member having an assigned role and supported level of engagement with children (our core business stakeholders) as resourceful, creative, curious, social, active, emotional and capable beings, across Playgroup and Kindergarten through to Year 10
- through our exceptional leadership and governance that kept the focus on aspects that really mattered and worked with integrity and perspective (given what the rest of the world and Australia's children were experiencing across 2021)
- by activating a cohesive cross cluster approach to immersing children in learning for the real world through strong and caring relationships, which included a hands-on, face to face leadership team and an accessible and engaged Chair of our Governing Council who made an incredible difference during both the tough and the 'making progress' times. A cohesive relationship between the leadership team and Chair, along with a clear commitment from each to the Child Side Design and Purpose, has ensured we navigated tough times without additional confusion, conflict, worry or loss of hope and purpose
- using real-time, real-life assessment and real-time responses to make a real difference to every single child, no matter the length of time they were enrolled in the Child Side learning community. Every child made personal progress and every child gained a benefit from being enrolled as part of our community, regardless of length of time or regularity of attendance, despite the fact that our work is designed around maximum benefit for long-term enrolment
- Child Side children being taught not only as service users, but they are also taught how to be service providers (Bountiful BackYard, Kitchen Garden programme, internal internships, YAC Shack, Learning Playscape designers, Voice and Choice Days and session designers, Exhibition designers and producers) and we are in the process of taking this to the next level as service designers and service infrastructure builders.
- Child Side children are not just ticking boxes, taking tests and exams and working through artificial year level syllabi. They have a sense of personal and collective agency, supportive relationships with caring adults and adults who expand their possibilities, challenge their growth and most importantly share power.

- the level of active engagement with exhibitions was almost 100% across both clusters and this was at a similar level of participation for the co-construction and publication of the YAC's individual Annual Portfolios of Learning with YAC staff and their parent/caregiver
- supporting and celebrating the transformative process with our long-term Year 10 children, who have been part of our learning community since playgroup, focusing on what they have achieved and gained that will support them 'downstream' beyond our gates into Year 11 at Manea Senior College, SEDA and a personalised placement
- through an exceptional leadership approach around ensuring our human-centered design remained at the forefront of both our rights and responsibilities and that staff were uncommonly well supported within their personalised capacity without compromising the needs and directions of the children (children can't wait until staff 'catch up' or are all at similar capacity- this would be beyond a real life expectation)
- a dedication to build an amiable place through a supportive learning culture where staff feel welcome and valued and want to be at work, this process supported seeking out new staff and arranging current staff to meet their strengths and the needs of each cluster to minimise the impact of uncertainty and change beyond our control

#### **Additional Support Information:**

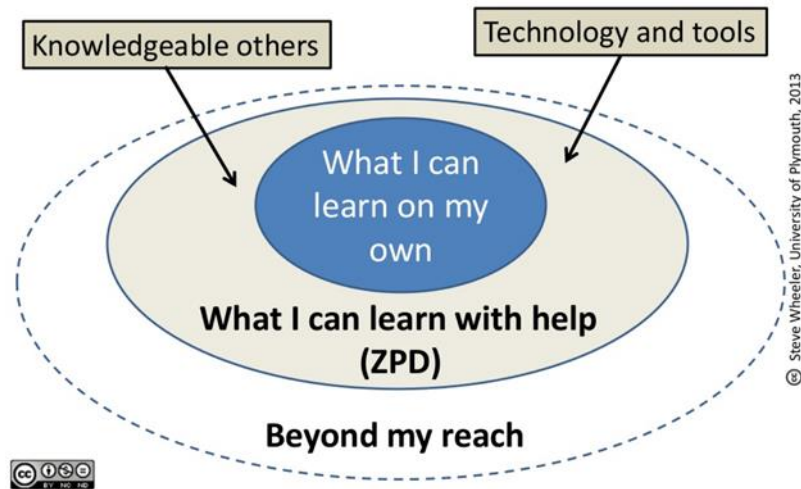
#### **The success elements of our design brief include:**

