

## Child Side School:

### 2023 report for the 2022 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 2022. 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, Binningup, Wellington Forest, 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 diverse 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 and a community of learners..

- 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 2022

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

2022 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 (GC). Ensuring the health and wellbeing of our children and our staff continued to be our number one priority throughout the year.

As in 2020 and 2021, our rigorous policy and practice continued to provide solid ground to navigate the changing situation. It was still necessary early in the year to continue to modify some of our practice to ensure compliance with the ongoing directives and restrictions required by the State Government. The CMT continued to take its direction and advice from AISWA communications during this time. As the year continued, restrictions eased and directives all but ceased during term 4. The GC made the decision on the 9<sup>th</sup> November that Child Side School would cease work under crisis management in relation to the management of the COVID pandemic. The '*Business Interruption and Continuity Plan*' was finalised and tabled for the last time at the GC meeting in December.

#### Enrolment and School Structure

Child Side School has been in operation for twenty years and is considered highly as a successful Independent School within the community of Boyanup, the greater Bunbury Region and the Independent small schools realm. 2022 marks our sixth year registered as a K – 10 School.

We continued to maintain healthy numbers throughout the year with waiting lists for most cohorts, although enrolments were impacted by the new legislation around

the required vaccination for kindy children and the economic impact of COVID on some families. We had a total enrolment of 70 children attending in 2022.

The YAC cohort operated with 26 children across Years 7 to 10. All three YAC graduates sought year 11 and 12 placements within the South West. Two graduates were offered and accepted first round places at Manea Senior College in Bunbury and one graduate was offered and accepted a first round place at SEDA College WA, Bunbury Campus.

Karron McDonald continued in the role as Playgroup Listener in 2022, although playgroup did not actually commence until term 3 due to COVID restrictions. 35 children were enrolled in 2022. 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 2022.

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

Our professional partnerships with AISWA and Big Picture Education Australia continued throughout 2022 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 2021, AISWA professional development and professional support was delivered differently throughout most of the year either electronically, with some professional development opportunities either going ahead or 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 completion of three new building projects and the completion of a several large maintenance jobs during the year.

The construction of the extension of the ECC facility was put on hold in 2022 due to supply issues with materials such as roof sheeting, although a limestone access track

was installed to enable trucks and work vehicles to access the area in preparation for the ECC extension.

The concrete pad, internal wall and roller doors were installed on the YAC/P&F garage by early term 2. Sturdy storage shelving was sourced for both YAC and P&F resource storage.

Construction and fit out of the Laundry facility was completed by the end of 2022 with landscaping still to be completed over the holiday period. It is intended that this facility will be operational at the start of 2023.

A significant investment was made in the Outdoor Learning Spaces. A shed conversion in the ECC yard created a farm shop and the installation of a number of new raised garden beds with a shade sail installation over the gardening table has created a safe and open space bringing renewed purpose to this area.

With the guidance of our Kitchen Garden Educator, a large aquaponics system was designed, sourced and built by two of our older YAC's as their legacy project. As a part of this overall project, a purpose built raised garden bed was also installed. These YACs worked with a small business owned by some of our school families to source and utilise a product produced and sold locally. This project will be finalised and maintained by YAC children throughout 2023.

### **The Governing Council**

Due to the COVID-19 pandemic, the GC worked under a Crisis Management framework and within a '*Business Interruption and Continuity Plan*' throughout most of the year. The priority focus for the GC continued to be to ensure the health and wellbeing of our children and our staff. The GC officially ceased working under crisis management on the 9<sup>th</sup> November.

The GC continued to meet twice each term throughout 2022. One additional meeting was called early in the year to address specific matters around the pandemic, lockdown and restrictions. The majority of GC meetings were convened via the digital platform 'zoom' including the AGM with small number of Community members attending.

Communication within the Council remained consistent to ensure that all members were kept informed of State Government directives; via AISWA, and also of any resulting actions determined by the CMT. Communication pathways established in 2021 proved reliable and continued to be provided via the GC Konnective group.

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 (SWLCA) AGM was convened in March. GC membership changed at this meeting due to the conclusion of the terms

of Josh Oakey and long-term serving member, Karen Shervington. Rachael Headland joined the GC bringing significant skills and experience relevant to our strategic direction and additionally, as a health professional.

The addition of standing member Janine Lanigan as finance officer in 2021 has proven very successful in supporting the work of Karron McDonald and the Finance Committee. Her assistance to the GC providing financial advice and support has been invaluable in developing knowledge and understanding. Janine will continue as a standing member in 2023.

