

CHILD SIDE PLAYGROUP AND SCHOOL FOLLOWS
CHILD PROTECTION AND PROTECTIVE BEHAVIOUR
PROCESSES. WE COLLECTIVELY SUPPORT A
HEALTHY PSYCHOSOCIAL TEACHING AND
LEARNING ENVIRONMENT.

An aerial photograph of the Child Side Playgroup and School campus. The campus features several modern, single-story buildings with light-colored roofs and walls, surrounded by lush green lawns and mature trees. A parking lot with several cars is visible in the foreground. The background shows a dense forest and a body of water. The image is framed by a blue diagonal banner at the bottom and a white diagonal banner at the top right.

take a walk on the
Child Side
Playgroup and School

Purpose based learning through
3-WAY PARTICIPATION

School Information Reference Booklet

enquiries@childdeschool.wa.edu.au

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www.childdeschool.wa.edu.au

WHY CHILD SIDE HAS A HIGH STAFF TO CHILD RATIO AND WHY WE CHAMPION THE 3-WAY PARTICIPATION APPROACH TO LEARNING



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



Author and psychotherapist Steve Biddulph:

"A total reliance on screen based, on-line learning can be called 'opportunity cost' because screen learning takes away from [the] conversation, more active physical interactions and the multi-sensory nature of the real world."

In a nutshell, the way humans were evolved to live was in and around the real physical world, in small groups with lots of learning to cooperate and this creates peak intelligence and brain growth.

Storytelling, through daily interactions and shared stories, whether oral or with pictures, builds visualisation, imagination and also creates closeness and connection.

Conversation really matters because it grows the brain, and builds ability in relationships for later life. It is really the engine of intelligence.

He said screens entertained and enabled users to have instant access to information but rarely developed the user in meaningful ways.



TABLE OF CONTENTS

Page 4 - General Information
Page 5 - Attendance Commitment
Page 8 - Communication
Page 13 - Protective Behaviours
Page 15 - Fees and Data Collection
Page 16 - Design Boundaries
Page 17 - Transparency & Accountability
Page 18 - Safety, Health, Hygiene and Nutrition
Page 23 - Dress Requirements
Page 24 - Governing Council
Page 26 - The Inconvenient Truth - The impact of puberty of adolescent identity & participation
Page 27 - Family Commitment
Page 29 - Mental Health
Page 30 - Shared Child Side Traditions & Rituals
Page 33 - Child Side Design Features - Internships, Legacy & Impact Projects
Page 38 - Spiral Curriculum
Page 39 - Structure of the School
Page 40 - K - 10 by design
Page 41 - SCSA Guiding Principles - WA Curriculum K - 10 Values
Page 42 - The Curriculum of Citizenship - Wednesday Curriculum Intent and Impact
Page 49 - Wednesdays make visible our decades of difference by design
Page 50 - Parents & Friends - Care as a Community
Page 51 - Playgroup

*Education is
Everyone's Business*



GENERAL INFORMATION

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CC= Continuity & Cohesion

School Dates & Times

Child Side has a four term school year. Please see the uEducateUs Diary for important dates and read weekly Newsletter for any updates.

Our School Days

PP - Y10

Monday, Tuesday, Thursday Friday

8:50am - 3:10pm

Wednesday

8:50am - 2:00pm

(Early Close for Educator Dialogue & to enable children to attend swimming, music, or health check up appointments.)

Kindy

Semester 1 - Tuesday & Fridays

8:50am - 3:10pm

Semester 2 - Tuesday, Thursday & Fridays

8:50am - 3:10pm

Attendance requires commitment from families and helps children value the consistency and cohesion of routine and relationships within their work and their community.

School Development Days are held each term usually at the **end of week 5**. These days are set aside for staff to work on different aspects of school planning, auditing and for children and families to take a mini-break and to catch-up on work.

**PLEASE KEEP YOUR CONTACT DETAILS
UP TO DATE BY SUBMITTING THE FORM
ON SCHOOL STREAM!**



ATTENDANCE COMMITMENT

Child Side School intentionally structures the shape of the day to allow for children to settle in and begin the daily rhythm during the morning work session. It is essential for families to arrive on time each day as children often find it harder to connect socially and intellectually for the day if they always arrive late. Children miss valuable numeracy and literacy practice sessions building both fluency and accuracy. There is a noticeable impact on children's confidence and motivation when they arrive late and the impact flows onto their literacy and numeracy fluency when they use these in other tasks. Skill and Knowledge gaps appear over the long term when children are routinely late.

If your child arrives late (any time after 9am) or leaves early parents must sign them in or out in the "sign in/out" book in the office. This is a government compliance requirement.

Please let your child's CC educator know if you will be late due to appointments or unforeseen circumstances.

School Times

Monday, Tuesday, Thursday, Friday
8:50am - 3:10pm
Wednesday
8:50am - 2:00pm



Term	PP - 10 Start Date	Kindy Start Date	Children End Date
Term 1	Wednesday 5th Feb 2025	Friday 7th Feb 2025	Friday 11th April 2025
Term 2	Monday 28th April 2025	Tuesday 29th April 2025	Friday 4th July 2025
Term 3	Monday 21st July 2025	Tuesday 22nd July 2025	Friday 26th Sept 2025
Term 4	Monday 13th Oct 2025	Tuesday 14th Oct 2025	Thursday 18th Dec2025



Children have close to 14 weeks per school year (holidays, Staff Development Days and public holidays) plus 2pm early close every Wednesday to enable time for family regular wellness/health check ups, family events and down-time. School terms are locked in and our design is built around this.

WHEN YOUR CHILD IS ABSENT ON THE DAY ILLNESS/APPOINTMENT

1



2

Text school administrator on
0410 646 542

Complete an absentee form on uEducateUs

WHEN YOUR CHILD WILL ABSENT FOR MULTIPLE DAYS (PLANNED APPOINTMENTS ETC)

1



2

Let your child's CC Educator know

Complete an absentee form on uEducateUs

All school-aged children in the compulsory years of schooling (pre-primary+) require (by the government) a written note explaining their absence on those specific dates. It is a school regulation requirement for the school to follow processes for high levels of unexplained absenteeism including those that do not comply with the act.* The school is required to keep a daily attendance roll and submit attendance data to the government.

*See GC information on page 22.

IMPACT OF LATE ATTENDANCE

Children who are regularly late miss a vital shape of day in the mornings. Morning Work sessions, across all clusters, are designed to build fluency and confidence with the building blocks of Literacy and Numeracy through practice. ECC children are learning to become literate and numerate whilst MCC and YAC are using their literacy and numeracy competencies to learn, and still need ongoing practice across different contexts. The Impact of lateness is both short term and long term. Learning becomes more complex as literacy and numeracy competencies progress, and without regular practice, children can quickly develop gaps in knowledge and technical skills, leading to reduced capacity to participate and impacting other learning across all areas. It also significantly impacts upon motivation.

EARLY ARRIVALS

Please note that staff are only on-site at 8:30am to have pre-start daily Educator dialogue. Children must be supervised by families before 8:50am or have a prior arrangement for occasional early drop off.

CONSISTENT ATTENDANCE

Continuity and Cohesion of learning and relationships is a key design boundary at Child Side. Consistent attendance (including arriving on time and participating across the whole shape of day, week and term) is a critical success factor for children to gain benefit from our design and culture and to learn the value of community. School is the workplace of children, and families show the value they place on school by ensuring their children attend school every day, even when school inevitably over or underwhelms them, especially through the emotional turbulence of adolescence. Ensuring children attend school and arrive on time is wholly a family responsibility. School has no influence or currency around attendance levels, even though attending school (or alternative robust home-schooling programme) is a legislative requirement.

ATTENDANCE CONSIDERATIONS

We do acknowledge that the expectations on very young children, especially across 3 to 6 year-olds (K-Year 1), to attend a full day/week of school are enormous and can have impact on long-term motivation and well-being. Society/government regulations tend not to recognise the potential short and long-term fatigue aspect as even Day Care, including for infants, is an integral expectation of modern society.

Day Care is however, designed to service the needs of family obligations outside of the home whereas our school is designed to meet the learning needs of children (within the legislative obligations we are bound to keep as a registered place of education). Day/Holiday Care operates within a framework around family needs which means consistency and cohesion of learning and relationships do not have the same impact as it does when children start attending school. Missing days or hours across the week and term in a Day/Holiday Care has no impact because the intent/purpose, design and responsibilities are totally different to a school. This distinguisher is sometimes hard for families and children to understand.

Missing school and particular shapes of the week, such as Wednesdays, or the term such as exhibitions/start or end of each term (where educators and clusters collaborate on lunch menus, groups, Big Idea investigations etc) has noticeable longer-term impact on connection and care for each other and investment in effort to participate. Everyone matters and the absence of children does impact upon the organisation and workload for others, especially in our 'small-by-design' clusters. It also significantly impacts upon our assessment design when children miss exhibitions, including the reflective process which occurs during the following days. We do ask families to consider the impact on their own workplaces, homes or clubs when rates and levels of attendance participation are down.

PATTERNS OF ABSENCE

We do track patterns of absence to try and determine what individualised barriers children and families are experiencing resulting in a reduction of their attendance and participation levels. Children have 12 weeks holiday each year plus 8 additional days when staff have School Development Days, plus a number of public holidays which fall outside of gazetted holidays, so we do know that all children do have adequate down time to regenerate and plenty of opportunity to go away on holiday or hang out together with their families.

Our Child Side design and learning culture enable children and adolescence to have their developmental needs considered reducing the need for any additional rest or wellness days. We intentionally schedule early-close every Wednesdays to enable families to participate in extra-curricular activities (such as swimming or music lessons) or schedule appointments/therapies where logistically feasible. Our School Development Days are scheduled midterm, so children and families have a 4 day break together every term to plan a mini-getaway or additional quality time together. All of these dates are communicated for the whole year so that families have plenty of time to plan and organise.

Schools locally, nationally and globally are acknowledging the increased levels of absences across all year levels and sectors (Public, Catholic and Independent) and the undervaluing of the long term impact schools can have (beyond the perception of “baby-sitting”) contributing towards the health, well-being and active and informed citizenship of each generation. Our school is the change we want to see in the world.

SCHOOL AND COMMUNITY RESILIENCE

Children will build up their physical, sensory and social tolerance levels and become incrementally less sensitive and less distractable over time, learning to self-regulate in a vibrant dynamic community environment, very different from home or traditional schooling models. Our decades of difference by design enables us to share these observations.

All children will naturally experience a level of fatigue after school. This is a natural state that indicates they have fully participated across the shape of the day. Staff are exhausted too. Working with a community of children and families is demanding on a physical, relationship, decision-making, intellectual, emotional level for every one of every age and stage.

Returning to school after the holidays does take time to adjust to returning to working in a community with an educational agenda. Typically transitioning between clusters (Year 4 and Year 7), starting Kindergarten, experiencing puberty (especially in Year 9) and potentially the last semester of Year 10 (when adolescents are looking ahead to the unknown of their next placement) are additionally demanding times for children and adolescents (and staff who care for them).

VALUE OF FAMILY DROP OFF AND PICK UP

It is an intentional design feature to have families pick up and drop off children to

- Enable morning work participation together with their child.
- Enable social networks to form between families
- Enable information exchange between CC Educators and Families.

Families may be eligible for a State Bus Conveyance Allowance refund each term. See Admin Assistant for details. Attendance impacts on this allowance. The allowance from the State Government contributes to family travel costs and our attendance data is used to verify this claim.



Refer to Communication Procedure for more information

COMMUNICATION

Communication is an enormous part of how we participate and interact as a collective community. It is also one of the Competency Clusters that underpins all of the children's learning across the whole curriculum. At Child Side we use multiple platforms and forms of communication to share information, so that we build and use a shared language to enable us all to Care for Children and to connect as a community within school registration requirements. Knowledge about how children learn and keeping up to date with the changing face of education (including Y11, Y12 and Tertiary) is a family commitment.



uEducateUs

- General "house keeping" updates
- Calendar with Important Dates
- Weekly newsletter messages
- Emergency/Important Information

Please contact Administration if you have difficulty accessing uEducateUs. Notifications must be set in the phones settings.

- Absentee Notices & Attendance
- Ls2L Permission forms for excursions



Educators share photos and examples about the learning that happens across different shapes of the day and week. Continuity and Cohesion educators provide evidence of our pedagogy (how and why we teach the way we do) and upskill and update families as our educational partners- 'Education is Everyone's Business'. Story parks build a shared language for learning, enabling families to participate.