- **human-centred by design:** we are not only service providers but also service designers and service users who bring our life and family experiences with our professional knowledge and standards to empathise and understand the users of our education service: the children and their families and the staff (who also have experiences as 'service users' as parents of Child Side children themselves and they have to take home the feedback and progress of the children themselves!)
- **'design through integrity'** - the whole Child Side design is built around personal, professional and collective integrity. This integrity, even embedded in our name- focuses on the best practices that work in the **interest of children** as individuals and collectively in the interest of community, society and democracy that underpins everyone's standards of living and quality of opportunity. John Dewey observed, "**Democracy has to be born anew every generation, and education is its midwife.**"
- **small by design: high adult to child ratio by design** to make sure each child and staff member is known and cared about, with increased opportunity to build reciprocal relationships (based around Search Institute's Developmental Relationship Framework)
- **multi-age and developmentally supported by design:** Playgroup 0-3+, ECC K-Year 3 Early Childhood Cluster, MCC Year 4-6 Middle Childhood Cluster, YAC Year 7-10 Young Adolescent Cluster designed for continuity of relationships

and customising pace and personalised meaning in order to prioritise confidence and engagement of EVERY child

- **one child at a time within a community of learners**, children learn within their own ZPD Zone of Proximal Development ZPD (refer to diagram) (Vgotsky) in order to build personalised clarity, connection and real confidence beyond comparison to artificial year levels that can reduce a child or parent's perception and influence levels of engagement. Search Institute's Relationship Framework enables each child to work with a community of diverse ages/stages/interests/backgrounds- just like in the real-world
- **building a sense of personal and collective agency**, developing supportive relationships with caring adults and adults who expand their possibilities, challenge their growth and most importantly share power all through real-life integrated learning. Children are not just ticking separated subject siloed boxes nor working in order to 'prove' learning through retention of facts, taking tests and exams and working to the same end point designed around age/year level where 'one size must fit all'. Instead, the year level curriculum is accessed as a resource and can be considered to be the floor, not the ceiling. Learning intentions for each child are tailored to their point of need within the shape of the day and the tasks assigned to groups. Children co-construct the curriculum and our curriculum map ensures children's possibilities are expanded and they are challenged to grow in a meaningful and useful way with a strong sense of personal agency
- **authentic curriculum by design**: curriculum translated (in developmentally appropriate ways) through the real world for living in the real world, approaching EVERYTHING we do as learning opportunities and ways to expand possibilities, using this approach to build capacities of staff and families as part of the children's learning team because we approach learning as: 'Education is Everyone's Business'
- **competency based focus built around age-appropriate authentic curriculum**: educators continuously consider what competencies are appropriate and necessary for a 4-year-old or a 14 year-old and what age-appropriate tasks/experiences they are expected to interact with and complete to a developmental capacity and a personalised capacity
- **differentiating individual capacity** then differentiating levels of support, task and communication complexity aligned with the Australian Core Skills Framework (adjusted for children), we are using this to focus on building competencies whilst supporting individuals to grow their capacities and contexts realistically and meaningfully and to capture this through Learner Profiles, daily communication and responsive teaching practices (EYLF).

## ZPD and scaffolding



Our design brief continued to enable us to provide a **quality educational programme** with **families as true educational partners** involved:

- in daily morning work (reverse homework supported sessions building the capacities of parents and caregivers)
- termly exhibitions of learning (personal and collective accountability to communicate academic rigor and experiential learning)
- supporting children during Leaving School to Learn opportunities around our Physical Literacy Blocks- Speed Skating and Indoor Beach volleyball and experiential learning excursions like Big Swamp Walk, Dardanup Heritage Park, Fullers Co+Op...
- through detailed descriptions of learning opportunities through Story Park entries
- through detailed written Learner Profiles
- as Living Books from the Library of Life
- monthly family Enterprise Stalls

### 2021 review of Story Park Reflections:

Story Parks provided evidence to our Governing Council, our families, other staff across the school, the leadership team and our external invited guests (including our independent education consultant who audits the curriculum using these Stories and other forms of evidence).

2021 Story Park Evidence of:

- **authentically integrated multi-disciplinary deep and wide learning** such as YACs researching and creating their own deodorant around the Chemical Building Blocks, The Paper Process and making Solar Ovens to learn and act upon- reduce, reuse, recycle principles; the hydroponics and Creative Engineering projects, The ELC Animation, The Sensory Garden Build...