The *Governing Council Charter and Resource File* continued to be reviewed, refined and updated, all of which is now maintained as electronic files on the shared GC one drive.

A number of documents were reviewed and 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 succession planning. Significantly, the '*Principal Package*' was drafted to create principal recruitment, employment and retention guidelines and procedures. This document will serve as a tool for the use of the GC and reflects current school policy particularly in relation to staff recruitment and human resource management. These guidelines will continue to be refined throughout 2023. 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. This continued to be refined and has proven valuable for new members.

The knowledge and commitment to the fiduciary duties of GC members continued to deepen due to the annual GC induction process which reiterated clearly articulated and explicit accountability processes, including but not limited to *Conflict of Interest Declarations*, *Fit and Proper Person Declarations* and also *Code of Conduct Agreements*. Common practices and processes adopted to remind us all of our responsibilities have become entrenched in the regular activity of all GC work.

Despite restrictions throughout 2022 the GC continued to involve themselves in professional learning with a view to build foundation knowledge and collective intelligence to support our common purpose and shared strategic goals.

The Governing Council continued to be 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.

*Story Park* entries continued to contextualise our education design and in turn the work of our educators and children.

Walk and Talk Tours while limited through most of the year, assisted the GC to frame governance solutions and to understand relevant operational decisions and solutions.

AIWSA professional development opportunities, while reduced in 2022 continued to provide the GC with ongoing support. Significantly, protective behaviours training "Beyond Child Abuse Reporting" with Lynne Nixon from AIWSA was conducted on-site in November. The Registration and Compliance newsletter provided the GC with updates and critical information in regards to changes in legislation and registration requirements. The 2022 Briefing the Board Conference and the 2022 SW Briefing the Board Seminar were cancelled due to COVID protocols.

### **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 throughout the year. Fortunately the markets were considered an essential service and continued to operate, so this activity kept the P&F bank account active.

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

The P&F did not meet during 2022 due to pandemic protocols and restrictions; however, interest remained evident particularly within the ECC and playgroup parent group. School events such as Enterprise, brought back in Term 4 after a long hiatus due to COVID restrictions, served as very positive capacity building opportunities for the community.

At the close of the 2022 school year the P&F account had accumulated a balance on hand of \$16,755.34. During 2022 the P&F generated funds from bank interest, the Boyanup Farmer's Markets, Containers for Change recycling and the school photo fundraiser totalling \$1530.91. Of P&F total funds, \$7,920 was contributed to the YAC/P&F garage project for instant racking shelving units.

## Looking to 2023 and Beyond

While the pandemic seems to be behind us, we continue to be unsure what the longer term impacts may be for 2023 and beyond. 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. Our common practice of conservative budgeting and the maintenance of term deposits will continue to ensure we remain financially viable, and will support us through these times of uncertainty and other potential financial impacts including rising costs.

We trust that 2023 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.

School Infrastructure will continue to be a focus, with the capital works projects from 2022 due to be completed, and the extension and upgrade of the ECC building expected to get underway some time during 2023.

The last few years has demonstrated our capacity as an organisation to be 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 these times. 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 continued capacity 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 continue to commit to significant innovation particularly in relation to the *Impact Projects* through our "*Education is Everyone's Business*" *Conceptual Plan* reflects the tenacity and passion of our educational leadership to challenge paradigms, and is reflected through our quality education programme within our unique curriculum design and learning culture.

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 also thank our School Staff and Governing Council Members who have continued to support Child Side School during times of uncertainty and unpredictability. I thank you all most sincerely for your ongoing commitment to our school.

Janine Morgan

Chair

Child Side Playgroup and School Governing Council



# 2023 Report for the 2022 school year:

## Lead Educator Report:

# 2023 AGM 2022 Education Report:

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

**This reflective report has been prepared by the Senior Lead Educator:** Leonie O'Connell 01/04/2023. 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. Story Park entries can be accessed to see our cohesive pedagogy in practice across the whole school around the National Quality Framework Standards, in particular with relation to Quality Area 1: Provision of quality educational programme and practice. Our design and learning culture ensure that these are accessible for each and every child.

**Target Audiences** for this AGM Senior Lead Education report: Child Side Staff, Child Side Governing Council, Child Side enrolled families, regulatory bodies.