Stories are designed as an intellectual 'minds-on' insight for families to convey the collective learning experiences and curriculum opportunities of each cluster and to provide evidence of our quality education provision. (NQS National Quality Standards: Quality Area 1). Stories show the impact of 'hands-on' and 'interactions-with' participation across each shape of the day in context with intellectual and academic 'minds-on' learning, as children inevitably lack the motivation after school to engage in complex discussions about their daily routines with families.

Child Side changes how children learn complex content and competencies, considering their developmental perspectives. Our design and ways of working are significantly different from other schools as we focus on long-term transformation, impacting way beyond the school years. Story Parks enable families to see, hear and connect our 'walk' with our 'talk'. Our way of teaching is significantly different to how most parents and care-givers experienced their own schooling so Story Park offers valuable insights and reassurance around curriculum and purpose provision.

They are also part of our visible curriculum collection used for auditing and planning purposes. Story Park is our accountability platform to demonstrate to our Governing Council, invited guests and the Registration Renewal Panel that we are meeting our obligations as a school, specifically around the NQS Quality Area 1- Educational programme and practice, Quality Area 2- Children's Health, Well-Being and Safety, Quality Area 3- Physical Environments, QA 4 -Staffing Arrangements and QA 5- Relationships with Children.

Story Parks in themselves are evidence of communication to enable QA 6-Collaborative Partnerships with Families and Communities AND QA 7- Governance and Leadership as these groups form our Story Park readership



Minds On Adult Academic Participation

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership

LEARNING TEAM DEBRIEFS (LTD)

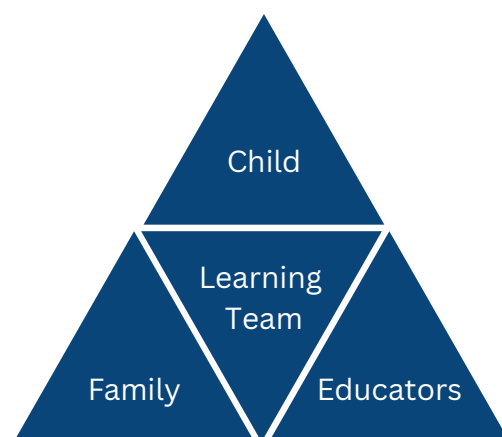
Adult “Interactions-with” participation



The Continuity Educators and Leadership are available on various afternoons to debrief together with the family about their child’s learning and progress or with any queries, concerns or interests they may have about THEIR OWN child’s educational journey, in particular any health and well-being insights.

Appointments are necessary. Families have a wealth of information and many significant insights into their own child which, when combined with educator observations and professional insights to the child’s development and capacity to learn and respond in a group setting, potentially leads to improved working and learning conditions for the child within our Design Boundaries.

This information exchange is especially important during Kindergarten, transitions into the next cluster, YACs preparing pathways beyond Child Side after Year 10, any changed family circumstances that may impact health, well-being, confidence and motivation and during early adolescence when children change dramatically in very visible and invisible ways, including their perspectives and mindsets. This typically can be very unsettling for families, especially when motivation to participate and capacity to focus and care is greatly diminished whilst these transformations are occurring in our young adolescents’ bodies, brains and hearts. Our education team can provide some reassurance.



Please trust our professional knowledge and experience rather than “heresy” from others not in the business of education.

COMMUNITY NEWSLETTER

Published each Monday afternoon on uEducateUs and Facebook with:

- Upcoming Important Dates & Events
- Notes about social gatherings
- Notices of policy changes
- Information on what is happening around the school
- Health and wellbeing information

INFORMATION EXCHANGE

The Continuity and Cohesion CC Educators from each cluster can be accessed before/after school if required to exchange information. Please seek them out or send a text. CC educators can be phoned if the matter or clarification you are seeking is more complicated than a text. Morning Work/Independent Work Time is scheduled at the start of each day so that families can interact with CC educators before meeting times. In the absence of the CC educator the assigned Core educator (typically the cluster’s Companion educator) can be contacted.



URGENT CONCERNS

The Leadership team and CC educators need to be contacted face-to-face or via text or a call. Please feel reassured that we, as professionals and as parents ourselves, understand that anxieties can grow bigger if left unattended for too long and that families only get one piece of the puzzle from their child's perspective.

We need to know, as the first point of call in your child's 'village', what has occurred. We will hear your concerns (and they will be documented, if significant) and focus on solution-seeking together. Please understand that solutions take time, understanding and concerted effort to gather further information and pieces of the puzzle on behalf of all parties concerned. Processes will be followed, and we have professional support agencies to advise us (such as AISWA and access to a school psychologist) and enable us to refer families for additional support if required beyond our school-based processes.

OTHER PEOPLE'S CHILDREN

Please communicate any concerns you have through educators or co-principals ONLY, rather than directly to some-one else's child or to their parents. If other children or families approach you, please direct them to us and inform them that the school will investigate further on their behalf. We need reciprocal trusting relationships to work in the best long term interests of children.

Our school vision and purpose are based on equal dignity and care, and we avoid the language and intent of Blame and Shame in any way. If you see or hear anything, especially if it involves your own child in conflict with others, refer it immediately to the leadership team or educators. We have professional strategies using our school's policies and processes to help children and families navigate the inevitable conflict between children, especially when cohorts are small and travel through developmental changes together. This includes concerns in both the physical, face-to-face world and the digital world, especially social media platforms.

Integrity and care are essential when working towards long term resolution and healing which are necessary when 'Caring for Community'. This is a whole school responsibility which focuses on the collective well-being and resiliency of children, staff, and other families. This potentially reduces the 'ripple' effect where whole communities can become impacted and unsettled unless we all step up and work together wisely with care and emotional restraint. Caring for Community demonstrates active citizenship.

Children watch us adults closely to see how we respond. We need to practice ourselves as adults what we would advise children to do in complex situations and especially when Protective Behaviours are required. Please intervene, as part of a village 'Caring for Children', if there is an immediate DANGER or significant safety issue and inform us ASAP.

Please refer to our "Let's Talk about your Concerns" Flyer also available on our website.



SHARED LANGUAGE

Every generation, every community, every culture, every organisation, sector and industry has its own technical language through which their communities connect, learn, interact and communicate. Child Side has our own language to describe our design, culture and ways of doing things. We take educational language and contextualise it to our setting and purpose, 'piggy-backing' on multiple, diverse networks and research that have relevance for the work we do and the way we do it.

These include:



TRANSFORMATIONS
COMMUNITY

A global professional community of
action-oriented researchers and
reflective practitioners (Systems
Change)



Structural
Learning

Universal Thinking
Framework



Knowledge Broker Support
Programme
&
RAPTA: Adaptation Pathways



Sophie Howe
First Future Generations
Commissioner Wales



Australian Government
Department of Employment
and Workplace Relations

Australian Core Skills Framework
ACSF- Capacity Matrix
&
Core Skills for Work
Developmental Framework



Dr Deborah O'Connell
Systems Leadership

We have created a 'Decades of Difference By Design' list of shaping influences who impact our language for further reference for our Governing Council, and any interested family.

Language is also shaped by our culture and across the school, across decades of difference-by-design and across generations, we have created a technical language that enables us to think deeply and communicate specifically. Children use this shared language in developmentally relevant contexts, which is reflected in our Story Parks and individual Learner Profiles. Adults and children alike are all on the continuum of learning and using this shared language, which then shapes and impacts upon all of our actions and responses. Language especially impacts how we reframe perceived barriers and obstacles into potential learning opportunities and help reframe perceptions and mindsets. .

COMMUNICATION ABOUT BREACHES OF CHILD SIDE CODE OF CONDUCT

If any family, child or staff member is concerned about breaches of the code of conduct, the enrolment agreement or 'hears or sees' anything within our community, including in the digital world, that makes them feel uncomfortable, we have a process that needs to be followed to minimise the potential harmful impact upon individuals and the collective health, well-being and reputation of the school. Those concerned have a responsibility to inform the Leadership team and refer anyone else concerned to do the same. The next steps will be undertaken by the co-principals and referred to the Chair of the GC if necessary. The process includes consulting AISWA for industrial advice and seeking psychosocial safety support if necessary. Staff and families are expected to disengage from conversations, both inside and outside of the school, that may inflame situations or cause personal or professional stress to others. As a registered school we have processes to go through to determine an outcome or to seek resolutions. **Refer to Communication Procedure.** Fundamentally any Code of Conduct seeks to prevent harm or disruption to others, to self, and upon the capacity of the organisation to operate its functions according to its purpose, vision design and culture.

RECIPROCAL RELATIONSHIPS

(Trust, care & Support are 2 way processes)

We interact, communicate, exchange information and pose solutions through Search Institute's Developmental Relationship Framework where we frame communication as 'expressing care' even when challenging growth or applying boundaries and codes of conduct requirements. We work under the assumption of **positive intent**, presuming that we are all intending to contribute towards making the world a better place, through one child, one family, one staff member at a time, within a community of children, families and staff. We share tough conversations and complex decision-making through respectful relationships recognising the impact of well-being on every child and adult as a whole community.

Families and the GC care for the well-being of the staff, as they care for the children's well being across their transformative childhood years. Educators and Leadership have the single most impact on children's life long learning.



Developmental Relationships

Express Care

Show me that I matter to you.

Be dependable

Be someone I can trust

Listen

Really pay attention when we are together

Believe in me

Make me feel known and valued

Be warm

Show me you enjoy being with me

Encourage

Acknowledge me for my efforts and achievements



Challenge Growth

Push me to keep getting better.

Expect my best

Expect me to live up to my potential

Stretch

Push me to go further

Hold me accountable

Insist I take responsibility for my actions

Reflect on failures

Help me learn from mistakes and setbacks



Provide Support

Help me complete tasks and achieve goals.

Navigate

Guide me through hard situations and systems

Empower

Build my confidence to take charge of my life

Advocate

Stand up for me when I need it

Set boundaries

Put limits in place that keep me on track



Share Power

Treat me with respect and give me a say.

Respect me

Take me seriously and treat me fairly

Include me

Involve me in decisions that affect me

Collaborate

Work with me to solve problems and reach goals

Let me lead

Create opportunities for me to take action and lead



Expand Possibilities

Connect me with people and places that broaden my world.

Inspire

Inspire me to see possibilities for my future

Connect

Introduce me to people who can help me grow

Broaden horizons

Expose me to new ideas, experiences, and places



The Framework

Developmental relationships are the roots of thriving and resilience for young people, regardless of their background or circumstances. Through these relationships, young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Just as trees rely on a system of roots to support and nourish them, young people need to experience developmental relationships in their families, schools, programs, and communities. However, too many young people miss these opportunities due to bias, prejudice, and systemic exclusion based on their race, ethnicity, income, gender, sexual orientation, abilities, or other differences. Together, we can ensure that every young person experiences the developmental relationships they need to thrive.

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PROTECTIVE BEHAVIOURS



**Minds On Adult
Academic
Participation**

Protective Behaviours are taught as a competency cluster (see next page) at Child Side along with Ethical Thinking and Behaviours. Protective Behaviours are a shared responsibility between homes, schools and the communities outside of these places, where children interact. The language of Protective Behaviours is taught to children through the **Keeping Safe: Protective Behaviours Curriculum** and needs to continue to be a shared language with families and workplaces beyond school. Families can access the Leadership Team and CC Educators if they require support building and talking about Protective Behaviours, including in the digital world and the language of consent and healthy assertive language. All schools are mandated to raise awareness about Protective Behaviours and healthy relationships.

KEEPING SAFE CURRICULUM

Child Side School uses the South Australian Education Department 'Keeping Safe: Child Protection Curriculum (KS:CPC)' which is a child safety program for children and young people from age 3 to year 12. It is recommended by AISWA (Association for Independent Schools in Western Australia).

It teaches children to:

- Recognise abuse and tell a trusted adult about it
- Understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe.



Parent &
Carers
Information

IT IS A WORLD-CLASS, EVIDENCE-BASED CHILD SAFETY PROGRAM THAT IS USED BY A RANGE OF OTHER AUSTRALIAN AND INTERNATIONAL SCHOOLS. OUR STAFF UNDER GO KS:CPC TRAINING AND WE HAVE CONTINUAL ACCESS TO SUPPORT THROUGH AISWA.