- the constant use and benefit to learning and assessment **of hands-on concrete materials** such as Maths U See blocks, real books, board and card games, sports and circus equipment, loose parts for: scrapheap challenges, building exhibition props and demonstrations, building technical skills and language through a STEAM approach
- **the application of staff professional learning** visible in each cluster to enrich the children's opportunities and build skills through a common language and framework such as MCC- 7 Steps Writing for Success, Whole school: Pie Corbett's 'Talk4Writing', Words their Way Spelling and Vocabulary Programme, Paul Swan's Mental Math approach, Paws in Schools- dogs in schools, Big Ideas in maths, SEPEP, Sport Australia: Physical Literacy, YAC Big History Project BHP
- **use of diagnostic tools and real-time assessment processes** to custom design skill builders for some or all children at point of need eg: Words Their Way, Read Theory, Mathletics, NAPLAN to explore the gaps and demystify the language, exhibition preparation, products and public presentations (4 per year for both MCC and YACs)....
- **constructive use of our facilities and resources to provide authentic experiential learning** such as the Bountiful Backyard, the YAC Shack, the kitchens in every cluster, designing and building the Sensory Garden, Outdoor Open Studio- Botanical Drawing Workshops, The World café whole school lunch every Wednesday, Science experiments in the kitchen and garden, The Visual Arts Open Studio including the local environment ... Children and staff purposefully worked together through our 'Education is Everyone's Business' approach to maintain and align infrastructure and spaces through our authentic real world learning service provider curriculum
- our connection to community through programmes such as the SEPEP **Sports Education in Physical Education Program** programme, communicating with a class in China through Pan-Pan, Financial Literacy (Save, Spend, Share: Scott Pape Jam Jars), Mountain Bike Skills, Fire-Twirling, Indoor Beach Volleyball, Speed-Skating at the Rink, our Fijian cultural exchange, Pickleball, Wednesday internal internships, living books, Hobby Workshop weeks (sewing, soccer, dog training, Lego masters...)
- **the purposeful use of technology, our resources and our physical in and outdoor environment** to investigate integrated curriculum through our Big Ideas: such as Lost and Found, Plastic Can Be fantastic, Pack Your Bags, Things With Wings- The Pollinators, The Building Blocks of Life, The Little tea company

Our curriculum audits and NQS audits (National Quality Standards) relating to our Quality Continuity and Cohesion Plan are based on rich evidence of meeting these standards across the whole school. Story Park makes these visible and accessible to families.

## 2021 Educator Review of NAPLAN results

### **NAPLAN considerations:**

- NAPLAN results are based on just one single test of limited test length administered back in May, early term 2. There had inevitably been a great deal of learning since then and considerably more time to engage with the skills, knowledge and processes around Numeracy and Literacy.
- NAPLAN was not administered nationwide in 2020 due to the global pandemic.
- NAPLAN is of no use to the school statistically due to the very small numbers of children who undertake the test, due both to our 'small by design' and due to parental withdrawal levels.
- NAPLAN requires a significant time investment around setting up the test conditions which impact upon the whole school, removing a whole building for a whole week with a staff member and our administrator fully pre-occupied before, during and afterwards. NAPLAN in 2022 will take significantly more time (2 weeks plus an additional full day practice session) with significant teaching resources and investment financially (purchase, maintenance, frequent upgrading, security, protective behaviours monitoring and training) around school-based ICT and significant time invested to help children grow in confidence to use ICT and become used to using multiple choice in testing conditions. This investment is kept in perspective at Child Side with the value for our school, children, families and in context with how much useful information we are gaining to support children's progress.
- Child Side educators use a wide range of monitoring and assessment tools to establish levels of learning in addition to other bench marking samples and tasks. These include 'live-marking' practices with the children, giving feedback and making adjustments in real-time in context. Assessments are embedded in each learning experience and provide opportunity to demonstrate understanding and need for personalised adjustments to meet individual point of need. Assessment is used both for learning and as learning, so the learner can develop self-reflective and self-evaluative practices and the associated technical language. The National Literacy and Numeracy Progressions are accessed and used to trace individual trajectories and plan accordingly. NAPLAN does not inform our knowledge significantly of each child or what they need to progress.
- Assessments, like any data, are employed to further children on their learning journey from their own starting points, to support their understanding of their own learning, and to provide feedback to their learning team adults on their progress and the level of support required. Child Side accesses the purpose behind the Data for Good Movement which enables us to interpret any data for the good of the children's learning and to contextualise any decisions around any adjustments, if required.