### 2022 Snapshot:

2022 was our 20<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 maintained despite the ongoing pandemic, significant global and national disasters and the disruption to individual and collective community lives and well-being.

Communication and trust in our well-established and highly visible vision, design and learning culture, enabled and protected staff to undertake the work within the purpose of our school context.

We continued to work within our Crisis Management Plan due to the COVID pandemic, which due to exceptional leadership, trusting staff and a body of committed families, was still filled with authentic and rich opportunity around a quality integrated education programme for children across K-10 (refer to Story Park entries on-line) and resulting in personal progressions for each and every child. Directly due to our design and provisions through our resilient organisation, every child was supported within their personalised capacity to engage with learning that we know cannot be left to chance, such as literacy, numeracy, ethical and protective behaviours, relationships, pro-social and pro-ecological behaviours, critical and creative thinking, health and well-being.

COVID restrictions greatly impacted upon attendance (staff and children) and therefore upon continuity and cohesion of learning, however our design and learning culture enabled and protected what we value and our agile ways of working within challenging conditions. The challenging conditions and high expectations were especially intense in our small and independent organisation, where decision-fatigue and extreme levels of leadership responsibility continued

across the whole year with so many unknowns and diverse opinions. The leadership team of the Co-Principals, The CG Chair and the Lead Educators worked under significant additional and unprecedented pressure. The ramifications of a global pandemic, extreme global and national human and natural disasters, along with children having unprecedented levels of access and exposure to digital media, are being felt in 2023 and are becoming increasingly visible across the mindsets, health and well-being of individual children, families and staff members. The impact on the Leadership team and the fallout from the global pandemic and extreme events will be long term, as being evidenced through staff shortages, trade and contractor shortages, staff health and well-being, professional staff shortages and expanded medical and mental health waiting lists for children and their families to access support, cost of living pressures, impact on budgets and availability of materials, products, services, goodwill... The impact of digital media on children's individual and collective health and well-being and capacity to deeply engage and connect is increasingly obvious. This impacts across the school in many ways, in particular in the adolescent years where access and lack of digital boundaries outside of school can impact upon what happens inside of school, sometimes in significant ways.

The staff are the true enablers of our 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, as their commitment 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 families, communities, society (and staff themselves) have much to contend with on many levels. Children are displaying 'canary in the coal-mine' symptoms and need considerable engagement to focus on meaningful work and contributions.

*\*"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)

Staff need to be healthy and resilient to support, enable and protect children's positivity, safety and engagement, critical in terms of Quality Areas 1, 2 and 5 (Educational Programme and Practice, Children's Health and Safety, Relationships with Children). Staff personal contexts and availability (especially those with their own children) did require regular and significant Staffing Re-Arrangements (Quality Area: 4- Staffing Arrangements)

We are continually mindful that education itself as an industry is at a critical point with staff shortages and children's levels of avoidable absences and disengagement is greatly increasing across the board.

### **2022 Educational Requirements:**

Our curriculum audits and NQS audits (National Quality Standards) relating to our Quality Continuity and Cohesion Plan continued to be based on rich integrated evidence of meeting these standards across the whole school. Weekly staff dialogues, daily educator morning meetings, termly school development days and the visual and symbolic communication of the Competency Curriculum enabled staff to work towards common goals using a common whole school language. Story Park enabled the Competency Clusters to stay relevant, visible and accessible to families and increasingly to YAC children through their own personal Story Park reflective entries and annual Portfolios of Learning. Termly exhibitions of learning for our MCC and YAC children (Year 4-10) and the inherent reflective process also enabled children's agency to be expressed in terms of competencies. Term 1 exhibitions were recorded and added to Story Park and See-Saw platforms for families to view, as for the first time ever we were unable to invite families face to face due to imposed COVID restrictions. This also meant our morning work (reverse homework with parent engagement) was impacted and had ramifications, in particular in ECC and in particular for new families (to the school and as kindergarten parents). Staff adapted to make that shape of the day work, but the absence of parent contact and connectivity was harsh and felt by children and educators around a sense of community and a sense of parents knowing their child's school capacity and perspective. Families are much more supportive and engaged when they know educators, the other children and can see their own child in a different context away from home.

