

2024 Annual Report

FOR THE 2024 SCHOOL YEAR



Purpose based learning through
3-WAY PARTICIPATION



Minds on



Hands on



Interactions With

The Australian Government requires the school to report on the following items as part of our accountability to them and the Child Side School Community.

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Contextual Information about Child Side School

Child Side School is an independent, co-education school registered for K-10-year levels in 2024. The school is organised into three clusters being the Early Childhood Cluster (ECC) Middle Childhood Cluster (MCC) and Young Adolescent Cluster (YAC). We are a 'small by design' independent school based in the rural location of Boyanup and have been in operation as a registered school since 2003. Originally, the school operated out of a house on 10 acres on loan from Iluka Resources Limited. In 2006 the school moved to the current location at 32 Armstrong Road Joshua Brook Boyanup on land which was gifted to the school by Iluka. The school commenced with 6 children and at the beginning of 2024 had an enrolment of 77 children across K-10. As a 'small by design' entity we operate with optimal numbers suited to our design and within our capacity to provide continuity and cohesion of learning across the 3 developmental phases of learning. Optimum Enrolment stability is our Forever Future goal, not growth for financial gain nor market driven need.



Child Side is intentionally 'different by design' with regards to our pedagogical approach and attention to the developmental phases of the developing child across K-10. Children are taught in multi-age groupings from K-10 across 3 clusters. Children can also attend Playgroup on site under the Child Side Purpose and Vision, which contributes to the school's ongoing and future viability as a feeder group for enrolments.

Historically children from Child Side have gone on to experience success at Manea Senior College, SEDA, Harvey Agricultural College, University, TAFE, employment and in wider areas of life such as world sporting arenas.

Child Side School is registered as 'The South West Learning Community Association Incorporated' as a 'not for profit' association and we trade as Child Side School with an associated playgroup. This means we have a legally binding Constitution and Objects of the school to follow and implement. Child Side School is governed by a Governing Council of members selected on the basis of skills required in order to effectively govern the Association. The responsibility of Governance is both legal and moral. The Council is also tasked with the collective role of being the Guardian of our unique purpose, design, learning culture and conditions whilst ensuring the fiscal viability and sustainability of the Association and the quality of the educational programme within our design.



Our Vision

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."

Objectives of our School

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.



Student Body Characteristics

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.

Governing Council Chair's Report



Review of 2024

Child Side Playgroup and School has been in operation for twenty-two years and 2024 marked our eighth year registered as a K – 10 School. Child Side continues to be regarded highly as a successful Independent School within the community of Boyanup, the greater Bunbury Region, and in the Independent small school's realm.

Enrolment and School Structure

We continued to maintain healthy numbers throughout the year and with 'Talk and Tours' booked months in advance, waiting lists for most cohorts continued. Enrolments for some families were unfortunately impacted by the economic stress and day to day cost of living, which did mean the loss of some families.

We had a total enrolment (PP- year 10) of 77 children with 5 children enrolled in the Kindy program.

The Young Adolescent Cluster (YAC) cohort operated with 18 children across years 7 to 10. All 5 YAC graduates sought year 11 and 12 placements within the Southwest and 3 were offered and accepted first round places at Manea Senior College in Bunbury and 2 accepted first round places at SEDA College WA.

Karron McDonald continued in the role as Playgroup Listener. 39 Families were enrolled with an average of between 12-25 children attending weekly. 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 2024.

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

We continued our affiliation with Manea Senior College with past Child Side Children continuing to be noticed and recognised for their contributions and achievements through the end-of-year Manea Graduation ceremony. Manea staff member Dave Crawford made several visits to Child Side in the second half of the year to speak with our YAC children about what Manea Senior College offers for year 11 and 12 students and be a transition touchstone for YACs moving on to Manea for the start of the 2025 school year. Child Side and Manea also engaged in a cultural exchange program resulting in the YAC water tank being painted by children from both schools representing the 6 Indigenous Seasons.

Our professional partnerships with AISWA and Big Picture Education Australia continued throughout 2024 providing valuable, professional support for School staff, School Leadership, and the Governing Council. AISWA professional learning and professional support was available with a renewed direction, particularly for School Boards. Child Side availed opportunities for professional learning opportunities at the school site, particularly in relation to Child Protection. Chris Massey, Executive Director along with 2 other AISWA Staff visited Child Side School mid-year to learn more about our operations, delivery and to tour the school site.

A number of Therapists returned to the school site this year providing therapy sessions for individual children in our therapy space and engaged through a memorandum of Understanding.