## NAPLAN implications:

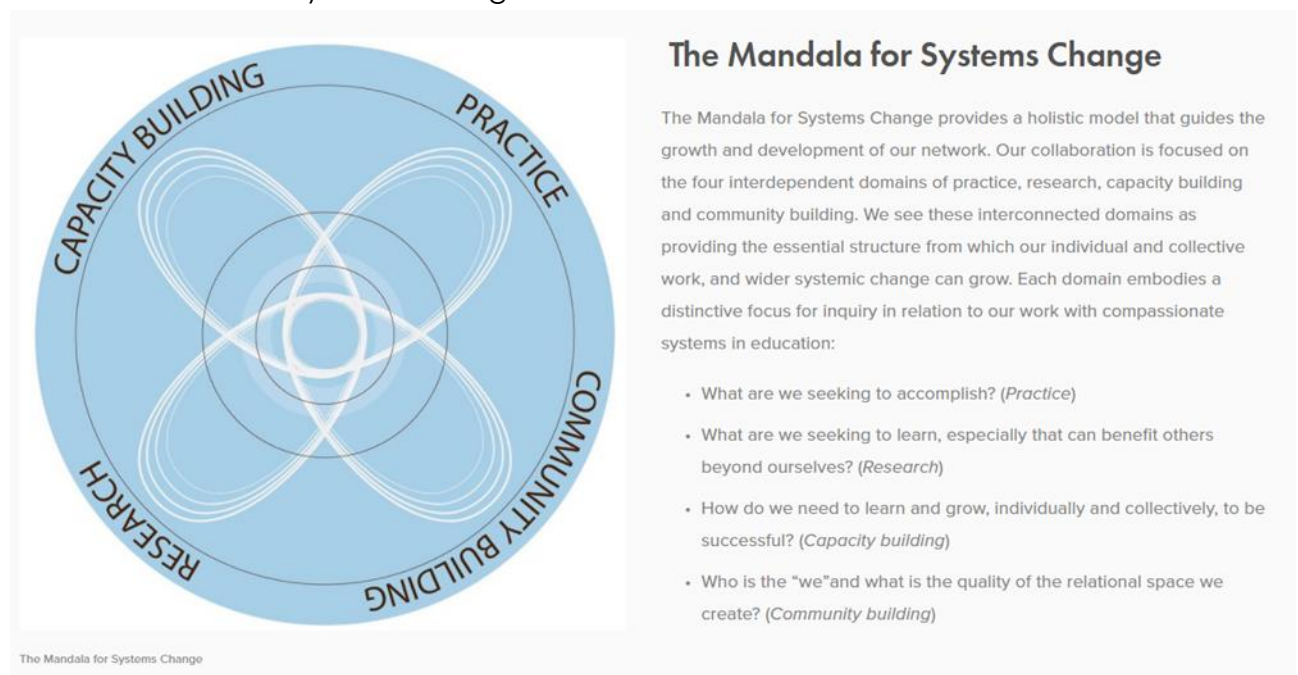
The majority of the results displayed around children's NAPLAN benchmarks was aligned with what core educators observe in the classroom over time and across different contexts.

The administrator of the NAPLAN tests was able to give educators feedback in real time to interpret individual children's reactions to the test conditions and these were contextualized along with the results to consider whether this was consistent or not with educator observations across time.

As a whole school, the data reflected that our children are tracking where we would expect them to be and that we are working within our capacity to provide the necessary relevant opportunities for children across their levels of development, experience and learner variances to continue to make progress. We had no glaringly obvious gaps or changes to make at a curriculum entitlement level or a teaching process.