The basis of the Keeping Safe Curriculum is that all children and young people have a right to:

- Be treated with respect and to be protected from harm
- Be asked for their opinions about things that affect their lives and to be listened to
- Feel and be safe in their interactions with adults and other children and young people
- Understand as early as possible what is meant by 'feeling and being safe'.

The curriculum follows 2 main themes:

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust.

The 2 themes are explored through 4 focus areas:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies.

**THE FOCUS AREAS ARE TARGETED TO THE AGE OF THE LEARNERS.
IT TARGETS BOTH THE PHYSICAL REALITY AND THE DIGITAL/CYBER WORLD.**

All adults have the responsibility to keep children safe and this curriculum does not replace the parent/caregiver responsibility to keep their child safe and nor does it place the responsibility on the child to keep themselves safe. It is a community responsibility arising from respect, healthy relationships, valuing the vulnerable and the need to be clear about the fundamental right we all have to feel physically and psychologically safe. Child Side acknowledges the sensitive nature and strong emotions surrounding Protective Behaviours and is open to further discussions with families on an individual basis if approached.

WE ASK ALL FAMILIES TO FREQUENTLY ENGAGE WITH THEIR CHILDREN AROUND THE PRACTICAL WAYS OF BEING SAFE AND UNDERSTANDING HEALTHY AND SAFE BEHAVIOUR AND RELATIONSHIPS IN DEVELOPMENTALLY FRIENDLY WAYS WITHOUT FEAR. WE ENCOURAGE PARENTS TO REMAIN 'TELLABLE' ADULTS WHERE CHILDREN CAN COME AND SHARE THE GOOD, THE BAD, THE UGLY, THE DANGEROUS, THE HUMOROUS... AND KNOW THEY WILL BE LISTENED TO.



Caring For Children is the essential role of families, staff and Society, including protecting children from the impact of screens and digital interactions. We have Policies to protect children regarding technology use at school but without family boundaries with technology at home, their own child and other people's children are still vulnerable. YAC families need to regularly check the devices their children access, especially the BYOD laptop required for school as a work tool and ensure no personal technology (phones, smart watches etc...) are brought to school. These need to be checked in with CC educators and Administration if required for communication purposes after school NOT left in bags.

The impact upon children's, especially during adolescence, health, well-being and perspectives is widely known and is causing immeasurable harm to self and others. Young children who grow up using devices to interact with others or as a recreational tool to play games or watch videos tend to miss out on, dismiss and resist protective boundaries set by caring adults as the assumptions are already set that accessible technology is their right, their companion and their connection. Restrictions around use of technology becomes an enormous battle and increasingly young people everywhere are relying on technology to provide for all of their educational, social and recreational needs.

Technology makes the world so readily accessible, literally at all of our fingertips, and this has devalued the power of educators and parents to educate, inform and protect children. Face-to-face interactions at school and home can be seen as interruptions and against the will and choice of children, especially when they are experiencing the significant emotional disruption of adolescence and digital interaction is so easy. School and Families MUST work together to keep children connected and learning through the real, physical world even when it over or underwhelms their child. We need to remain visible and valuable in the knowledge transfer between generations. This is a shared responsibility between School and Home adults. We both set the learning and working conditions between home and school and provide boundaries to protect and enable children. Child Side School CSS does not leave Ethical and Protective Behaviours to chance and we clearly make this curriculum provision visible and accessible to children!

Curriculum Interdisciplinary Fusion Framework: Competency Clusters

The skills, knowledge and mindsets of each cluster are sourced from the WA K-10 Curriculum Outline and other national and global resources that impact learning in the 21st Century.

Children access learning through a spiral curriculum approach where no-one is limited by any year level ceiling.



Child Side School has no liability/financial responsibility for any personal property, including digital devices, belonging to staff, children, visitors, families, (playgroup and school).

FEES & DATA COLLECTION

ADMINISTRATION COMPLIANCE

Families are required to comply with the following aspects in order for our school to function and remain registered and funded as an independent educational organisation.

Fee schedules are provided with the Annual Parent Pack at the beginning of each school year. They are available to download on the website and school stream notice.

The governing council, together with our financial officer and on advice from funding bodies, set the fees each year. Family fees enable us to operate and are unavoidable as an independent school without any system or sector support.

**"An investment in knowledge
pays the best interest."**

Benjamin Franklin

FEE PAYMENT

Term fees are due at the beginning of each term. The annual fee schedule is available on the website. Please see the Administrator for direct debit details or other forms of payment.

We operate as a small business and have non-negotiable financial commitments around salaries and wages, insurance, subscriptions (AISWA, digital learning platforms such as IXL, BizLinQ digital security...), resourcing (including food and stationery), technology, buildings and infrastructure development and maintenance, service bills (including cleaning)... The volatility of enrolment numbers and sudden withdrawal decisions impact our financial capacity.

Fee schedules change to keep up with increased educator salaries and other cost increases (including the cost of food and stationery which we provide as part of curriculum learning resources), all of which are beyond our control.

PAYMENT PLANS

Please see the Co-Principal Business Manager & Administrator to discuss setting up a payment plan.

DATA COLLECTION

Child Side School is required to collect copies of child and family information as part of the enrolment and education process. These documents include:

- Birth Certificate
- Enrolment Form
- Data Collection Sheets
- Immunisation Records

The information is stored in accordance with our Retention of Records Policy.

BUS CONVEYANCE ALLOWANCE

Families may be entitled to receive a Bus Conveyance allowance from the State Government. For more details please see the Admin Assistant or visit the website.



TAX DEDUCTIBLE GIFT RECIPIENT BUILDING ACCOUNT

As a not for profit incorporated organisation we can give receipts for any donations to our building programme and it can be reclaimed as a tax deduction. Please see our Co-Principal Business Manager/Administrator.

**Refer to Fee Schedule &
Finance Policies/Procedure
for more information**



<https://schoolbuses.wa.gov.au/TransportAssistance/Conveyanceallowance/HowtoClaim.aspx>

DESIGN BOUNDARIES

Our Design Boundaries are clearly expressed and communicated to families. These are not 'electives' nor a buffet of features to select from to suit specific learner needs, interests or perspectives on any given day. Parents/caregivers know their child best at home and we know our design and learning conditions best. Over time we get to know how each child responds in our context. Our Design Boundaries build capacity for all developmental phases across K-10, however this takes time and consistent attendance and 3-way participation through intellectual, practical and interactive engagement.

**Our Design makes our school different which is why we are
selected as your family school of choice.
Our Design Boundaries make us who we are!**

Please access Story Parks, exhibitions and Learning Team Debriefs to build your knowledge around the long term powerful impact of our design on your child's learning



Sensory rich environments

Active movement: purposeful and incidental



Shared meals

Collaborative and Co-operative Interactions



Assessment practices: Termly Exhibitions of Learning

LS2L and L2L: Leaving school to learn and Learning to lead, particularly in the Young Adolescent Cluster



Family commitment and participation

TRANSPARENCY & ACCOUNTABILITY

The business activities and compliance of schools contribute to the accountability towards meeting the **National Education Goals**: Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. The education goals for all young Australians are to become:

- Confident, constructive and creative individuals
- Successful lifelong learners
- Active and informed members of the community

Refer to the Alice Springs (Mparntwe) Education Declaration.

As a school we meet and communicate how we meet the National Quality Standards and our Registration Compliance Requirements in a number of ways:

ANNUAL SCHOOL REPORT

It is a federal government requirement that we prepare an annual report on our school. This report includes educator qualifications, staff retention, staff attendance, child attendance rates, staff professional development for the year and if we had a bigger cohort of children in each year level, data about their NAPLAN test results for the national literacy and numeracy that is done in years 3, 5, 7, 9. As we have less than 10 children in each cohort it becomes a confidentiality issue to publish data.

As a school we prefer parents to focus on their own child and their phase of development and look at their child's progress in context with many other factors rather than just literacy and numeracy in isolation or statistics. Copies of current and past school reports are available for parents to read in a file kept in the Office or on our website.

WRITTEN INDIVIDUAL LEARNER PROFILES (EDUCATION REPORTS)

Learner Profiles are emailed to parents/caregivers twice a year, in line with government requirements. In addition to the requirement by the School Curriculum and Standards Authority (SCSA) which requires a 5-point distinguisher letter (or alternative) grade for the required curriculum areas for individual year level achievement standards, Child Side School provides information to:

- Remind readers of the impact of developmental characteristics on progress, which often is contradictory to artificial standardised learning outcomes based on year levels (chronological age)
- Focus readers on the purpose of our school, especially around the long-term impact of learning framed through competencies
- Build a shared language to enable families to understand their own child's learning capacity at school (often not visible in a home context)
- Convey the complexity of reporting on progress, especially the impact of attendance, traits (such as neurodiversity) and states (such as when children move into a new cluster, have recently changed family circumstances or are experiencing the impact of puberty).

Our open-door approach and access to educators through multiple channels of communication should make Learner Profiles readily understood. Learning Team Debriefs can be made by appointment for further clarification if required.

Learner Profiles are a 'minds-on'/intellectual interaction between CC educators and families and are additionally designed to provide important information for Post Year 10 pathway considerations and if any external professional provider requires contextual insights.

SAFETY, HEALTH, HYGIENE AND NUTRITION

Please note that: An ambulance will be called in an emergency and parents of the “patient” transported will be responsible for the ambulance transport costs. This includes transportation from school or any other external place where the accident or medical incident has occurred. We do have staff members with current first aid training but protocols dictate when we need to call an ambulance, such as after using an epi-pen.

SHARED MEALS

Shared meals are a daily feature of our ‘hands-on/’minds-on/’ interactions-with’ 3-way participation for all children. Caring for children's health and well-being is an integrated focus of the curriculum actioned through the sharing of morning tea and lunch on a daily basis.

Every child is involved in the whole process of preparing food for the whole cluster, including sitting down and eating at tables together then cleaning up as a regular part of the shape of everyday. This is part of their competency curriculum, especially application of Social and Relationship Competencies.

Children do not bring their own food to school, as this is provided by the school using Systems Thinking around food as a teaching and learning tool. The whole process is designed to engage all of the senses and connect children with the paddock to plate process. Due to the cost of food and the logistics, food is procedural, keeping the menus simple, nutritious and achievable within the time allocation. We consider food travel ‘miles’ and opt for fresh options as much as possible doing a weekly shop, however buying organic is out of our price range without significantly raising school fees. School only provides 5 meals out of a possible 21 meals a week (based upon 3 meals a day with breakfasts and dinners at home and weekends) so food as healthy fuel to grow is still a family responsibility.

We are unable to cater for individual preferences and texture/smell or taste sensitivity, however most picky eaters (can be a developmental characteristic of young children) grow their food tolerances with perseverance and over time. Preparing food and eating together is part of our culture promoting Caring for Community and acknowledging the need to Care for Country as our local and global food bowl. Food does effect mood, so if a child chooses not to eat it does impact on their learning focus, energy levels and their capacity to consider others in their cluster/community. Bringing food from home is not a choice. Individuals with a medical diagnosis impacting their food choices such as diabetes or coeliac will have families organise an individual food arrangement with the school as part of their medical plan. **Shared meals are another Design Boundary that relies on family commitment to support, especially for picky eaters or children whose appetite may be impacted by medication.**

We are a TREE NUT free school!

ALLERGIES & INTOLERANCES

If your child has a food allergy, we require a medical certificate or medical management plan to assess the management and planning of the meals. **If in the case of known (diagnosed) anaphylaxis, an e-pen will need to be provided by the families and updated when required.** The school does carry both an e-pen and asthma relievers (Ventolin puffers and spacers) for emergencies. These medical plans need to be updated with our administration and communicated to the relevant cluster when changes are made with medical confirmation.

If your child has an intolerance to particular foods, please let your child's CC Educator and Administration know and be prepared to provide alternative food (such as gluten free bread or pasta) for your child. We will provide alternatives within budget for medical allergies when logistically practical to cook different versions in the time allocation.

Morning tea and lunch always offer a variety of healthy options to encourage children to explore different foods, even if they are unable to eat a certain item for medical reasons. In very specific medical circumstances families may be required to supply packed daily food from home. Please see our Design Boundary around Shared Meals.



We are surrounded by rye grass paddocks which has a significant effect on some children and staff during certain weeks of the year. Please come prepared with suitable medications for this allergy as we are unable to keep children inside all day over a number of days, or guarantee to keep doors closed.