Child Side 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, Grounds, and Infrastructure

There continued to be a strategic focus on building infrastructure and maintenance throughout the year. The long-awaited construction of the extension of the Early Childhood Cluster (ECC) facility was started in term 2 and completed within budget and completed on time, before the end of the year in readiness for operation as at the start of the 2025 School year.

We self-funded approx. \$846,000 on the ECC extension and refurbishment building project with a 10% retainer to pay at end of a 12 month period. We also made a \$50,000 investment in new furniture and equipment across the school in 2024 which was finalised in early 2025. The amount of coordination, cooperation, investment and hard work necessary by staff, children and community members to see this project though should not be underestimated. The resulting facility is a testament to the confidence (hope) we all have in our school moving forward.

The planned ECC playground upgrade was started and by the end of 2024 was almost complete. This work will be completed in early 2025.

The Laundry facility continues to be fully operational and is a part of the Community Service Program.

The Kitchen Garden Project continued in 2024 through the Wednesday Program and cluster in place projects.



Governance

The GC continued to meet twice each term throughout 2024 with some meetings routinely being convened via TEAMS.

2024 marked the final year of the current Strategic Plan. Significant achievement was noted during the review of the plan tabled for GC consideration in November. A Community Survey was instigated in August with a view to provide feedback for the SWOT analysis which was tabled for GC consideration in September. This information along with the final plan review information assisted to establish the 2025-2029 Strategic Plan Investment Areas.

The South West Learning Community Association (SWLCA) AGM was convened on site in March.

GC membership remained stable with a new GC member Hannah Archer joining the Council at the 2024 AGM. Hannah brings significant skills and experience relevant to our strategic direction and, with strong alignment with, and understanding of, the Child Side ethos. While still a small group, the GC continued to operate meeting quorum and carrying out all required duties with a continued focus on risk mitigation and child protection across all decision making, policy development and review, and resourcing. Through purposeful recruiting, 2 new members joined the Council at the end of 2024 to start their term at the AGM In 2025. Our standing member Janine Lanigan as Finance Officer continues to support the work of Karron McDonald and the Finance Committee. Her ongoing assistance to the GC providing financial advice and support has been invaluable in continuing to develop finance knowledge and understanding.

The *Governing Council Charter and Resource File* available electronically via the school Sharepoint continued to provide a resource for all GC Members. As a working document, it continues to be reviewed, refined, and updated as required.

The knowledge and commitment to the fiduciary duties of GC members continue 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 of our responsibilities have become entrenched in the regular activity of all GC work.

The GC continued to involve themselves in ongoing professional learning with a view to build foundation knowledge and collective intelligence to support our common purpose and shared strategic goals. The regular and substantial *Education Reports* tabled and discussed at every GC meeting builds depth and breadth of information and enables access to keystone information over time.

Story Park entries continued to contextualise our education design and in turn the work of our educators and children. *Walk and Talk Tours*, assisted the GC to frame governance solutions and to understand relevant operational decisions and solutions.

AISWA professional development opportunities, continued to provide the GC with ongoing support. Significantly, a Child Protection session was conducted on-site in December with Karron McDonald and was further supported through the completion of the AISWA Child Protection module online. All required GC members completed this module. The AISWA *Registration and Compliance Newsletter* while reduced in production throughout 2024 still provided the GC with updates and critical information in regard to changes in legislation and registration requirements.

Complispace Newsletters and articles have been an integral resource for the GC to supplement our knowledge and understanding of broader education matters and has often provided a platform to consider our own practices and processes.

Community Building

2024 saw us continuing to rebuild community connection and capacity with community events being conducted throughout the year. Enterprise afternoons, the Easter Breakfast and the Christmas Spiral were very well attended.

School activities such as excursions, incursions, *Leaving School to Learn*, the Middle Childhood Cluster (MCC) and YAC Exhibitions, the YAC Shack Café and the Wednesday Program returned to full capacity albeit needing some necessary adjustments due in part to the HUB being used as the ECC learning area due to the ECC building renovation project.

Our annual Little Day Out did not occur in 2024 due to the ECC building project.

Our Parents and Friends (P&F) Committee continued very successful P&F activity and were convening regular meetings from early in the year. This new group, facilitated several fundraising activities in 2024. Funds were made through the Boyanup Farmers Markets set-up (this regular commitment ceased at the end of term one), Donnybrook Apple Festival Car Park Fundraiser, Bunnings Sausage Sizzle, Wood Raffle, Battery drive and cash for cans. The Battery Drive proved the most successful activity and raised \$3574.00. The P&F made a financial contribution of \$11780.28 toward ECC Playground rejuvenation project.