NAPLAN and OLN process and results were contextualised for individuals, and this was communicated to their families. Inevitably the unintended consequences of the testing conditions and interpretation of results did negatively impact on some individual's confidence of their own capability and of whether the school was providing them what they needed. Further reflection and interaction with concerned children and families continues to indicate that the official NAPLAN and OLN communication of test results and implications are confused and misunderstood by families and children and that lead educators and leadership team need to unpack the bands, benchmarks, strength of the testing result validity individually with families to reduce stress and confusion caused by these tests. This takes considerable time and effort from educators and the leadership team on top of the additional time, energy and resourcing that these tests demand to administer and the impact and value the results have in terms of useful data. NAPLAN data is of no use to the school statistically due to the very small numbers of children who undertake the test (due to our 'small by design' and to parental withdrawal levels), the lack of transfer of any results between schools when children transfer over to us from other schools or home-school, and most importantly due to the narrow focus of these tests and the considerable lag time between testing and results.

Quality Area 6: Collaborative Partnerships were widened through being invited to share the perspective of young people outside of education circles as such as through the National Recovery and Resilience Agency (NRRA) Deep Dives where we shared our work 'Caring for children' through connections to their calls to action around 'Caring for Country and Community'. Our face-to-face Living Book Library continued to be suspended and remain within staff due to COVID restrictions. Viewing with Land Links around Impact Projects were provided instead, in terms of authentically linking children's learning with the real world.

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://chidsideschool.wa.edu.au/>



## **Educator Standards and Qualifications:**

All Educators employed at Child Side School in 2022:

- 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)
- Master of Teaching
- Bachelor of Arts
- Bachelor of Performing Arts Major in Production and Design
- Master of Teaching (Primary) Specialisation in Arts
- Diploma of Education (Bachelor of Arts)
- Bachelor of Education (Early Childhood Education)
- Graduate Diploma of Education (Primary)
- 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 2.6  
YAC Classroom Educators x 2.5  
Bountiful Backyard Educator 0.2  
School administrator x1  
Office Assistant x 0.9  
Education Assistants 2.9

## Professional development attended by staff in 2022:

### TERM 1

- SDD (25th Jan) Whole school staff introduction and Orientation - Orientation document walk through -COVID 19 contingency planning,
- SDD (27th Jan) Covid mandate regulations update, Staff welcome letters, Code of Conduct Policy, Child and Staff code of conduct policy. Child Protection Policy, Protective Behaviours Curriculum Implementation, Mandatory Reporting. Supervision/Duty of Care, Critical and emergency Management Policy, Whistle blower Policy – Living books and external contractors, volunteers, First Aide training. Staff dashboard overview. Adjusting to learner variances, Austin's Butterfly, Exhibition's of Learning,
- SDD (28<sup>th</sup> Jan) Shape of the day, week, term, year. Whole school Big Idea for 2022, Teaching and Learning Strategies.
- Small School's Collegiate Group meeting via 'Teams' attended by Karron on 21<sup>st</sup> February. Topics of discussion were latest COVID-19 measures and information for school leaders, Preschool Reform Agreement (formerly Universal Access) now been formulated, AEDC profiles and using the information, Notre Dame University Internship Program, Alternative Assessment Recognition - Ron supporting Child Side and other small schools in this endeavour (met with SCSA and NGS), Ron sending out Flight Magazine to all small schools, Alternative attendance codes (use during COVID close contact absences etc).
- 22<sup>nd</sup> February Karron McDonald completed the Online NAPLAN Principal Training.
- 23<sup>rd</sup> February Karron McDonald attended Latest COVID Update on Teams with Valerie Gould and Jenny Nobbs from AISWA – contact tracing requirements for Principals, protocols to follow .....
- Completion of Online NAPLAN Co-ordinator training 1<sup>st</sup> March – Karron McDonald.
- SDD: Competency and Capacity learning and assessment, focus on the General Capabilities and how the GC impact on all of the other areas of learning. Viewing – 'a healthy economy should be designed to thrive not grow' Kate Raworth (TED Talk). Updated Curriculum Map and small group cluster curriculum audit exercise using Curriculum Map.
- School Business Managers Network Meeting via Teams attended by Karron McDonald and Larissa French on 9<sup>th</sup> March. Topics covered include: AISWA School Resources and IT Services, Covid Update and Briefing, Industrial and Legal matters arising from COVID situation in schools, Financial resources for Business Managers.