We are a TREE NUT free school!

HYDRATION: WATER BOTTLES

Please only provide your child with fresh plain still water in insulated drink bottles for health reasons. Every cluster has access to filtered water from the kitchen tap, which are all fitted with filters in case of a refill during hot days or strenuous exercise. Please label all water bottles, especially younger children, so we can return them if we find them. This is especially important for Wednesdays where children work across various clusters and outdoor spaces.

Please take them home to wash and return filled each day (part of child's personal organisation but ALL children, including YACs working through the busy brain-shearing impacts of puberty, need daily reminding. Hats and water-bottles are personal items which we expect children to care for like adults keep track of their car key and phone, which are not interchangeable or loanable to others).

MORNING TEA AND LUNCH:

PREPARATION, SHARING A SIT-DOWN MEAL AND CLEAN-UP

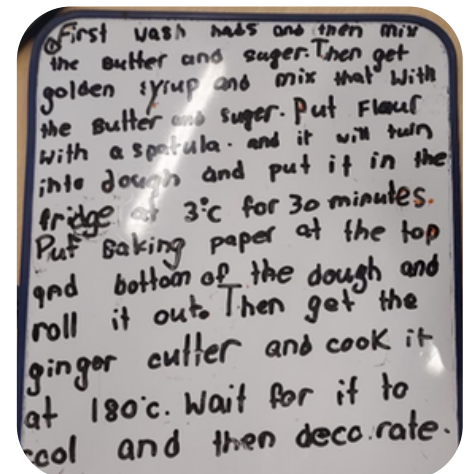
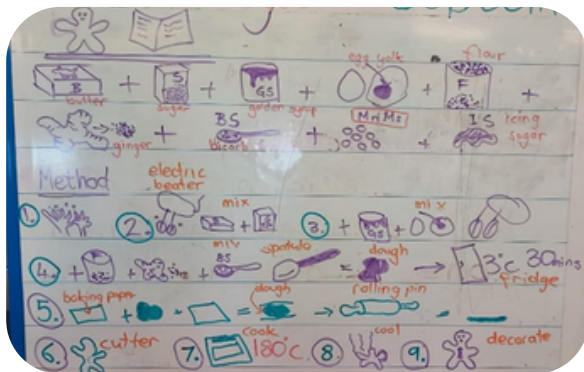
Each cluster has their own kitchen facilities to enable food preparation and processes as a curriculum learning tool and resource. All children are involved regularly in the process of 'hands-on' and 'interactions-with' preparation and clean-up of Morning Tea and Lunch through skill builder technical shapes of the day. This is an actionable part of demonstrating Caring for Community as a shared responsibility within our CSS culture around shared meals, using Social and Relationship Competencies and Conversation skills to build a sense of community.

Please be aware that children will be participating in the preparation of all food groups, including meat, even if they do not eat it (lifestyle choices, developing taste-buds or medical reasons). They will participate with 'minds-on' intellectually growing their sustainable and ethical perspectives through information, statistics and facts around food, finances, scientific processes, health and hygiene at an age-relatable academic level.

Children also use the kitchen for various skill-builders building technical language and tools in relation to uncovering curriculum content in relatable ways, including science. We do supplement scientific understandings and our menu through available sources such as our hydroponics and Bountiful Backyard beds when in action. **Oracy, Literacy and Numeracy are used as vital competencies in the kitchen across ALL clusters.**

Systems Thinking, Anticipatory Thinking and Contingency

Thinking are all taught and actioned through the kitchen and laundry processes, including World Café every Wednesday when different cross-cluster groups make shared morning tea and lunch for the whole school.



HYGIENE

'Hands-on'/practical hygiene starts at home and is continued at school through our shapes of day and educators constantly reminding all age groups about how they can demonstrate Care for Community, protecting others when sneezing, using tissues, coughing, washing hands...

Young children, who do not yet have the capacity to cough into their elbows and turn away or blow their noses and dispose of tissues, are asked to stay home until obvious

signs of potential cross-infection are finished. Everyone washes their hands around preparing and eating food, after blowing nose and when returning from outside play. Children who are present any symptoms of colds and coughs do not participate in food preparation.

Colour coded clothes are used for various activities relating to food surfaces, floor spill, art tables etc to avoid any cross contamination. Children participate in hygiene practices in the laundry, as we replace hand towels (we use paper towels during winter months or if any tummy bugs going around) and tea towels, wash clothes frequently. Please remind children to use a towel at home, rather than wipe on their own shirt or flick dry.

Toilet hygiene needs continued reinforcement at home for all ages, as in our experience, children rush when going to the toilet at school and often forget to flush and wash hands, this includes adolescents, especially after returning from school holidays. Reminding children to close doors too when going to the toilet in a shared or public space anywhere outside of the home, is also a big help to staff. Protective Behaviours around going to the toilet or getting changed is a constant shared responsibility for families and staff. ECC children require a change of clothes kept in their bags to access in case of accidents or if muddy and wet after outdoor voice and choice.

IDENTIFIABLE SICKNESS

Please keep all children home when identifiably unwell, such as with visible symptoms like temperatures, runny noses, coughs, sneezing, needing to remain close to a toilet for tummy bugs and/or having frequent return trips to the toilet, and of course with notifiable contagious illnesses. Once symptoms have settled and children have the capacity to control their coughs (some which hang around for weeks) and wipe their own noses and bottoms (young children) they may return to school. Please train children in preventative measures against the spread of infection such as using a tissue and throwing it away, washing hands, covering nose/mouth when coughing/sneezing and washing hands after toileting, blowing nose etc.

Children of ALL ages need constant reminders. We actively teach children to begin to try and learn about their own bodies as often children can feel unwell, but it can just be tiredness, feeling underwhelmed, overwhelmed or infer an anxious feeling is an illness. During the change of seasons, especially the first few weeks of hot weather does make everyone feel listless, however we work to the conditions until we all acclimatise. The end of every term, especially dark, cold winter months or towards the end of the year additionally fatigues us all, we even have a name for it: "end-of-termitus". Children must come to school if feeling 'unwell' around certain shapes of the day/term (when parents leave, exhibitions, Wednesdays, heart health, when a parent arrives or leaves for FIFO, when food on menu is not their favourite...) or during hormonal changes, especially pubescence for girls or after a known (or unknown) conflict or upset.

We make individual agreements with children and help make the day work for them within our context and still honouring our design boundaries. If they genuinely do not pick up or participate in any way, we will ring families to take them home. Children of any age can ask to contact their parent or caregiver at any time by approaching an educator or the leadership team to call them on the staff member's phone to speak to their family member themselves. This helps reduce anxiety by knowing they can contact and speak to a family member at anytime (unless of course the adult is unavailable). Emergency contacts will be called to collect children if children are running a fever, have had accident that reduces their capacity to participate, had an asthma attack, are throwing up... if parents/caregivers are unavailable or uncontactable.

Families will receive a text notifying them if their child has had a head knock, even if they appear fine straight away, as per concussion protocols, as symptoms may appear later. We also require families to inform us if their child has received a head knock playing sport, falling off a bike, during puppy-rough play with siblings so we can be aware too and act if any symptoms present themselves at school.

MEDICINES

If your child requires medicine, including homeopathic remedies and general pain relief, during school hours, it needs to be labelled CLEARLY with your child's name and handed to an Administrator NOT left in their bag. ALL medication, see above, needs to be kept in office medicine cabinet and replenished frequently (in case of daily medication) with our administration assistant staff notified. Please note that all medicines (including homeopathic remedies) need to be registered with the School by updating your child's medication information on uEducateUs. This again is a Registration requirement.



ASTHMA

Our school is an Asthma Friendly School and staff engage in refresher Asthma first aid training every couple of years. Any enrolled child who has asthma is recorded and all staff notified. Ventolin is kept in the first aid box and in waist belts taken on excursions. However, any child with asthma should be well prepared and carry their own. Parents are also asked to be very sensible during 'risk' times when sending their child to school such as after respiratory illness, or when other risk factors are higher than usual.

HEAD LICE

This is a common curse in whatever place groups of children meet. Please check your child's hair regularly, especially before returning after holidays and if you notice ANY signs of scratching hair. Head lice are hard to spot and checking using normal hair conditioner and a special lice comb is the best way- you will be amazed. There are plenty of natural alternatives to using chemicals on the market. The most importance advice is to **re-treat 7 days after the initial treatment**.

SCHOOL HEALTH AND DENTAL CHECKS

Similar to government schools, families have access to the services of the Dental Van and the School Health Nurse who does regulation testing at certain year levels (hearing, vision in Kindergarten). These services are very limited and do not replace in any way your own private family doctor/dentist. Our administrator will hand out details when the time comes for them to visit us. Certain year levels have access to routine immunisations, sometimes administered at our school or another school BUT families will ALWAYS be advised and need to give their written consent.

LOST AND FOUND

Please ensure all of your child's belongings are labelled. If your child has misplaced something, please check in the lost property box that can be found near the Family Message boxes in the MAG room. The Lost property box will be periodically emptied with items donated to the local op shop.



EMERGENCY DRILLS

The school will practise unannounced emergency drills to prepare staff and children for the potential event of a lock down or evacuation. Staff and children are walked through the emergency process at different times of the year, and drills allow children to experience the process as part of community safety. Families will be informed after a drill has occurred via school stream. This is mandatory for all schools.

UPDATING EMERGENCY CONTACTS

Emergency Contact's details must be **updated immediately** to ensure that a responsible adult can pick up children in an emergency or if a parent/caregiver is not available to provide permission for medication or medical first aid. Please ensure your emergency contact is aware that they may be contacted to pick up the children if the child is sick, injured or in the event of an evacuation if the parents/guardians are unable to be contacted. Children who are too unwell to participate in the shape of day must rest and recover at home, not school. Emergency Contact's details can be updated via uEducateUs Online portal.

Refer to relevant Policies for
more information



DRESS REQUIREMENTS

School is children's workplace and a child's work is often messy, active and requires sitting on the floor, climbing, running and being outside in the sun, wind and puddles. All clusters participate in hands-on ways as part of their everyday AND during daily heart health sessions, they may also be required to sit on the carpet or grass for certain tasks or on high stools. Children are asked not to wear precious or excessive jewellery that can impact on their capacity to wash dishes or join in Heart Health etc or cause stress if lost or broken.

WHAT TO WEAR?

- Appropriate comfortable clothing for the school & outdoors; Covered shoulders with sleeved t-shirts and longer shorts for sun safety, practical active wear under dresses and skirts.
- Closed in shoes, especially Wednesday for cross country, walking and running for heart health, spring and summer for snakes.
- Appropriate clothing when LS2L such as indoor beach volleyball, Big Bunbury Walk, TAFE...
- Natural skin, eyelashes and nails to enable wearing sunscreen and active and interactive shapes of day (see above reasoning)

Other high schools are also watchful of long baggy shirts and jumpers where teens have been able to hold vapes and use without staff noticing- highly unlikely but still on our protective behaviour radar. We also require natural, short nails that enable hands-on participation in the kitchen, garden, sport, laundry, writing, typing... where stick on-fake nails do impact on self and others during interactive tasks, games and sports and can impact on hand hygiene when baking, preparing meals etc. Fake, stick-on eyelashes are not required at school, which is an ordinary daily place of work, these need to be saved for special occasions in appropriate places outside of school. They also impact on the application of sunscreen and the willingness to play sport, Heart Health or help younger children. We have had experience of all of these things so speak from a place of lived experience and lived impact



Children need practical, hardy work clothes free of advertising anything, logos or commercial images such as Spiderman, Pokémon, Frozen characters or for older children no highly ripped shorts or jeans, thin strapped or low cut shirts, extremely low waisted shorts/pants, offensive/provocative logos or words on T-Shirts/hats or workwear branding such as Fast Food or soft/alcoholic drink branding.

WHAT TO BRING EACH DAY?

- Labelled spare clothes - especially in winter when children may get wet or muddy.
- Wide brimmed hat- please label even for older children as children work across the whole school on a Wednesday and we can return hats if we know their owner! We constantly find a significant number of hats lying around from all clusters.
- BYO Sunscreen, labelled with child/family name if do not wish to use brands school supplies. It is an ECC parent and MCC/YAC responsibility to check when nearly empty and replace. Please teach your child/teen every summer how to apply sunscreen, we do monitor but do not apply for them for hygiene and protective behaviour reasons and time allocations, especially in ECC it would take a very long time to get outside!
- Wet clothes bag (ECC)

GOVERNING COUNCIL

We are required by school registration processes (DoE- Department of Education, Non-Government Schools) to have a constitution and to have a defined 'body/group' that takes a specific level of responsibility and interest in enabling the school to carry out its purpose and mission.