At the close of the 2024 school year the P&F account had accumulated a balance on hand of \$12,109.13. P&F purchases on behalf of the school also included graduation albums, school t-shirts and cutlery for engraving for the YAC Graduates. The P&F also invested \$263 in P&F assets in 2024.



Looking to 2025 and Beyond

Surprisingly longer-term impacts of the COVID Pandemic particularly in relation to ongoing sickness of Children and Staff, and difficulties still with sourcing resources and access to services and trades still impacted our work and service provision. Increasing costs especially of food and consumables continued to significantly impact our budget which meant adjustments across line items, all of which were manageable. 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 any uncertainties and other potential financial impacts, including rising costs.

School Infrastructure will continue to be an area of investment, with a focus on school grounds, including the planned undercover multisport court surface, the improvement and development of the MCC facilities as well as the further development of a pump track.

We trust that 2025 will be another 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. A continued focus for stronger Community cohesiveness and involvement and also succession planning for all levels of school leadership will potentially drive priorities in 2025 and beyond. The new strategic process has provided us all an opportunity for reflection and projection.

Our capacity as an organisation to be flexible and responsive has ensured we not only just operate but continue to innovate. Our ability to work beyond the day to day and commit to significant innovation which is reflected through our quality education programme within our unique curriculum design and learning culture.

I continue to be grateful for our systems, policy, practices, and procedures which have stood the test of time and am well aware that we need to maintain rigorous and critical review of all that we do with a view to staying relevant and compliant. 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.

On behalf of our Governing Council, I would like to thank Karron McDonald and Leonie O'Connell for their dedicated work and solid leadership. I also thank our School Staff, Governing Council Members and Families and Children who have continued to support the work of Child Side Playgroup and School.

I thank you all most sincerely for your ongoing commitment and belief in what we do.

Janine Morgan

Chair

Child Side Playgroup and School Governing Council

Lead Educator Report

Impact Features and Factors: 2024

We identified a number of explicit features and factors that had an impact upon the teaching and learning at Child Side over the year.

ECC Building Renovations

Adaptive Learning through Changing Environments: Moving the Early Childhood Cluster from the ECC building to the HUB, to enable upgrades to the ECC building, offered ECC children the opportunity to adapt to variances to their typical shape of day and access to the physical learning environment. This created an opportunity to build adaptive thinking whilst building personal tolerance and social intelligence as the children adjusted.

The whole school was involved in the move and re-setting of the physical environment, offering an authentic real-world experience to gain and demonstrate active citizenship, learning how to help out the ECC community without direct personal gain and showing children in real terms how to be resourceful and how to build systems knowledge procedurally. This move was a significant process that required adaptive, creative, committed and resourceful teaching and learning.

During the renovation process, the building process offered learning opportunities for the whole school to witness the steps and stages of physical transformation. It also brought into focus Compliance Thinking and ways to adapt and adjust safely when accessing the spaces surrounding the renovation site.

Leaving School to Learn (LS2L)

Adaptive Learning across external contexts: Frequent and varied TAFE Career Tasters for YACs offered CS a partnership with TAFE that, for the children, grew the understanding of the contexts and purposes of both workplaces and of the common competencies required for a wide variety of roles and responsibilities across all workplaces. This verified for our young people how we prepare them through real-world competency development is very necessary and aligned with the next steps for training and workplace engagement.

YAC LS2L opportunities such as TAFE Career Tasters and the Legacy excursion blocks to Cross-Fit and Volleyball, gave rise to real purpose-based competency development and application in different contexts, especially highlighting the need for Personal Competencies and commitment.



YAC educators used these as on-going opportunities to grow and demonstrate Personal Competencies (such as self-regulation, self-organisation, time-awareness, sensory-regulation...) as essential to the inherent requirements necessary to be an active citizen out and about in the world such as Behavioural and Emotional Stability, Relational Skills, Sensory Capacity and a reasonable level of Sustainable Participation. These were required to be demonstrated across the shape of week, (especially the Wednesday Citizenship Curriculum) and the Exhibitions of Learning process (before, during and after) and during times of pressure and stress as well as during familiar and routine experiences. This also continues to be an ongoing priority and the articulation and direct investment in teaching the positive long-term impact of competencies is our outstanding point of difference and the impact is frequently noted by visitors and TAFE lecturers and work placement staff.