- 16<sup>th</sup> March Lisa Seewraj completed online NAPLAN Co-Ordinator and test administrator training.
- 29<sup>th</sup> and 30<sup>th</sup> March Lisa completed 'Gatekeeper Suicide Prevention Training'

#### TERM 2

- Sarah Roberts attended webinar on 'The digital rights and responsibilities of students and educators' through the 'Esafety' program.
- On 13<sup>th</sup> April Janine Morgan attended the WA Launch of ChairConnect held at the University Club at UWA.
- 27<sup>th</sup> April Karron attended webinar on Work Health and Safety Act Update by Levan Legal through AISWA
- 2<sup>nd</sup> June SDD's (ALL STAFF) Introduce Competency, Capacity and Confidence Network. Walk and Talk through Clusters talking about competency development and catering for various capacities. Collect and add evidence for curriculum audits. Impact Projects: Walk and Talk through P and F Power Point: Brainstorm Impact Project directions and develop project outlines using strategies that we use with the children.
- On the 16<sup>th</sup> June Karron attended an online Nationally Consistent Collection of Data on School Students with Disability (NCCD) Evidence Requirements information session through DESE and DS.

#### TERM 3

- Sarah Neale completed First Aid requalification PD in school holidays.
- Sarah Neale completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 8<sup>th</sup> August.
- Karron McDonald completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 12<sup>th</sup> August.
- Pippa Montgomery completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 16<sup>th</sup> August.
- Rachael Headland completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 17<sup>th</sup> August
- Natalya Dobias completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 18<sup>th</sup> August
- 18<sup>th</sup> & 19<sup>th</sup> August SDD's (ALL STAFF) Cluster curriculum auditing, NQS audit and Quality Continuity, Cohesion and Improvement Plan update, Collegiate Support Development process focusing on 'Gives and Gains' for each role within the school and each individual including individual goal setting, Math U See small group work, Quality practice walk and talk through clusters collecting evidence, Story park review and connections.
- Larissa French completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 21<sup>st</sup> August
- Lisa Seewraj completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 30<sup>th</sup> August
- Sarah Roberts attending Foundation Maths U See online learning on 30<sup>th</sup> August.
- Natalya Dobias, Lisa Seewraj and Sarah Neale attending Maths U See (Fractions) Online Learning on 1<sup>st</sup> September.
- Panpan Yan completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 1<sup>st</sup> September.
- Natalya Dobias, Lisa Seewraj and Sarah Neale attending Maths U See (Fractions) Online Learning on 6<sup>th</sup> September.

- Anitra Woodcock and Sarah Roberts completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 7<sup>th</sup> September.
- On 14<sup>th</sup> September GC Professional Learning: Leonie facilitated a 1 hour and 30min hands on session to demonstrate and tune in to the big picture and shape of the days -learning styles, processes used by educators, integrated learning processes across whole day, transitions, skill builders, voice and choice, competencies (assessment) Storypark –'Curriculum Cake', capacity to design our own curriculum(within the context of required curriculum), symbiotic relationships (staff and children). Paul, Grant, Janine L, Rachael, Karron attended.
- 14<sup>th</sup> September Janine Lanigan ran a Financial PL session for GC members walking members through a balance sheet and profit and loss statement. Paul, Grant, Karron, Rachael, Leonie and Janine in attendance.
- Karron McDonald completed Education First Aid retraining on 15<sup>th</sup> September 2022 through St Johns.
- Leonie O'Connell completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 20<sup>th</sup> September.
- Grant Lamont completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 4<sup>th</sup> October.

#### TERM 4

- Vicki Bandura completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 15<sup>th</sup> October.
- Lisa Seewraj completed Education First Aid retraining on 18<sup>th</sup> October 2022 through St Johns.
- staff completed 'Beyond Child Abuse Reporting: Sexual Behaviour in Children and Young People Grooming, and Staff Professional Boundaries' training course with Lynne Nixon (AISWA Senior Consultant – Child Protection) on 9<sup>th</sup> November during Staff Dialogue.
- GC members completed training with Lynne Nixon -AISWA Senior Consultant in Child Protection looking at Standard 10, Mandatory reporting requirements and scenarios and requirements for board members at GC meeting on 9<sup>th</sup> November.
- Karron completed SCSA NAPLAN School Technical Readiness training module on 11<sup>th</sup> November.
- Sheena Morley completed the Mandatory Reporting Training program through the Dept of Communities, Child Protection and Family Support on 16<sup>th</sup> November 2022.
- Michelle Figon completed AISWA Online Child Abuse Reporting including Mandatory Reporting training 15<sup>th</sup> November.
- Karron McDonald attended AISWA Business Managers Meeting on 16<sup>th</sup> November from 9am – 10.45am.
- Janine Morgan completed AISWA Online Child Abuse Reporting including Mandatory Reporting training on 15<sup>th</sup> November.
- Dale Fuluna completed St John's Education First Aid refresher training on 23<sup>rd</sup> November 2022.
- 17<sup>th</sup> & 18<sup>th</sup> November SDD's Competency and capacity Walk and Talk orientation, story park reviews and connections, curriculum audits, children's contexts and wider communities, 8ways of learning in our context through Children's perspectives aligned with indigenous perspectives and the Inter-