This group is defined as our Governing Council (GC) and together as a committee, members have a specific legal and moral shared responsibility to ensure the health and sustainability of the school as a registered independent school within The Child Side Design, Learning Culture, Vision and Purpose.

The GC members collectively make decisions and act in the best long-term interests of the school within our Design Boundaries, not as individuals nor as parents seeking what is best for their own child.

The decision-making process is directed through the Child Side Investment Framework, which is based upon the Sustainable Development Goal's 5 Ways of Working to protect the resilience and well-being of organisations, factoring in the impact of different strategic planning horizons (immediate, short-term and long-term, considering the impact of decisions and actions on the collective capacity of future generations).

The GC meets with the Operational Leadership Team throughout the year building their understanding of how the school 'walks the talk' through administration, business and educational reports and interactions with the Leadership team and Story Parks.

GC members seek confirmation and clarification of the impact of school-based policies and processes and how these provide for and protect the learning conditions and working conditions for children and staff. GC members are an integral part of the Registration Renewal process which is an arduous compliance and accountability process every 1-5 years. They have access to professional learning as a council to enable them to govern within the highly accountable compliance requirements.



ATTENDANCE COMPLIANCE

Every day that a child does not attend school can have a negative impact on their learning and their relationships at school.

Child Side School monitors the attendance of all children and works with families to maximise children's engagement with learning. It does this in a way that builds shared responsibility for attendance between the school, the children, and parents/guardians.

Under the School Education Act 1999 :

- The School is responsible for monitoring the attendance of all children enrolled, identifying children/families with attendance issues and implementing appropriate measures as required to restore regular attendance.
- The parents/guardians of a child who is enrolled at the School are responsible for ensuring their child is attending on a daily basis. They are required to provide an explanation** for all absences* within three school days from the start of any absence . A medical certificate is required for prolonged absences(of more than 3 days) that are due to sickness or injury.

*The only acceptable reasonable reasons for a child's absence are sickness or family bereavement.

** An explanation for ALL absences must be received in writing via uEducateUs.

OUR GC IS THE GUARDIAN TO PROTECT AND ADVOCATE FOR OUR ORGANISATIONS 3 ANCHOR POINTS

- **CARING FOR CHILDREN**
- **CARING FOR COMMUNITY**
- **CARING FOR COUNTRY**

OUR GOVERNING COUNCIL HELPS ENSURE THAT OUR SCHOOL IS HEALTHY AND VIABLE IN REGARD TO:

- Our Business Plan
- Finances
- Infrastructure development
- Advocating the Purpose, Objects and Vision of our school through 3-way participation (intellectually/ practically and interactively) as a council to make and support strategic decisions
- Resourcing and supporting the Leadership Team to manage the business and administration of the school and to maintain a quality education programme meeting the National Quality Standards
- Protecting and enabling our Design Boundaries and Learning Culture, especially during times of significant transition and change, through crisis management periods (such as through the global pandemic) and volatilities around federal and state funding levels, increased workloads, school avoidance, cost-of-living implications on enrolments ...
- Protecting the collective well-being of staff, especially the Leadership team and educators, by ensuring desirable and liveable working conditions, especially in the national context of considerable educator shortages
- Risk-management and vulnerability awareness
- Registration compliance requirements, especially in terms of child protection and safety
- Ensuring associated groups such as our Playgroup and P and F committee are aligned and feasible in our school context
- Recovery in the event of natural disasters, in particular the impact of bushfires and wild weather, or other catastrophic events (any significant trauma experienced by an individual at our 'small-by-design' school impacts upon our whole community- this is part of Caring for Community.)

Our Governing Council have an enormous reading load and time commitment to enable our school to remain viable and registered. The relationship between the Governing Council and the Leadership Team is greatly valued and respect for the roles and commitment of both should always be acknowledged by our community.

THE INCONVENIENT TRUTH

The Impact of Puberty on Adolescent Identity & Participation

'Adolescence is a hugely transformative window and what happens during this hugely transformative phase from the beginning of puberty until adulthood, has enormous, long-lasting impacts on the trajectory of a child's life- either positive or negative. The significant brain changes that occur at different times for different teens can create changes in behaviour that are incredibly confusing and stressful.'

If we keep in mind that the child's brain needs to be shaped and remodelled to become mature adult brain, we can get a sense of why these changes need to occur. Given that the multiple and unpredictable changes that are occurring for our teens create stress in the body, and possibly a flooding of the stress hormone cortisol, we can understand why this can have an impact upon the relationships teens have at home, school and in other places across their adolescent years.'

Source: Maggie Dent- Help Me Help my Teen. 2024

We have copies of Maggie Dent's book or families can access her Parental As Anything podcast. Viewing the animated Pixar 'Inside Out 2' movie is highly recommended for all parents/caregivers and is essential for those with YAC learners. The brain changes and the roles of the various emotions are essential parenting and educator knowledge.

Different and stronger emotions during puberty are just waiting under the surface ready to challenge childhood emotions and childhood identities. Typically these new emotions are Anxiety, Embarrassment, Envy and Ennui- a moody feeling of being both tired and bored, which is a coping mechanism for teens.

It is true that one of the ways that teenagers manage the unrelenting intensity of the emotional experience of being a teenager is they find ways to disengage totally, to decide things are too 'basic' to be worthy of their consideration. Lisa Damour- psychologist.

Changes in teenagers' confidence, motivation and energy levels are typical characteristics of adolescence and do not necessarily indicate 'problems' with their school, home or social relationships. They are all just changing and together Child Side and home 'hang on' for the ride. Consistency of attendance is critical and needs family commitment as avoidance, deflection, shame and blame responses can cause alarm and impact relationships and participation levels.

Teens are still required to follow Codes of Conduct to ensure the working and learning conditions for other children and staff. Our Leadership team and educators are very fluent in teen responses and the strength of our relationships can impact the positive long-term trajectory into young adulthood and beyond. National and Global lived experiences, and extensive research has found staying shut away at home on digital devices has proved to be harmful rather than helpful and can easily become a habit causing stress for the whole family, negatively impacting upon their adolescent's long-term trajectory. This has long term impact for the whole of society who depend upon active citizens to keep our world a desirable and sustainable place to live. Commitment to Community starts at school.



FAMILY COMMITMENT

Families are highly valued, and they have a very distinct role at Child Side. They make a conscious choice for their child and their whole family to become part of the Child Side Learning Design and Culture. Families commit on behalf of their children, as choice of school and commitment to school, are an adult responsibility beyond the maturity or responsibility of children. Adults recognise that children or adolescents do not have the developmental capacity to consider long term impact and any implications of choice of school on self or family (travel time, cost, availability of a parent/care giver to participate with morning work, exhibitions, Learning Team Debriefs, Enterprise Stalls, Child Side rituals and traditions, P&F connections and commitment...) plus they cannot drive themselves to school (in a rural setting we do not have access to any form of public transport).

Families show commitment to our Design Boundaries by choosing us as the school to enrol their family. They demonstrate this through 3-way participation within their own family capacity. We recognise that capacity to participate is dynamic and inevitably fluctuates at various times, especially time-intensive 'hands-on' aspects with caring for young children, babies, supporting their own aging parents... Families participate through:

Minds on
Intellectually



Story Parks, reading Child Side School Documentation, engaging with children's exhibitions of learning, attending Annual General Meetings...

Hands on
Practical/Technical



P and F committee, busy-bees, fund-raisers, Little Day Out, Morning Work, practical demonstration and help in technical areas to progress Legacy and Impact projects with children or behind the scenes...

Interactions With
Collaboration/
Communication



Includes conversations and interactions at drop off and pick up times with CC educators, other families, other children, morning work, exhibitions, monthly enterprise stalls, Living Books, fundraisers, Child Side Traditions such as the Christmas Spiral...

Commitment to children's learning requires essential impactful actions from families.

Families demonstrate commitment through:

Ensuring regular attendance and punctuality; continuity and cohesion of relationships and participatory learning relies upon this factor which is wholly a parent/care-giver responsibility

Valuing school terms without regular or significant interruption such as through taking regular days off for FIFO time together or frequent holidays in school terms

Constructive and useful information exchange; recognising both educators and families are working to provide support within their capacity

Paying fees in regular instalments; recognising that we are running a small business with financial obligations and regulations, this again is wholly a parent/care-giver responsibility

Working within our design and learning culture to enable and protect our learning conditions for all children and the working conditions for staff; recognising that their child is part of a community, and that this community has collective rights and responsibilities

Respecting the professionalism of the leadership team and the educators; being prepared to work with their recommendations, accepting educator professional perspectives and knowledge; supporting the decisions and processes of the school

Trusting the integrity of the knowledge and lived experience of the Staff and Governing Council around compliance and the quality education programme; seeking clarity and advice from those of us in the business of education and who understand the bigger picture of education, rather than seeking counsel/advice/decision-making support from other families or those who have never been to Child Side.

RESPECT FOR FAMILY CULTURE

Enrolled Families each have their own distinct family culture and story which is respected by Child Side. Families are each child's first and most enduring teachers which we acknowledge and tap into with an open-door approach inviting families into a reciprocal relationship of care and information exchange.

Our school rituals and traditions (such as our Christmas Gratitude Spiral and Easter Breakfast) and rites of passage (such as Fire-Twirling) are designed to be different, with the intent to draw our community together purposefully whilst not taking away from their own personal or cultural traditions and ways of acknowledging days of family significance (such as Mother's Day, Father's Day, birthdays...). Families have rights to participate in their child's education.

RESPECT FOR CHILD SIDE SCHOOL CULTURE OF COMMITMENT AND CARE

Families are expected to develop trusting working relationships with their child's Continuity and Cohesion Educator, committing time to understand and value the learning behind our Design Boundaries reflected across the shape of the day/week and term. Children can only benefit from our design with family commitment around attendance and with families themselves demonstrating and valuing 3-way participation in what our school offers.



FAMILY PARTICIPATION WITHIN THE WIDER COMMUNITY

Committed Child Side families understand the importance of 'act, belong, commit', the ABC of healthy connected communities, both inside school and outside of it. They recognise that their children benefit from 3-way participation at home, at school and out and about within their local community. This is particularly reflected in the parental/caregiver role of participating in their YAC child's Annual Portfolio of Learning, including lived experience evidence of participation in clubs, travel, community events, family life, volunteer and work experience...



Research shows deeply connected children generally have stronger coping strategies in life and are less likely to disengage, self-harm or engage in anti-social behaviours through the adolescent years and early adulthood while the brain is still developing and maturing.

Maggie Dent

MENTAL HEALTH

The World Health Organisation (WHO 2014) defines mental health as: *“Mental Health is a state of well-being in which the individual realises their capabilities, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to their community.”*

This definition focuses on individual strengths (competencies, confidence, connection, character, caring and hope); and a positive identity through purpose in life. This definition highlights the importance of *“doing what is worth doing”* (Ryan and Deci 2001) along with the capacity to accept the specific and inevitable challenges and necessary competencies to achieve future goals connected with a particular purpose (Tegland, 2001).

Purpose in life can also act as a protective factor in relation to mental health

(Galek et al 2015, Aghababaei et al 2026, Glaw et al 2017).

Mental Health and Well-Being along with developing Purpose in Life is a shared responsibility between home and school. Home life sets the foundations for school to support and use as a ‘springboard’ to expand possibilities. School can never be wholly responsible for health, well-being and Purpose in Life. Adolescence is a time where home and school need to be on the same page and work together closely to provide as many protective factors as reasonable and practical. Digital influence needs to be interrupted by human connection, only parents and care givers have the power to reduce and disrupt digital exposure, as they provide the ‘hardware’ of phones, laptops, game consoles, the digital streaming and financial resources etc...

Child Side School acknowledges the challenges and supports the role of families in keeping their home a digitally and physically safe space. As a school we have a wealth of professional knowledge and connections and lived experiences to support families to make a difference. Mature adult brains are MEO & MKO (More Experienced and More Knowledgeable others) despite what teens may think!



SHARED CHILDSIDE

Traditions & Rituals

All our traditions and rituals demonstrate adults as active citizens caring for community.