Year 10 Differentiation: The Art of Adapting

Continuity and Cohesion of Adaptive Learning in the final year of Child Side: The implementation and articulation of the Year 10 Differentiation process proved beneficial for long-term families who had Year 9 children seeking different opportunities beyond our school for Year 10. The process enabled the educators to be accessed as the MEO and MKO (More Experienced and More Knowledgeable Others) and to reframe ourselves as a reliable and trusted resource rather than families trying to make short term decisions only based upon adolescent desire for change and difference or upon 'hearsay' from general experiences and perceptions of others not in the education business. This is an ongoing priority for us to maintain continuity and cohesion across K-10 and highlighting Year 10 at Child Side as desirable, viable and impactful.

The Year 10 Differentiation process at Child Side offers Year 10 learners, who have completed Years 7 – 9 at CS with solid attendance, to have curriculum and competency opportunities to work with their educators and the Leadership team to develop personalised action plans and specific learning experiences that align with developing their future pathways prospects. The intent of these action plans successfully helped prospective Year 10 learners and families to consider and explore options beyond Year 10 whilst completing their final year at Child Side.

Attendance

Continuity and Cohesion of regular attendance: The tracking of consistent attendance was tracked across the whole school with trends and patterns analysed by the Leadership Team and Continuity and Cohesion Educators. The impact of irregular attendance was highlighted in both mid-year and end-of-year Learner Profiles and specific details were communicated in the YAC end-of-year Learner Profile regarding days missed and curriculum opportunity lost or reduced. Consistent attendance was a defining factor in children's competency development and gains across their confidence and motivation. Irregular attendance had a direct impact upon children's sense of connection and purpose, which then influences their capacity for well-being and commitment to learning. Family commitment to consistent attendance was highlighted as the highest priority as they have the most influence over attendance.

The positive impact of attendance was communicated in many ways with parents, children, and our Governing Council which led to the development of many Information Reference booklets, highlighting the impact of family commitment. The emphasis on regular attendance will be an ongoing communication priority as it impacts upon every aspect of teaching and learning, as well as potentially our funding levels and capacity to operate within our design, purpose and context. We acknowledge that fluctuating levels of regular attendance and families' active commitment to learning at school are significant challenges for schools nationwide.

Design Boundaries

Communication of teaching and learning impact of our Design Boundaries: Articulating our Design Boundaries and keeping the teaching and learning impact of our design visible to families and children, was very beneficial in terms of helping children consistently participate in design features such as exhibitions, the Wednesday Citizen Scientist programme, Leaving School to Learn (LS2L) excursions, participating in our Heart Health and SEPEP shapes of the day, week and term. If children were absent from key design and assessment features, such as Exhibitions of Learning, then reasonable expectations were expressed to families around finding adaptive ways for their child to still connect and contribute.

3-Way Participation

Communication of our core education strategy: The articulation and focus on our educational strategy of 3-way Participation through 'minds-on', hands-on' and 'interactions-with', had high impact in terms of changing children's perceptions of the curriculum value of the functional shapes of day such as: preparing and eating food together (Social and Relationship Competencies), daily restoration of the learning resources including doing the laundry (Systems Thinking), using concrete manipulatives for Maths (Technical Competencies), SEPEP, ROMWOD, Heart Health (Knowledge and Technical competencies), Learning to Lead own current and future pathways and how to lead a task (Personal, Communication, Knowledge, Social and Relationship Competencies), transitions between shapes of day (Personal Competencies especially self-regulation and consideration for the needs of others)...

Purpose based learning through 3-WAY PARTICIPATION



Minds on Intellectually

KNOWLEDGE
THINKING
TECHNICAL
ETHICAL COMPETENCIES
LITERACY
NUMERACY
GROWTH MINDSETS



Hands on Practical/Technical

TECHNICAL
PHYSICAL
ACTIVE
PRODUCTIVE
SKILLS
WELL-BEING



Interactions With Collaboration/Communication

COMMUNICATION
PERSONAL
SOCIAL AND RELATIONSHIP
PROTECTIVE BEHAVIOUR
COMPETENCIES WITHIN THE
CHILD SIDE LEARNING
CULTURE
OUR MACRO/WHAT WE
VALUE

Purpose-Based Learning

Communication of Teaching and Learning Intent and Implementation: In 2024 we continued to shape and frame our shared language around specific learning intent terminology, emphasizing that Child Side pedagogy values Purpose-based Learning through real-world experience and references to keep school relatable and impactful. The language around Purpose-Based learning helped reframe children's and families' perceptions around the value of how and why children participate in 3-ways (intellectually/academically, practically/technically and actively interacting and communicating) rather than just because of curriculum intent.