relationships between them and the Competency and Capacity curriculum. Use Competency Curriculum Beehive cells to physically collect evidence of each competency cluster to add to audit. Leadership Collegiate Review and Reflection. CC Educators working on Children's Learner Profiles. EA's resource management. Design Shape Day and Competency + Capacity Curriculum Power Point Documents.

- Janine Morgan and Karron McDonald attended the AISWA Re-registration Seminar on 25<sup>th</sup> November.
- Vicki Bandura completed St John's Education First Aid refresher training on 21st December 2022.

### **Student attendance:**

Year 1- 85.2%

Year 2- 88.1%

Year 3- 89.9%

Year 4- 90.5%

Year 5- 85.4%

Year 6- 93.1%

Year 7- 89.2%

Year 8- 88.9%

Year 9- 89.4%

Year 10- 85.7%

Whole School – 88.5%

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 2022 was greatly impacted upon by COVID-19 protocols and the spread of COVID through the community.

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 and engagement with school activities. 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 and are more likely to see and value the long term Bigger Picture. In 2022 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.

Data from the National School Opinion Survey disseminated to the Child Side community in 2022 is represented in the tables below. The rating scale for all surveys is as below:

RATING	SCORE
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

Children's Survey: 25 completed surveys received.

	Statement	Ratings				
		5	4	3	2	1
1.	My educators expect me to do my best	10	13	2		
2.	My educators provide me with useful feedback about my learning	7	12	6		
3.	Educators at my school treat children with dignity, respect and fairly	8	14	3		
4.	My school is well maintained and provides environment to support learning	10	12	2	1	
5.	I feel supported at my school	5	12	6	1	
6.	I can talk to my educators about my concerns	8	9	7	1	
7.	Children's behaviour is guided and supported at my school	8	7	9	1	
8.	I like being at my school	5	11	8		1
9.	My school looks for ways to improve	5	11	9		
10.	My school takes children's opinions seriously	8	8	8		
11.	My educators help motivate me to learn	5	8	13		
12.	My school gives me opportunities to do interesting things	8	15	1	1	
13.	My Educators are good educators	11	11	3		
14.	My educators care about me	13	9	3		

Parent's Survey: 12 completed surveys received.

	Statement	Ratings				
		5	4	3	2	1
1.	Child Side School is a welcoming school to children, families and visitors	12				
2.	We were provided with enough information about the school during the enrolment process	12				
3.	We are able to access information about the school approach and pedagogy (information packages, website) at point of need	12				
4.	We are supported as parents/guardians with relevant information about child development, developmental stages, childhood etc	11	1			
5.	We receive regular information and communication from school about day to day school housekeeping and school events etc	9	3			
6.	This school works with me to support my child's learning	10	2			
7.	Educators expect my child to do his or her best	11	1			
8.	Educators provide my child with useful feedback about his or her learning	9	2	1		
9.	Educators at this school treat children with dignity, respect and fairly	12				
10.	I can talk with my child's educators about any concerns	11	1			
11.	My child feels supported at this school	10	2			
12.	Children's behaviour is supported and guided at this school	11	1			
13.	My child benefits from being at this school	10	2			
14.	This school looks for ways to improve	9	2	1		
15.	This school takes parents' opinions seriously	10	2			
16.	Educators at this school help to motivate my child to learn	11	1			
17.	My child is making good progress at this school	9	2	1		
18.	My child's learning needs are being met at this school	8	4			
19.	Educator's at this school care about my child	11	1			
20.	My child's educators are good educators	9	2	1		
21.	My child is provided with a range of opportunities at this school	9	3			

22.	This school is well maintained and provides an environment to support learning	10	2			
23.	This school is well led.	10	2			
24.	This school fosters a strong sense of community	11	1			
25.	I am satisfied with the overall standard of education achieved at this school	8	4			
26.	I would recommend this school to others	9	3			

Staff Survey: 4 completed surveys received.