ENTERPRISE MARKET STALLS

When: 3pm on the Last Friday of the month (Weather and school activities permitting - see weekly messages.

Enterprise afternoon has been a long-held Child Side tradition. It began from the voices of the original Child Side children who planned to catch the train to Perth to visit SciTech. They worked on their products for a term, including the very first Child Side Lemonade stall and some very basic 'busking', and raised enough to purchase train tickets on the Australind train. This has now become their legacy, living on long past their active years at Child Side School...

Enterprise Market Stalls serve many purposes. It is an authentic, engaging and motivating way to teach children financial literacy, from early years right through to our adolescents. It also makes sense to build on this activity to help children develop entrepreneurial and business skills. The premise is to build social capital within our community and to apply entrepreneurial design thinking to market stalls that children, together with their families, have co-created.



EASTER BREAKFAST

When: Last day of Term 1

Easter symbolically is a time of new beginnings and means different things to different families. At Child Side we would like to celebrate Easter as a new beginning, heralding the start of our Autumn/Winter seasons and celebrating and welcoming the potential of plenty of life giving rain through a breakfast/brunch (eating the products of our land, such as eggs, toast, fruit salad...)



Families are invited to join in on the celebrations and build connections with other Child Siders. Each family brings a contribution to the brunch to share as we eat outdoors, then to join the children in a walk around the lake with drums (thunder) to symbolically invite and welcome the winter rains which sustain all life and promote growth of our vegetation, flora, grasslands to feed our animals and crops.

CHRISTMAS GRATITUDE SPIRAL

When: BYO *Picnic tea from 6:00 PM on the last Wednesday of Term 4. * No alcohol on site please

Christmas means different things and is acknowledged in different ways by each family. So our Christmas Gratitude Spiral is a very simple tradition created by our school founders at a time when we had nothing but children and family as assets.



We had to create everything for ourselves, even finding a building to work in and a community of like-minded people who were willing to work hard, invest and commit to our vision and purpose. Our simple end of year tradition was created as a simple symbol of gratitude acknowledging the effort and connection between children, community and country all bound together through actions of Care. Our Christmas Gratitude Spiral was created to symbolically communicate our founding anchor points around Caring for Children, Caring for Community and Caring for Country.

The spiral is made out of fresh Rosemary (symbolic for remembrance), and families are encouraged to bring sprigs of fresh rosemary, tea light battery-operated candles and small simple contributions to help decorate the spiral with their memories and family traditions (cricket balls, swimming goggles, family photos, photos of loved ones and pets-especially for all our families with international connections representing our global community).

Year 6 children walk this spiral and pause to consider the items they find along the way (family photos and symbols of gratitude from the natural world such as flowers, feathers, honky nuts, crystals, shells, fruit...) to symbolise their journey moving into their new developmental phase as YACs. The community joins in singing traditional Christmas songs and other songs children have learned as a school community.

Children, alongside their family, also place a symbolic wish for the world (a pebble) into our original wishing well (a garden pot decorated by the first enrolled CS children). This is another symbolic action of care as a community of families who all share a common purpose together to care for children. Together we sing our wish out into the world symbolically wishing for others what we ourselves experience as a community in the land of opportunity.

We also use this evening as an opportunity to show gratitude for our graduating Year 10 children, publicly acknowledging the difference they have made to our community as they walked their childhood years at Child Side and we in turn acknowledge the future pathways they will walk upon once they leave Child Side. These children are part of our story and their future pathways are built from the Child Side Legacy. It is very emotional for staff who have shared their transformational journey on a daily basis. Children are walked and talked through the symbolism of the Christmas Gratitude Spiral.





SHARE A SLICE (SAS, FORMALLY LITTLE DAY OUT)

Share a Slice of the Child Side Life (previously know as Little Day Out) first began in the old house (first location) as a child initiated enterprising market day to fundraise for a LS2L (Leaving School To Learn) excursion to catch the train to SciTech in Perth. Over the years SAS has transformed into an open day, opening the doors to our schools' values and design, enabling the wider local community and any prospective families the opportunity to immerse themselves in the culture of CSS active citizenship.

FAMILY PARTICIPATION SNAPSHOT

Family capacity to contribute to the P&F is dynamic, especially families with young children and babies or during times of sickness, moving house etc so families participate in different ways across their 12 years at Child Side, including helping 'behind the scenes' in a myriad of little actions.

WHAT FAMILIES "BRING TO THE TABLE"

All families participate in our community life and contribute by



- Bringing a shared plate of home-prepared food for exhibitions (YAC and MCC children organise and prepare at home with family support) and for our Easter Breakfast. At Christmas Spiral and Fire Twirling families can bring a picnic dinner to enjoy.

- Reading Educator Story Parks regularly to connect with the children's learning opportunities.

- Dropping off their YAC child at school for additional night-time Fire-twirling practices during Term 3 (Compulsory safety requirement)



- Bringing MCC & Year 3 bikes & bike Helmets for cycle skill sessions. (Term 1 & Term 4)
- Social connection through supporting home made, fresh produce market stalls and our YAC Shack during Enterprise Afternoons.
- MCC & YAC Families attending exhibitions of Learning Each Term with home-made shared plate for children to host afternoon tea.

CHILD SIDE DESIGN FEATURES

INTERNSHIPS, LEGACY & IMPACT PROJECTS

During the Child Side Journey children co-create Legacy Projects that incorporate the WA Curriculum, and which impact current and future Child Siders who will continue utilising these products, processes and protocols during internships.



SENSORY GARDEN

Wednesday citizen groups co-designed and built a sensory garden as a bug-hub and pollinator café. Children maintain this space.



HYDROPONICS

Internships co-designed a small hydroponics system to think laterally about food production possibilities.

BIKE TRACK

Co-designed by origin Child Side children and built by hand, the 700m(ish) track is walked/run regularly by ECC for heart health and ridden weekly in Terms 1 & 4 by Yr 3 - 6 as part of the cycle skills program.

ENTERPRISE MARKET STALLS

Children design and manage their own stalls/businesses developing real world financial literacy.



YAC SHACK

YAC Shack is a Child Side Legacy Entrepreneurial Project that operates for playgroup and ECC families after morning work, during monthly Enterprise Stalls and during SAS. All families are asked to support this authentic internship building real world opportunities and **employability competencies** (refer to visual) that enable YACs to be successful learners in any context, both at school and beyond.

YAC Shack and other internships and projects use 3-way participation involving: academic learning; practical and technical learning; collaborative and interactive learning that impact long term learning and the relatability of learning through competencies.



EXHIBITIONS OF LEARNING



MCC and YACs hold these on an afternoon, typically 1:30-3:10pm, during the last week of every term, apart from YAC Term 3 when they hold their fire twirling exhibition in the evening. Families and the leadership team always participate through interacting in the shape of each exhibition, which changes each time to broaden the context and teach new technical and communication competencies.

Exhibitions are cumulative processes where children and adolescents develop their eloquence and sophistication of their competencies as they prepare, plan, execute and reflect over many years across MCC and YACs. The entire exhibition process builds employability competencies (see graphic further on page 36) which deepen as individual capacity and confidence grows with experience. Families demonstrate value for their child's 3-way participation in their own educational journey by attending every exhibition.

Design Boundaries Please note: Exhibitions are an integral part of our assessment processes and if missed will need to have follow-up consultation and alternatives planned with the CC educators and leadership team. These are not 'electives' or optional shapes of the term. Missed exhibitions are a family responsibility to work together with their child at home, ready to exhibit on a set date.



Exhibitions (besides term 3 YAC Fire-Twirling) are neither performances/concerts nor TED Talks and families are asked to refrain from clapping as presenting learning is an authentic process with connection at its core and is part of the children's work. No-one claps when served lunch or does a load of laundry, completes their word sorts, solves an algorithm or finishes a board game... exhibitions are just considered as regular, NOT extraordinary, work. This perspective reduces any perceived pressure or stress around publicly communicating with adults.

Exhibition processes build logistical thinking, contingency planning and a sense of purpose.

Adult participation requires acknowledge that:



Childhood and Adolescence are states of transformation and growth. Staff and families witness this over time through multiple exhibitions. As individuals, MCC and YACs work within their own personalised capacities to access curriculum content which then, with experience and brain maturation, enables them to exhibit increasing sophistication and eloquence. Across Years 4-10 they experience 28 opportunities to participate in a wide variety of exhibition formats. There will be enormous growth in confidence, depth and breadth of competencies and fluctuating motivation levels (especially during puberty).

"A critical finding about the human brain: Each brain is not only unique; it is expanding at its own pace. Every brain is on a different timetable of development. This finding has dramatic implications for the organization of learning and assessment worldwide."- Eric Jensen



"All children learn, grow and master life skills at differing rates. There is no competition in raising children." Maggie Dent



Assessment at Child Side supports Goal 2 of the Alice Springs Declaration on Educational Goals for Young Australians.

All young Australians become:



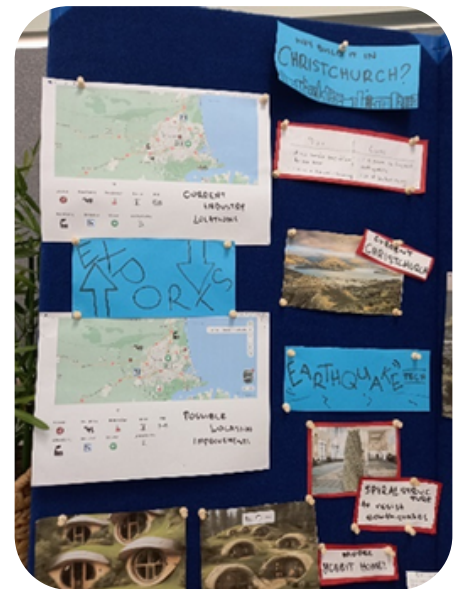
Successful Learners

Confident and creative individuals



Active and informed citizens

Exhibitions give children and adolescents an authentic purpose to reflect and collect evidence of their learning and of their individual and collective 3-way participation across each term communicating in a more formal setting.



“The purpose of life is life with a purpose.”
Dr Louise Porter.

EXHIBITION PROCESS

Our Authentic Assessment provision occurs over many weeks throughout the decision-making process of preparation, execution and reflection. Educators work with MCC and YAC with an integrated coaching approach to facilitate and mentor useful competency application across our Curriculum Interdisciplinary Fusion Framework (See Beehive image). This is complex work that will impact learning, confidence and motivation if any part of the process is frequently missed.



Exhibitions are the visible ‘Share’ part that families see and hear: *In the Share & Reflect stage of the learning cycle, learners take what they’ve created and share it beyond the YAC/MCC context. It’s the culmination of their work from the earlier stages in the Learning Cycle – the end result after developing their ideas, conducting their research and working through their creative process. The first part of this stage, sharing work with others, gives learners the opportunity to develop their communication and presentation skills. In the Reflect portion, learners are invited to self-assess their own experiences and their creation process, a critical skill for learners to develop.* Source: reDesign Lab 2016.

The Reflect stage occurs individually and collectively the following days after the exhibition and when preparing to start the next one the following term, with ‘lessons learned’ from individual and collective specific, useful feedback using our shared language and the gallery critique process (Austin’s Butterfly- read Story Parks). Through this process learners build resilience and their capacity to use their Thinking Competencies to Extract, Verify, Rank, Filter, Prioritise, Amplify, Eliminate... We use the Universal Thinking Framework to structure and empower thinking.





"Resilience refers to the ability to successfully manage life and adapt to change and stressful events in healthy and constructive ways. It is about the capacity to bounce back from positive and negative life experiences and feedback. To develop emotional and psychological buoyancy in childhood gives our kids a better prospect of being able to thrive as adults."

Maggie Dent

LS2L: LEAVING SCHOOL TO LEARN OPPORTUNITIES

At Child Side we value the opportunity to demonstrate that learning happens beyond just the school, with opportunities to learn externally taken as often as logistical and relevant. Families may be required to drop off or pick up their child in various locations if a bus is unable to be provided or time considerations don't allow for the return to school, ensuring that children are demonstrating punctuality and consideration to others on the LS2L experience.



LS2L are not just excursions, but thoroughly planned and thought-out learning experiences with children participating in all aspects of the excursion, including Risk & Time Management considerations. The learning doesn't just happen while out on excursion but leading up to and reflecting on the LS2L. LS2L offers lots of invisible learning opportunities, where the children expand their competencies and resilience.