Social Cohesion and Collective Well-Being

Communication of the value and emphasis of social cohesion and collective wellbeing on teaching and learning: We articulated the benefit of all of the investments made (including the significant investment of time) to build and maintain Social Cohesion and Collective Well-Being as we made visible our 3 pillars of Caring for Children, Caring for Community and Caring for Country. The impact of our teaching and learning programme on social cohesion was evident across cluster support from families and children during our family Enterprise Market Stalls, termly Exhibitions of Learning, Child Side rituals and traditions such as Fire-Twirling, Cycle Skill Programme and the Christmas Spiral.

2024 Education Requirements

Our curriculum audits and NQS audits (National Quality Standards) relating to our Quality Continuity and Cohesion Plan continued to collectively harvest integrated evidence of effective, impactful teaching and learning.

Design Impact

Our Teaching and Learning Design features enabled us to continuously and cohesively collect observations, data and stories then analyse and respond to these in a time sensitive manner enabling real impact to both individual and cluster-based learning progressions, well-being and confidence.

Our teaching and learning communication practices continued to be enhanced by our weekly staff dialogues, daily educator morning meetings, termly school development days, frequent family interactions and quickly accessible LTDs- Learning Team Debriefs with families, as well as the School Information Reference Booklets available in digital and hard copy forms. Our Competency Curriculum Interdisciplinary Fusion Framework underpinned our discussions and framed our observations using our common whole school language, especially around our educational strategy, purpose-based learning, termly exhibitions of learning and integrating meaningful data analysis from twice yearly individual learner profiles, NAPLAN, OLNA, assessment and diagnostic reports from external professionals.

NAPLAN and OLNAs process and results were contextualised for individuals, and this was communicated to their families. 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 due to the developmentally incompatible nature of the testing design which inevitably impacts the results, especially in Year 3 and 5. The narrow focus of these tests and the considerable lag time between testing and results is always viewed within all of the rich, continuous collection of observational evidence enabled through our design.

Learning Analysis Impact Summary

Across all clusters, children who were making expected year-level achievement standard progressions worked with increased confidence and capacity, across increasingly complex and unfamiliar contexts.

Children not meeting year-level achievement progressions were attributed to:

- Developmental maturity factors
- Fluctuations in mindsets and wellness developmentally related to adolescence or changes in family/personal circumstances
- Attendance levels (current and prior terms or at their prior schools), including being regularly late to school, missing access to daily accuracy and fluency sessions, leading to gaps in fundamental knowledge and technical competencies
- Lower levels of experiential engagement and/or capacity to attend and retain
- Learner variance due to imputed or diagnosed neurodiversity, especially around individual capacity to focus attention and retain procedural or relevant information is either/both short- and long-term working memory

Design Impact on Individual Learning Progressions:

Our use of a spiral curriculum approach and the UDL (Universal Design for Learning) principles and practices both have high impact, enabling individual children to participate in their own learning at their own pace and to grow and maintain levels of confidence, motivation and a sense of relatability to their daily work.

Our Teaching and Learning Design impacts long-term outcomes and again in 2024 all of our graduating Year 10s accessed their first-choice post-Child Side destinations. Our past students continue to be noticed for achievements that can be attributed to their individual confidence, sense of well-being and their commitment to their own learning pathways.

Educator Standards and Qualifications

All Educators employed at Child Side School in 2024:

- 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
- Early Childhood Teaching Equivalent
- Bachelor of arts (film)
- Diploma in Education
- Bachelor of Primary Education
- Bachelor of Arts (Early Childhood Education)
- Diploma in Montessori
- Associate Diploma in Marketing

Work force composition

Senior Educator/ Co-Principal (ECC and across clusters) x1

ECC & Cluster Educators x 2.6

MCC Cluster Educators x 2

YAC Cluster Educators x 2

School Business Manager/Administrator/Co-Principal x1

Office Assistant x 1.2

Education Assistants x 1.6

Professional development attended by staff in 2024

TERM 1

- SDD's (January) Whole staff induction and orientation - 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, First Aide requirements, Risk Management and WHS, communication processes, collegiate development and support processes, Guiding Children's Behaviour. 2024 school structure.
- Karron McDonald completed 2024 SCSA NAPLAN Preparation webinar on 13th February.
- Karron McDonald completed 2024 SCSA Principal NAPLAN training on 14th February.
- Karron McDonald completed 2024 SCSA Technical Readiness NAPLAN training on 14th February.
- Karron McDonald completed 2024 SCSA NAPLAN Co-ordinator Training on 14th February.
- Courtney Delaporte completed 2024 SCSA NAPLAN Co-ordinator Training on 22 February.
- Courtney Delaporte completed 2024 SCSA NAPLAN Tech Ready Training on 23 February.
- Lisa Seewraj completed 2024 SCSA NAPLAN Administrator Training on 26 February.
- SDD 1st March: All staff working with Dr Marie Martin focusing on deepening understanding and use of Child Side purpose and language around: Our Investment Framework, The Capacity Adaptability Plan and Micro "discrepancies" relating to our culture.

