

Quality Standard of Education:

A Child Side child is considered to have access to a satisfactory standard of quality education when there is sufficient evidence that they:

- have daily access to a liveable, industrious, relatable and communicable child-friendly learning environment within a collegially supportive community
- have access to a responsible and relevant curriculum that builds their pro-social and pro-ecological behaviours along with the confidence to both protect and enable them in developmentally appropriate and developmentally relatable ways
- have multiple opportunities to experience authentic learning that cannot be left to chance around Caring for Country, Caring for Children and Caring for Community
- actively gain and demonstrate procedural knowledge through an authentic, relevant curriculum to enable them to connect, live, learn and work across many diverse contexts across their lifetimes
- have access to learning and working conditions and opportunities that support and challenge them, along their own personalised trajectory without harmful year level comparisons, to build competencies to become: confident and creative individuals, successful lifelong learners, active and informed members of the community
- have had access to procedural fairness, especially around the procedures around assessment and capacity building, and when learning to respond to conflict, concerns or grievances
- have opportunity to self-identify their strengths, interests, passions and have the opportunity to promote and expand these in our context
- have opportunity to self-advocate for any specific personalised needs achievable within a collegial community setting
- have opportunity to demonstrate adaptability and flexibility within diverse environments and daily working conditions
- have opportunity to seek timely support and solutions to navigate task expectations and criteria have access to continuity of relationships and continuity of learning how to develop reciprocal relationships
- can apply themselves with diligence and sustained effort to the protocols, processes and set tasks and experiences framed within a cohesive, constructive learning culture
- can learn and apply functional competencies in order to live sustainably within their means physically, emotionally, ecologically, financially and culturally both as children and as adults.