## Significant Milestones in 2021:

- Theory of Change process and documentation including the GC, Staff, AISWA and YAC around Competency Based and Capacity Based Learning, Assessment and Reporting and the implications moving forwards. Using the Mandala for Systems Change



- Whole school focus around the need and value of successful and informed 'Co-regulation', which included awareness raising and information sharing plus contextual application for EVERYONE- children, staff, families, Governing Council... This is imperative to our learning culture and the way we interact with each other and the children.

## How to Co-Regulate



- Engagement of staff and children with the principles, purpose, and practices around the ELC- Entrepreneurial Learning Centre conceptual design proposal and the process of communicating this beyond the clusters projecting our Education Is Everyone's business authentic competency learning model beyond our daily work at a GC level, Child Side Community level and beyond such as AISWA. The Year 10 YACs and an ex-Child Side student co-created an animation built around the client (leadership team) brief aligning with real world evidence of application of communication and team-work competencies.

### **Navigating Significant Challenges and Long-Term Solution Strategies:**

The strength of our founding principles around 'Equal Dignity, regardless of individual capacity, knowledge levels, beliefs, age...' AND the practice of exceptionally effective teaching and learning principles supporting the development of each and every child's General Capabilities, were the keys to our resilient organisation getting through a very tough year of uncertainty and potential division across the globe, and within every community, regarding the impact of the pandemic and its long lasting consequences.

This had enormous implications and impacted on perceptions of how and what we should be teaching around core scientific principles, practices and processes and the key course themes of The Big History Project BHP which connects Claims Testing to Critical Thinking around examining intuition, authority, logic and empirical evidence and Thinking across Scale and Collective Learning.

It did have ramifications for us, which were managed as best we could with sensitivity and integrity, however this did create considerable stress and significant additional work for key staff and the leadership team, including around Staffing Arrangements and Enrolments which impact 'suddenly', with/and without prior warning or notification, upon the business viability of a school, especially on all small schools, which impacted upon 2021 and inevitably 2022 planning and resourcing. High levels of uncertainty and rapidly changing

demands added significant pressure to staff and leadership and this inevitably exacerbates their own personal ramifications of also living with and managing their own self and family's impact within this global pandemic and climate change landscape. On-going workload levels will need to be prioritised and managed. Liaison with AISWA and regulators could support the need for a reduction in workloads but consequently also incur additional work for key staff. A catch 22 to consider and weigh up.

Our design feature around having a cohesive shape of the day and week across all clusters and the Wednesday programme, where all staff build reciprocal relationships as they get to know all children, and vice versa, and work in different spaces across the school for different purposes, plus the flexibility of our child-friendly temporal design, ensured that all staff were invested in all children and have knowledge of resources, developmental variations, learning intentions behind each shape of day/week/term ACROSS THE WHOLE SCHOOL. Therefore, any inevitable changes on any given day, with short notice or any longer-term implications (changes of staff, individual children) could be used as authentic learning opportunities and staff and children could work anywhere with anyone. Our design and focus on relationships enabled us to purposefully 'pivot' and build resilience. 2021 proves the success of our design principles and practices with life enhancing benefits for each and every child.

### **Educator Standards and Qualifications:**

All Educators employed at Child Side School in 2021:

- 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)
- 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)
- Grad Dip of Education (Montessori)
- Nursing degree
- Masters of Conservation Medicine
- Bachelor of Veterinary Medicine and Surgery
- Bachelor of Science (Veterinary Biology)

## Work force composition:

Senior educator (ECC and across clusters) x1  
ECC & MCC Classroom Educators x 2.4  
YAC Classroom Educators x 2.2  
Bountiful Backyard Educator 0.2  
School administrator x1  
Office Assistant x 0.9  
Education Assistants 1.9

## Professional development attended by staff in 2021:

### TERM 1

- SDD (28th 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 (29th Jan) Whole school teaching and learning strategies, Challenging behaviour management plan, 'Keeping Safe' Protective Behaviours Curriculum, Homework Guidelines, Professional Learning
- SDD 26<sup>th</sup> Feb - Sharing projects from Wednesday program and big ideas from YAC and MCC – focus on 'responsive teaching' and 'Clarity, Collaborate and communicate.
- Lisa Seewraj – Nessy PL for children with dyslexia. Feb 2021
- Professional Reading from Senior Educator – 22 articles about teaching maths concepts through hands on manipulation and the Maths U See program, STEAM and computational thinking, Pie Corbett's 'Talk for Writing', Austin's Butterfly. Inspiring Excellence, Interdisciplinary approach to learning, Clarity-Communication-Collaboration, Paul Swan's quick curriculum guides for year levels, Intern impacts.
- Karron, Paul and Josh attended Briefing the Board Conference on 27<sup>th</sup> March
- Sessions attended by participants included:

### **Keynote presentations:**

'Engaging the Emerging Generations'

'Principals and chairs working together' (Panel session)

### **Workshops:**

Personality profiles

Implementing change and Learning from Others

School Graduates – What Industry Wants.

What's new in Teacher Standards

Enacting Guiding Documents

Boardroom Responsibilities and Practice

## School Update (Including Funding)

### TERM 2

- Larissa attended Working With Children Processing workshop on 7<sup>th</sup> May.
- Karron unable to connect with TEAMS to Small Schools Business Managers Meeting on 19<sup>th</sup> May as intended however obtained all of the meeting papers presented at the meeting.
- Vanessa, Larissa, Lisa, Karron signed up to Maggie Dent's 'From Boys to Men Webinar Series'
- SDD (3<sup>rd</sup> June)
- SDD (4<sup>th</sup> June)
- Professional Reading from Senior Educator – articles about Guiding Good behaviour and differentiating strategies for children with different variances, learning analysis discussion, learner variance, building a learner variability mindset, relationships the heart of learning, what it is to be a kind teacher.

### TERM 3

- Karron attended Business Managers Meeting via Teams Online on Wednesday 18<sup>th</sup> August covering: Developing Performance Management frameworks and strategy, Update to Industrial Relations – Casual Employment Statements, Variations to Awards.
- Karron and Lisa attended NAPLAN Online Training in Busselton on Tuesday 24<sup>th</sup> August.
- All staff completed Professional Development with Dr Marie Martin on School Development Days focusing on Experiential Learning, Unpacking Developmental Relationship Framework Areas – Expressing Care and Sharing Power, Shared Work Spaces: Systems Thinking and Systems Practice, Money Movement: Scott Pape.
- Staff Dialogue time on Wednesday afternoon is also used for upskilling staff with sessions below being conducted since last GC meeting:
  - S' drive assistance and PD for staff not yet using
  - Protective behaviours discussion
  - Lisa ran demonstration to Mac users to be able to access and use school 'S' Drive.
  - App from Cancer council called 'sun smart' downloaded onto staff phones Vicki provided up to date info and will update policy
  - Nicola and Leonie sharing 'Trading Games' in reptile land trading in base 4 demonstrating how to make links for children around place value, mental maths, number operations and use of 4x tables. 6, 8 and 10x tables used in working out for insect, spider, and people lands. Support learning intentions such as paying attention, technical language, accuracy, mental arithmetic, fine motor skills, increasing patience and support for others...

#### Term 4

- Each Monday in term 4, Clair Bedford is carrying out a Professional Learning session with Sarah, Vanessa and the MCC and years 7 and 8 children on the '7 Steps to Writing' process.
- Karron attended webinar on the COVID Immunisation Mandate with Valerie Gould from AISWA on Monday 25<sup>th</sup> October from 10am – 10.45am.
- Karron attended the Small School's Collegiate meeting at Yallingup Steiner School from 12 noon to 3pm on Monday 25<sup>th</sup> October covering: SCSA grading for K-2 survey, assessment and reporting approaches, COVID vaccination mandate, re-registration experiences this year of schools in attendance, tour of Yallingup Steiner School.
- Staff Dialogue 27<sup>th</sup> October all staff exploring Teaching through the maths proficiencies: watching videos on the Australian Curriculum site around thinking about the technical language of the **proficiencies** (understanding, reasoning, fluency, problem-solving) being the **verb** and the content of maths being the nouns. Educators then looked at Numeracy learning progression through: clicking on an element, then a sub element then click on additional information, click on Maths then submit both to see maths learning progressions.
- Karron attended a Small School's Business Manager's Meeting via Teams on Wednesday 17<sup>th</sup> discussing the COVID Mandate and implications for schools and the new Workplace Health and safety Legislation to be updated in 2022.
- Lisa attended online seminar on ADHD and Demand Avoidance.