TERM 2

- Courtney Delaporte completed St John's first aid training on Tuesday 16th April.
- Karron McDonald completed AEDC tutorials on 1 May 2024.
- Grant Lamont (GC Member) completed 2 days of training in Governance Foundation for NFP Directors on 6th and 7th May.
- Anitra Woodcock completed the AEDC teacher training on 9th May.
- Clair Bedford Completed Sport-related Concussion Short Course on 8th May through Connectivity Traumatic Brain Injury Australia.
- SDD's with Marie Martin focusing on: Jolly Phonics-shared language, Revisit Guiding Children's Behaviours in terms of being very explicit, Universal Thinking framework/Structured Learning modules, Shared Language for Learning, Reframe the barriers to learning- consider individuals, Explore Social Kung Fu.
- Whole staff PD with Nigel Briggs (Industrial Relations Consultant) from AISWA focusing on Professional Boundaries, Grooming Behaviours, Mandatory reporting, Reportable Conduct Scheme. (Staff present: Natalya Dobias, Clair Bedford, Shell Figon, Courtney Delaporte, Janine Morgan, Sandy Scordilis, Lisa Seewraj, Leonie O'Connell, Sarah Neale, Rhiannon English, Karron McDonald. Absent Anitra Woodcock who will view power point read relevant policies have a conversation with Karron and write reflective notes to give in to Karron).

TERM 3

- Clair Bedford completed the Royal Life Saving Society WA resuscitation requalification on the 9th July
- SDDs with Dr Marie Marting focusing on How to harness the power of capacity in terms of children and in terms of school. What do both need and what can both give? What do we each do to have impact as a place of community? Discussed successful learning indicators across shapes of day in reference to school as a place of community: Give examples of how we support children to be successful on Wednesdays. Shared successful capacity building implementation examples across clusters: Einstein first, Writers Block examples, Where in the world greetings, Wednesday intent, implementation, impact examples, YACs L2L- Learning to Lead, Benefits of Concrete math materials: bead string. Viewed a number of hands-on math viewing resources. Worked with the Question Matrix model.
- Kirsty Papalia (GC Member) completed CEWA Child Protection Procedures and Mandatory Reporting Training and Work Health and Safety for Schools Training on 23 August.
- Leonie O'Connell, Janine Morgan and Karron McDonald attended AISWA southwest workshop on 23rd August which focused on:
 - *Overview of state and national issues
 - *AISWA strategic plan implementation update
 - *Feedback opportunity with school leaders
 - *Introduction to new Directorate Structure at AISWA: School Services and Programs overview, Curriculum and Pedagogy overview, Business Development and Communications.
 - *Governance and Registration
 - *Legal Pitfalls
 - *Inclusive Education Landscape
 - *School Finances and Funding Model
- Kirsty Papalia (GC Member) completed the AISWA online 'Governance Essentials' training including the 3 modules: Board Member Basics, Working as a Board and Board Responsibilities and Practice from the 6th September to the 9th September.
- Kirsty Papalia (GC Member) completed 2 hours of PL with the Student Wellbeing Hub on the 13th September completing the Interception and Self-regulation module.

TERM 4

- Karron McDonald completed the AISWA online 'AI for Business Managers' PL with Simon Fittock as well as the terms Business Managers Meeting with an update from Nigel Briggs on Industrial Issues from 9am – 11.30am on Tuesday 8th October.
- On the 9th October during staff dialogue all staff present went through the Accident and Incident Policy with Karron McDonald and had a refresher in using the Epi-pens, asthma protocol, defibrillator location and uploading of First Responder app to phones, reviewed the Medical Plans and discussed processes and protocols for responding to accidents and sick children. The session was recorded and uploaded to the S drive for staff who were not present to watch.