YAC's will participate in a number of additional LS2L opportunities, often with short notice to families, as they expand their experience of employability competencies across a range of real-life contexts, building networks and connections, finding relevant and relatable ways to witness the usefulness of competencies in the adult work world beyond school. Many YAC LS2L opportunities may not be aligned with the child's current passions/interests, but are non-negotiables with the purpose of helping the children to experience new opportunities that may be out of their comfort zone. The LS2Ls need to be experienced to expand YACs system thinking and build their local knowledge maps. YACs can only make decisions around what interests them, or not, once they have experienced it in a real-world context and have met with MEO/MKO (More Experienced and More Knowledgeable Others) who work in or use the industry themselves.

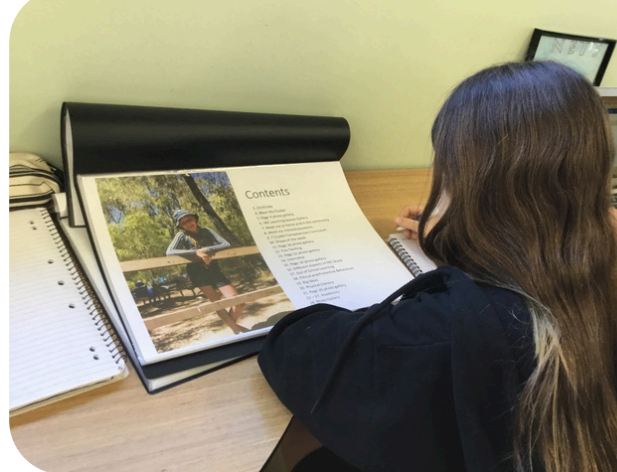
Families must keep up to date with uEducateUs Notifications and weekly newsletter messages to stay in the know about upcoming LS2L experiences and fulfil the LS2L requirements from their end, such as completing the Permission Slips, providing lunch etc, pick ups & drop offs, reading related Educator Story Parks...

Refer to Excursion and Leaving School to Learn Workplace and Community Learning Policies for more information



YAC ANNUAL PORTFOLIO

Every year in YAC (Year 7-10) over Term 4, our young adolescents work with educators to present their learning, their 3-way participation and competency gains over the year in a visual portfolio. They have their own, and CC educator, Story Parks across the whole year to draw from and a range of curriculum documents to access to authenticate their gains.



Families participate, helping their YAC value the gains they have made through their experiences outside of school such as travel, sport, music, helping family, volunteering, work experience... Families are responsible for editing and printing this portfolio in time to use as a visual resource at the final Term 4 exhibition. The leadership team and YAC educators are valuable resources to assist families to build confidence and technical skills, and a small selection of past Portfolios are available to offer ideas. Readers of Portfolios (potentially including Post Year 10 pathways) should be able to see the development of Employability Competencies (refer to Monash University graphic above) embedded in the portfolios.

Our shared Vision Statement (below) underpins every exhibition process and the building and reading of individual Portfolios of Learning.

“REIEA and Child Side School share 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.”

REIEA- Reggio Emilia Information Exchange Australia

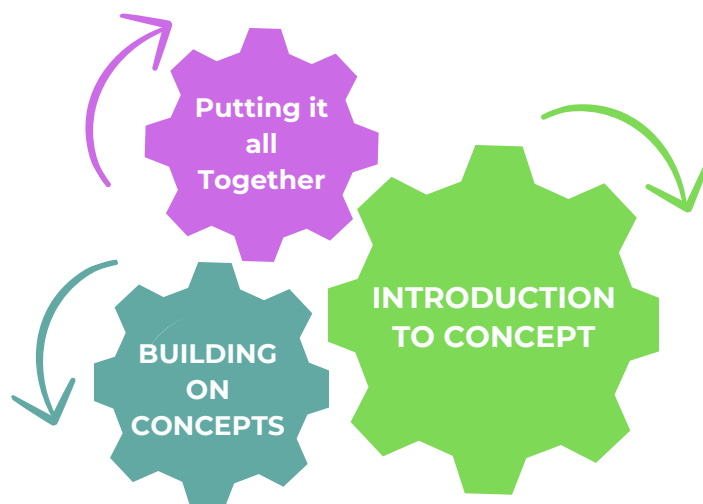
Portfolios are a springboard for conversations enabling YAC;s to demonstrate their experiences around:



SPIRAL CURRICULUM

Our Spiral Curriculum is part of our curriculum **intent** and **implementation** design keeping the long-term learning **impact** for children cohesive and relevant. The spiral curriculum is a professional educational strategy that introduces complex concepts and competencies to children at a basic level early in their educational journey. These concepts and competencies are revisited over time in widely different contexts in increasing depth and complexity over years.

This approach is built on the premise that learning is a process of continuous building and reinforcement. By encountering the same concepts and topics at various points in their education, the impact is that children grow their own knowledge systems and connect with new and different knowledge systems with increasing levels of competency sophistication and eloquence. A spiral curriculum enables educators to teach a child anything at any stage of development keeping it relatable and useful.



Child Side implements a spiral model of collaborative learning. Our intentional multi-age cluster design supports this model and process, enabling children to experience increasing depth and mastery of learning, building and sustaining their confidence and motivation, L2L Learning To Lead their own pathways and participate in the world as an active and informed citizen. This is very different to traditional teaching with a fractured, siloed and linear model of introducing new topics and subject matter each year based on children's age. By the time CS children are in Year 10 they have the capacity and competency depth and sophistication to have a significant degree of self-agency within the YAC cluster enabling a successful transition into any post Child Side learning or working environment. This is the power of being immersed in 12 years of cohesive and relevant curriculum from K-10.

'The spiral curriculum, as advocated by Jerome Bruner, is a form of learning that encourages the revisiting of topics and key concepts, building on previous course material in a cyclical and spiralling manner.

This approach to teaching enables students to gain a deeper understanding of fundamental principles, whilst also ensuring that they are regularly exposed to subject matter at different levels of complexity. By utilising this approach, teachers can support better learning outcomes by enabling students to gradually build on their knowledge and understanding over time, rather than just focusing on the memorisation of isolated facts for exams and tests to measure superficial learning.

The spiral curriculum approach can be particularly effective when attempting to teach complex or abstract concepts, such as mathematical formulae or scientific theories. By revisiting these topics repeatedly, students gain a greater understanding of the underlying principles and can apply this knowledge more effectively in practical or real-world situations.

Ultimately, the spiral curriculum is an effective way of achieving better student learning outcomes by encouraging a deep understanding of key concepts, and ensuring that learners feel confident applying their knowledge in real-world situations.'

<https://www.structural-learning.com/post/the-spiral-curriculum-a-teachers-guide>

STRUCTURE OF THE SCHOOL

Our school design is structured around 3 clusters based on the characteristics of each developmental phase of childhood:



Each cluster builds a spiral curriculum over the years the children have in each cluster keeping the implementation of the curriculum developmentally relevant within the perspectives of each phase. This means one size cannot fit all and children have the opportunity to take what they need each time they explore and investigate another angle every time they revisit concepts, skills and topics, without any real or perceived pressure or self-comparisons to the progress of others.

The rate and pace of each child's learning progressions are asynchronous, in that no human (including identical twins) ever learns to do the same things at the same rate. Each cluster is a multi-age cohort giving children and educators time to spiral through the curriculum, develop strong working relationships and to develop competencies at a much deeper and broader level than year levelled curriculum outcomes.



We have very high standards/expectations, but learning is not standardized according to year levels. The year level WA Curriculum becomes the floor/base for children's learning, not the ceiling nor the final 'tick the box' destination. Our multi-age cluster design vastly improves continuity and cohesion of learning for each and every child increasing the level of long-term impact, especially as each and every child is well-known and our design makes it less likely to slip through any 'cracks' or 'just do the barest minimum'.



K - 10 BY DESIGN

Our school caters for K-10 only by design. The Early Years Learning Framework (EYLF) and the WA Curriculum K-10 Outline uncovers a broad set of skills, competencies and a range of knowledge across different learning disciplines which we fuse and integrate to keep relevant and accessible to children at different stages in their brain, physical and emotional development.

Years 11 and 12 are a totally separate curriculum and have a very different purpose and trajectory. They include a range of discrete and distinct ATAR courses, Endorsed Programmes and VET Industry Specific courses. They are stand-alone courses that do not need children to have had any pre-requisites or any prior knowledge in Year 10. Children in Years 11 and 12 will not have needed course or content preparation in Year 10 at any school in order to be successful in Years 11 and 12 whatever they decide to study.

To be successful in Years 11, 12, TAFE, University, work, travel and life beyond school children need to have demonstrated



Commitment (including consistent attendance)

Personal agency



Confidence and motivation with sound levels of Communication Competencies especially across;

Oracy

Literacy & Digital Technical Communication Competencies

Thinking Competencies

Personal Competencies (self-organisation, self-regulation, emotional intelligence, social intelligence, resilience and grit/perseverance, protective behaviour)

They do NOT need any prerequisite to have experience with tests, exams, assignments, course content.... The purpose of Year 11 and 12 is designed to be focused on more specialisation towards personal interest around further study and career choices. The School Curriculum and Standards Authority SCSA develops and accredits courses for Year 11 and 12. This is a different focus than the K-10 Outline where 'every student is immersed in a well-balanced curriculum'.

SCSA GUIDING PRINCIPLES: WA CURRICULUM K-10 VALUES

'The Western Australian Values of Schooling' articulate what educators in Western Australia believe all students should value as a result of the programs they undertake.

Respect and concern for others and their rights - sensitivity to and concern for the wellbeing of other people and respect for life and property. Each student is encouraged to be caring and compassionate, to be respectful of the rights of others and to find constructive ways of managing conflict. This includes the right to learn in a friendly and non-coercive environment.

Pursuit of knowledge and commitment to achievement of potential - the lifelong disposition toward the quest for knowledge as each student strives to understand the social and natural worlds and how best to make a contribution to these worlds. Each student is encouraged to achieve his or her potential in all respects and, through critical and creative thinking, to develop a broad understanding of his or her own values and world views.

Self-acceptance and respect of self - the acceptance and respect of self, resulting in attitudes and actions that develop each student's unique potential - physical, emotional, aesthetic, spiritual, intellectual, moral and social. Encouragement is given to developing initiative, responsibility, ethical discernment, openness to learning and a sense of personal meaning and identity.

Social and civic responsibility - the commitment to exploring and promoting the common good and meeting individual needs without infringing the basic rights of others. This includes encouraging each student to participate in democratic processes, to value diversity of cultural expression, to respect *legitimate authority, to promote social justice and to support the use of research for the improvement of the quality of life.

Environmental responsibility - the commitment to developing an appreciative awareness of the interdependence of all elements of the environment, including humans and human systems, encouraging a respect and concern for Australia's natural and cultural heritage and for forms of resource use that are regenerative and sustainable.



Please consult one of our professionally qualified and highly experienced leadership team members or Continuity and Cohesion Educators if you have a further interest or questions, especially as your child enters the YAC years, as we are considered to be a* legitimate authority through our qualifications, years of experience and lifelong continuous professional learning.

THE CURRICULUM OF CITIZENSHIP

Wednesday Curriculum Intent and Impact

Research shows it is important that we actually know each other and that we repeatedly interact with each other in order to develop knowledge and skills around active citizenship.

"How to Be a Citizen": C.L Skach

CITIZENSHIP KNOWLEDGE AND INTERACTIONS: UNIVERSAL HUMAN RIGHTS AND RESPONSIBILITIES

Children learn through their 3-way participation in the Wednesday Citizenship context about **universal human rights and responsibilities**.