	Statement	Ratings				
		5	4	3	2	1
1.	Child Side School is a welcoming school to children, families and visitors	4				
2.	We were provided with enough information about the school during the employment process	3	1			
3.	We are able to access information about the school approach and pedagogy, policy etc at point of need	3	1			
4.	We are supported as staff with relevant information about child development, developmental stages, school approach and expectations etc	3	1			
5.	We receive regular information and communication from school about day to day school housekeeping and school events etc	4				
6.	Educators expect children to do their best at this school	4				
7.	Children at this school can talk to their educators about their concerns	4				
8.	Parents at this school can talk to educators about their concerns	3	1			
9.	Children's behaviour is guided and supported at this school	4				
10.	Children like being at this school	4				
11.	This school looks for ways to improve	4				
12.	This school takes staff opinions seriously	3	1			
13.	Educators at this school motivate students to learn	4				
14.	Children's learning needs are being met at this school	3	1			
15.	This school works with parents to support children's learning	3	1			
16.	I receive regular, useful feedback about my work at this school	2	2			
17.	Staff are well supported at this school	3	1			
18.	This school fosters a strong sense of community	4				
19.	This school is well led.	4				
20.	I am satisfied with the overall standard of education achieved at this school	4				
21.	I would recommend this school to others	4				
22.	Educators at this school are good educators	4				
23.	Educators at this school care about their children	4				

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'

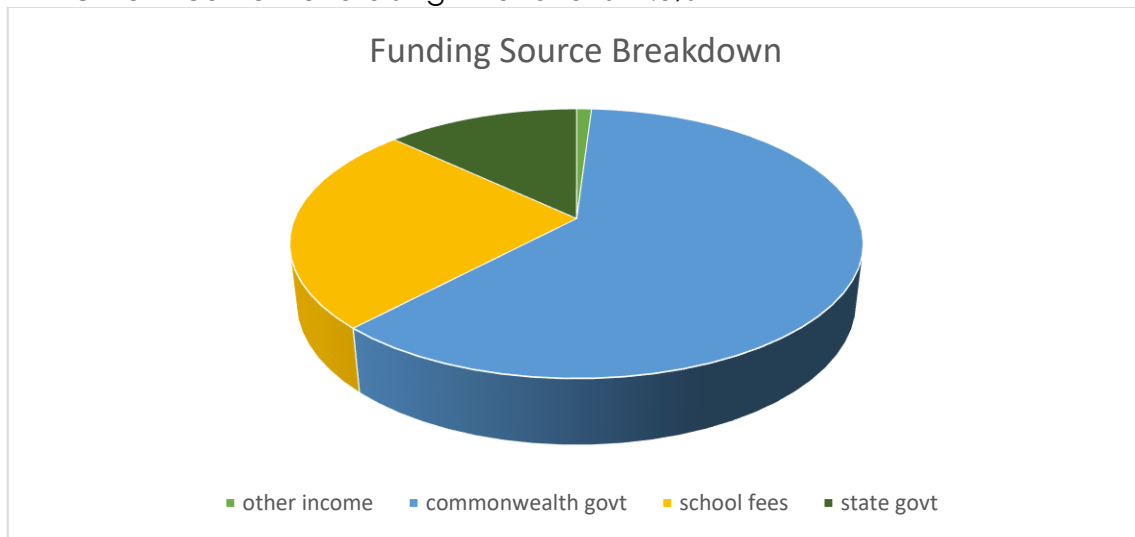
## Financial Report:

The Financial Statements for the year ended 31 December 2022 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 4 You Accounting and Taxation!

### Income Position:

Total income for 2022 was \$1,625, 811 with the following breakdown by funding sources

- Commonwealth Government Grants- 63 %
- School Fees – 24%
- State Government Grants- 11.5 %
- Other income- Fundraising +Donations- 1.5%



Total expenditure amounted to \$1,527,267 with the following breakdown:

- Salaries - \$898,968
- Professional Training - \$10,198
- Teaching Materials and consumables - \$67,674
- Building and grounds maintenance - \$118,561
- Depreciation - \$193,010
- General Operating Expenses - \$238,856

NETT SURPLUS FOR 2022 - \$98,545

### Balance Sheet Position:

- Total assets - \$3,318,864
- Total liabilities - \$856,874
- Net Assets - \$2,461,990

Report prepared by:

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