- Janine Morgan (GC Chair) attended the AISWA AEIDC PD day for GC Chairs on the 1st November.
- Karron McDonald attended the Western Australian Collegiate Schools Group meeting at Rockingham Montessori School at the Port Kennedy early Childhood Campus on the 4th November from 12noon – 3pm.
- Brody Russell (GC member) completed AISWA online learning module – Child Abuse Reporting including Mandatory Reporting on the 5th November.
- Rachel Headland (GC member) completed AISWA online learning module – Child Abuse Reporting including Mandatory Reporting on the 6th November.
- Anitra Woodcock completed 2025 SCSA Technical Readiness NAPLAN training on 20th November.
- Kirsty Papalia (GC Member) completed PL with School Curriculum and Standards Authority on Sat 9th November 2024 from 9am - 2pm titled 'Pre Marking Meeting and Marking Key Ratification for 2024 Plant Production Systems ATAR exam'.

Student attendance

Year 1- 81.1%	Year 6- 89.7%
Year 2- 83.4%	Year 7- 89.7%
Year 3- 88.1%	Year 8- 82.6%
Year 4- 85.6%	Year 9- 83.1%
Year 5- 88.9%	Year 10- 85.1%

Whole School – 85.73%

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.

Parents are required to notify the school on the morning their child is absent via phone, text, email and through the communication app. If parents know ahead of time that their child will be absent for appointments, funerals etc they need to submit an absentee form in the school communication app. Any concerns about unexplained attendance are communicated to relevant parents by the Administrator or Senior Educator.



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.

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 and 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 the point of need and more frequently to 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 entries, reading School Stream (school communication app), 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 and P and F fundraisers and are more likely to see and value the long term Bigger Picture.

A community survey was also issued to the 3 sectors of the school community comprising of Parents, Staff and Children (in YAC) in 2024 to gather information for a SWOT analysis to inform the development of the new Strategic Investment map for 2025 to 2029.

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'



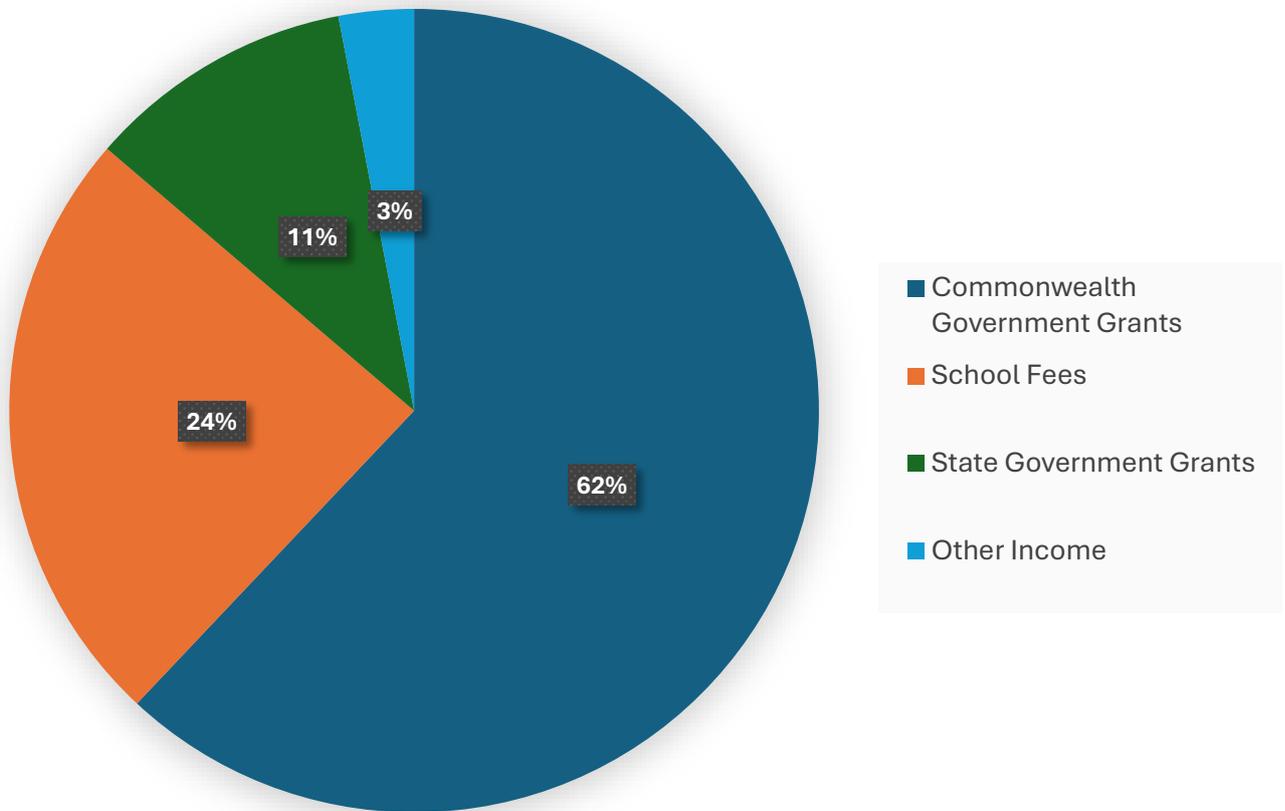
Financial Report

The Financial Statements for the year ended 31 December 2024 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 Rosefeld Kant Business Accountants.