#### Student attendance:

Year 1- 86.92%

Year 2- 89.64%

Year 3- 91.83%

Year 4- 89.44%

Year 5- 93.03%

Year 6- 89.33%

Year 7- 91.12%

Year 8- 94.85%

Year 9- 92.61%

Year 10- 92.08%

Whole School – 90.78%

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 2021 was greatly impacted upon by COVID-19 protocols.

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. While COVID-19 has posed many challenges at different periods for our school community, the school has been able to pivot when required to provide alternative access to learning, morning work, exhibitions etc and alternative forms of communication with families to enable ongoing engagement.

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 Konnective, whiteboard and internal FB messages, engaging with Child Side Rituals such as Easter Breakfast, Christmas Spiral, Little Day Out Open day, Fire-twirling Exhibition, monthly Family Enterprise Stalls, termly Exhibitions of Learning, 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 2021 due to the COVID-19 pandemic many of our regular opportunities for communication and engagement such as some of the traditions and activities listed above were greatly impacted so we needed to use some of our digital programs and apps such storypark, seesaw and konnective to communicate, share and engage with one another a great deal more.

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'

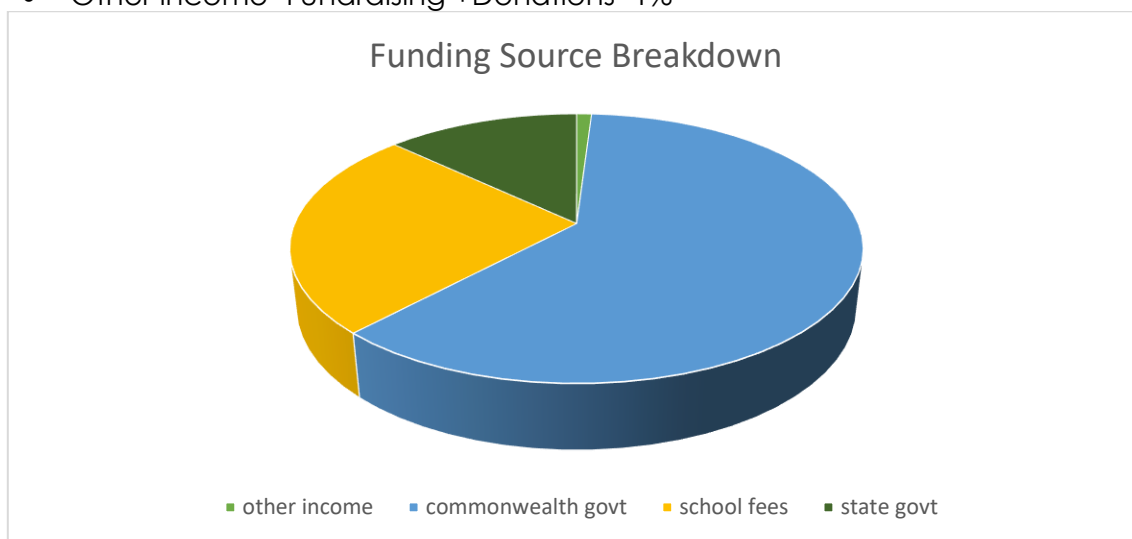
### Financial Report:

The Financial Statements for the year ended 31 December 2021 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 2021 was \$1,598,364 with the following breakdown by funding sources

- Commonwealth Government Grants- 61 %
- School Fees – 25%
- State Government Grants- 13 %
- Other income- Fundraising +Donations- 1%



Total expenditure amounted to \$1,390,543 with the following breakdown

- Salaries - \$800,555
- Professional Training - \$7,706
- Teaching Materials and consumables - \$66,285
- Building and grounds maintenance - \$88,431
- Depreciation - \$207,680
- General Operating Expenses - \$219,886

NETT SURPLUS FOR 2021 - \$207,821

### Balance Sheet Position:

- Total assets - \$3,277,993

- Total liabilities - \$914,713
- Net Assets - \$2,363,280

Report prepared by:

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