Income Position

Total income for 2024 was \$1,832,291 with the following breakdown by funding sources

- Commonwealth Government Grants- 62 %
- School Fees – 24.3%
- State Government Grants- 10.7 %
- Other income- Fundraising +Donations- 3%

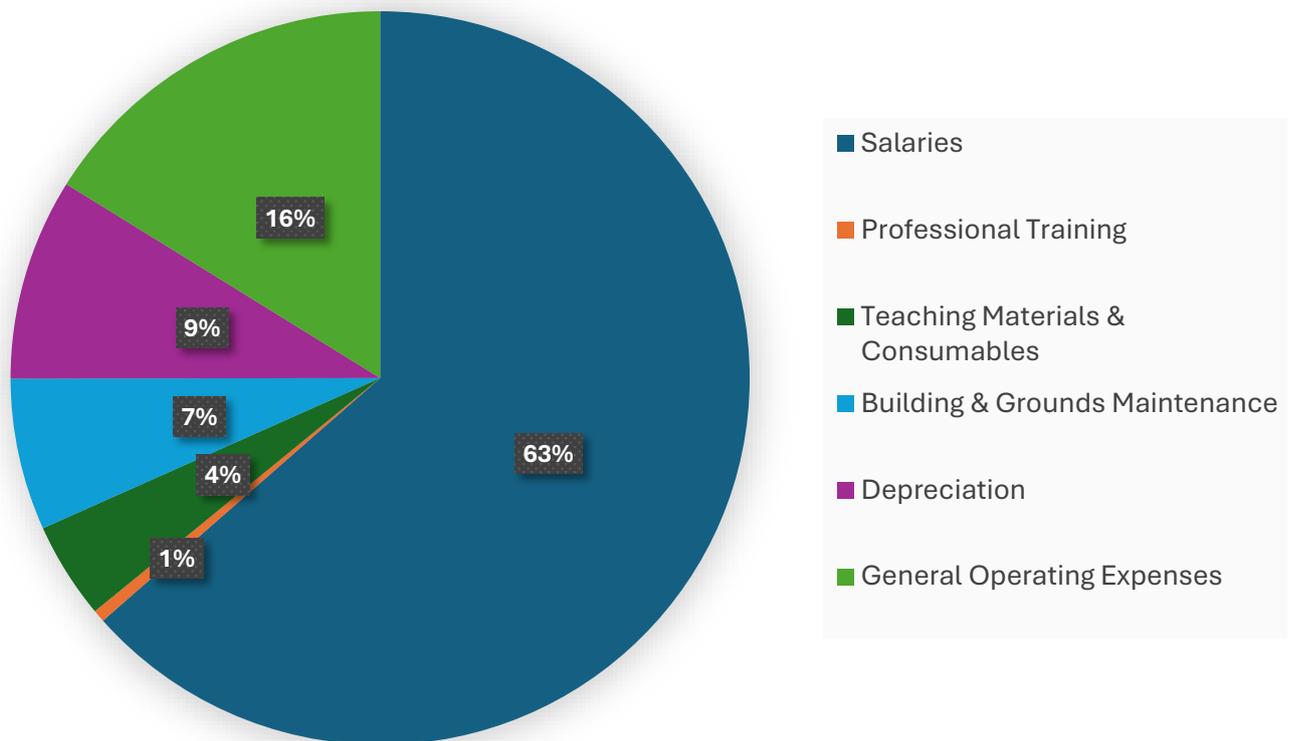


Expenditure

Total expenditure amounted to \$1,710,965 with the following breakdown:

- Salaries - \$1,084,590
- Professional Training - \$9,162
- Teaching Materials and consumables - \$72,646
- Building and grounds maintenance - \$114,303
- Depreciation - \$151,851
- General Operating Expenses - \$278,413

NETT SURPLUS FOR 2024 - \$121,326



Balance Sheet Position

- Total assets - \$3,293,284
- Total liabilities - \$721,444
- Net Assets - \$2,571,840

Report prepared by:

Leonie O'Connell and *Karron McDonald*

in our shared management role.