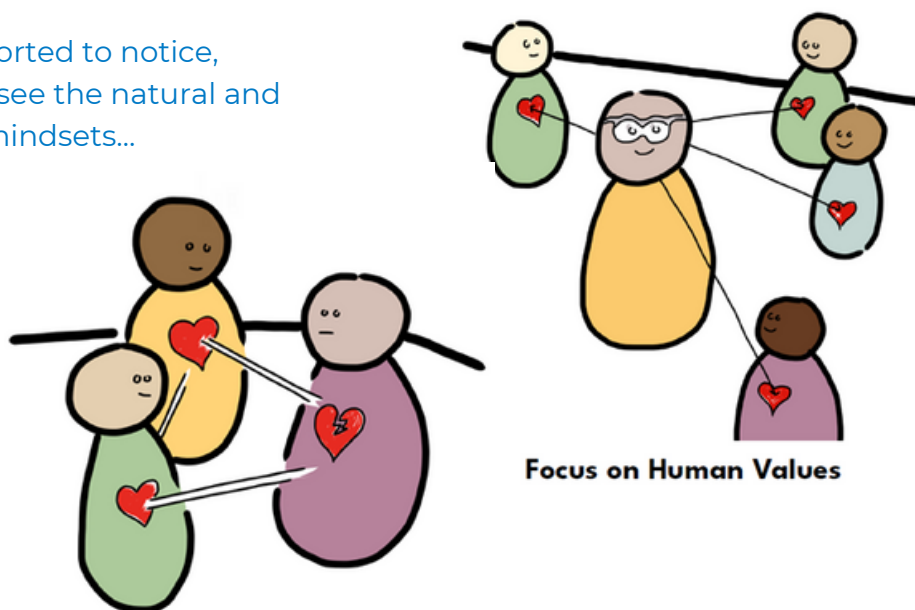
They learn about human values and build relational trust. Through their interactions as citizens of the Child Side Design and Culture they develop and practice self-awareness. Through the process of each Wednesday they learn to:

- Embrace complexity
- Work to transform power (with, not over, others)
- Work with personal discomfort and uncertainty
- Learn to share/ not 'sell'/commercialise nor exclusively own their ideas, products and human rights for personal social or financial profit impacting upon the rights or well-being of others or the planet.

Everything they do across the Wednesday Active Citizenship Design enables them to take action to learn how to Care for Community and as citizen scientists how to Care for Country.

Children are encouraged and supported to notice, reflect, enquire, define, empathise, see the natural and human systems, imagine, choose mindsets...

We access the Liberatory Design (see graphics), Respectful Reciprocal Relationships Framework (Search Institute) and The Humanities And Social Science (HASS) Curriculum.

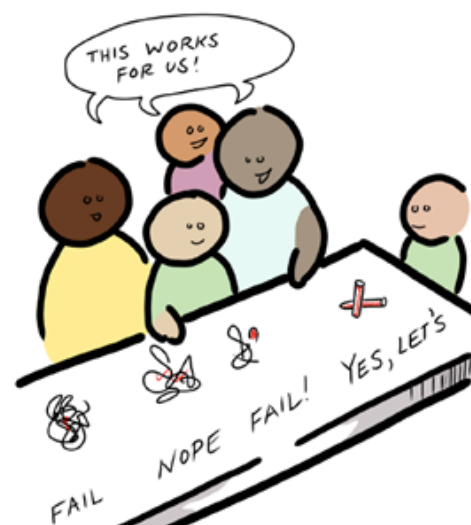


Build Relational Trust

Invest in relationships with intention, especially across difference. Honor stories. Practice empathetic listening.

The focus on how to be an active citizen through the Wednesday Design enables children to define, identify, acknowledge and accept different knowledge systems. These different knowledge systems are built through family and wider ancestry cultures, personal lived experiences, science, spirituality and faith, curriculum areas around Humanities and Social Sciences HASS.

The Wednesday design builds citizenship capacity in each child to take action to learn how to move forwards holding different knowledge systems within the context of their 3-way participation and projects, focusing on human values and universal human rights and responsibilities. Human rights and responsibilities are intrinsically tied to the health and well-being of the planet and children actively build knowledge and contribute as active citizen scientists towards Caring for Country, including working on various short and long-term impact and legacy projects.

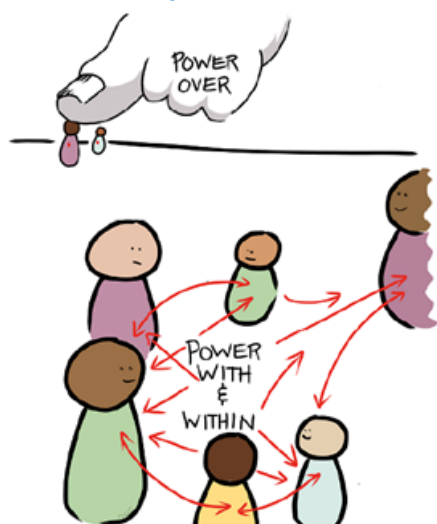


Take Action to Learn

WEDNESDAY CITIZENSHIP GROUPS

Children from across each cluster are allocated a small citizenship group. Size matters and smaller is always better when having positive citizenship impact, however small groups also mean that absent participants do significantly and visibly impact on the rest of the group's workload, their sense of collegiality and their capacity to further a task or project.

These small groups enable children and staff to build horizontal links, with everyone involved in the heavy lifting of Caring for Community and democracy themselves, not just leaving it up to a defined authority (like governments, police, educators...) Our YACs are assigned to each group and are focused upon L2L- Learning to Lead through being facilitated and mentored by educators, adding a layer of accountability to a project and task within their expanding capacity to Care for Community. Our YACs should be able to lead their own pathways and their own lives when they leave the school system as emerging young adults, the Wednesday Design broadens this beyond their own individual focus. YACs are assigned L2L responsibilities as well as an expectation to participate and expand their competency possibilities beyond the familiar daily context of their learning in their own cluster.



Work to Transform Power

Explore structures and opportunities for interactions in which power is shared, not exercised.

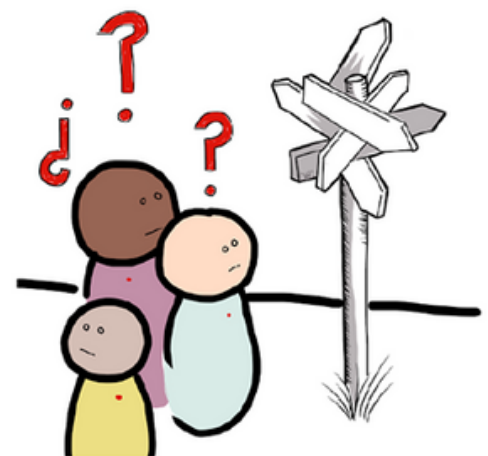
Wednesdays become our associational learning context. In reality our school can be defined as a mosaic made up of individual pieces and colours, individual interests and needs, that then comes together as one 'picture/mosaic' through a common purpose illustrating our anchor points of demonstrating Care for Children, for Community and for Country. The Wednesday Design enables each and every child multiple and diverse contexts to demonstrate their constantly evolving learning capacity around 'How to be a Citizen'.

Citizen groups help children learn through our 3-way participation design that:

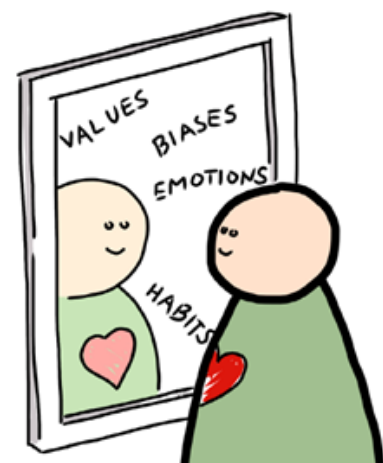
- If by restricting our own rights a little, we can help someone else enjoy their rights too. We can choose when to limit the expression of our own right so that someone else's right can be protected.
- Everyone, regardless of developmental capacity, experience levels, states or traits, has positive obligations towards each other, including towards adults, and towards the natural environment and ecosystems that support their ways of living.
- Everyday life is a complex negotiation where the concepts and practices of citizenship, exclusions and prejudice are experienced, noticed and worked through with other citizens (who are children themselves), supported and enabled by educators.
- The true democratic rights of negotiation happen when we bump up against each other in these spaces, where our interactions with one another then shape who we are and how we use and take ownership of our rights. When we know each other, we can begin a bottom-up rights negotiation/trade-off. The Wednesday Citizenship Design opens up ways to protect and enable universal human rights through becoming a responsible citizen. This starts with children and becomes embedded over the years through access to intentional Citizenship design and practices. Child Side children have approximately 440 Wednesdays from Pre-Primary to Year 10 (10 per term) to evolve their capacity to interact as active citizens. Every Wednesday matters and has some incremental impact. Just like learning another language, active and responsible citizenship needs to be used, especially for the citizenship 'muscle memory' to form and citizenship fitness and stamina to be maintained.

The Wednesday Citizenship Curriculum helps children understand reciprocal 'trade-offs' and 'trade-backs' which are a very different language, concept and practice to 'solutions' where children interpret 'solutions' as end-points that will absolutely fix, change or solve discomfort and will accommodate their own needs and rights without any need to compromise. This 'trade-off' learning is essential to Caring for Community and active citizenship and is hard work for all humans of all ages and stages in life. The discomfort around compromise can be additionally stressful for some neurodiverse traits and single/only children who potentially are used to their needs being met without the need to wait, adapt or compromise in the levels required every day in families with multiple children's needs and desires to accommodate. Wednesdays help all children manage inevitable citizenship 'stress' and reduce the possibility of this turning into citizenship 'distress' or apathy which impacts everyone and the associated tasks and projects.

'Trade-off' and 'Trade-back' processes apply to decision-making around budgeting, conservation, restoration, planning for LS2L (excursions and incursions), menus, resourcing, time allocations, risk-management in any community, workplace, family...



Embrace Complexity



Practice Self-Awareness

Who we are determines how we design. Looking in the "mirror" reveals what we see, how we relate, and how our perspectives impact our practice.

This is learning through experience that matters! It cannot be left to chance nor a personal desire whether to participate or not. Every Wednesday matters and children are expected to show up and demonstrate the human value of reliability as an essential citizenship quality enabling Caring for Community. Wednesdays are not a curriculum elective. Active Citizenship is not an elective, left up to those who choose to be responsible citizens. Everyone matters! Reliability matters! It is wholly a family responsibility to value the intent and impact of the Wednesday Design by ensuring that children attend every Wednesday. Wednesday is an Early Close day intentionally designed so that families can organise music, swimming lessons, playdates, wellness checkups etc after 2pm. We understand that Medical and Therapy appointments and genuine illness will impact occasionally on Wednesday attendance.

Children and staff across all clusters collaborate and interact together every Wednesday in different spaces with specific curriculum intent around natural and biological sciences and HASS (Humanities and Social Science) whilst building and demonstrating their Personal Competencies and growth mindsets, essential for the Art of Adapting (refer to final graphic). The Shape of Wednesday is a Design Boundary, not an elective.

Minds on
Intellectually

Hands on
Practical/Technical

Interactions With
Collaboration/Communication

THE CURRICULUM VALUE AROUND WEDNESDAYS

Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

W.A. Curriculum K-10 Outline

THE VILLAGE SQUARE: & WORLD CAFE

All Clusters start the day in the HUB for combined board games building intergenerational relationships with other children's families, siblings and grandparents, learning how to socially meet and greet others as we all purposefully interact building social capital and networking, learning names and family connections... The HUB & World Café shared meals become the physical place where "everyone knows your name" and the purpose is to teach children how to operate in public, shared and communal spaces. This is the physical foundation of citizenship.



HEART HEALTH

Using our natural and physical outdoor environments for health, active bodies and co-operative games.

CITIZEN GROUPS: AMPLIFY CARING FOR COUNTRY

Children will watch, read or experience intellectual content and technical vocabulary enrichment around the characteristics, impact and interdependence of the 4 F's of Flora, Fauna, Fungi and Folk (us humans), developing technical scientific terms such as to describe the fungi kingdom or the different types and functions of feathers of birds, gaining technical visual art skills through tutorials to investigate and communicate



We meet Alison Pouliot – an ecologist and fungi fanatic who is determined to change the way we understand the fungi Kingdom and our relationships to it

They will engage with statistics, data, patterns and trends to hypothesise, anticipate, problem-see (critical thinking) and problem-solve (creative thinking) considering “trade-offs” between communities and countries.

Example of shared weekly viewing: FUNGI FANATIC

My Garden Path - Alison Pouliot
SERIES 35 | Episode 18

We meet ecologist, Environmental photographer, natural historian and fungi fanatic Alison Pouliot who is determined to change the way we understand this amazing Kingdom and our relationships to it.

“Fungi are an amazing, diverse, curious, fascinating kingdom” said Alison. ‘I have been intrigued by fungi since a very young age’. Drawn in by the fascinating forms of fungi, Alison's interest was initially an aesthetic one, but this bloomed into a thirst for further knowledge – “I wanted to know what these fungi did, how they did it and why” she explained.

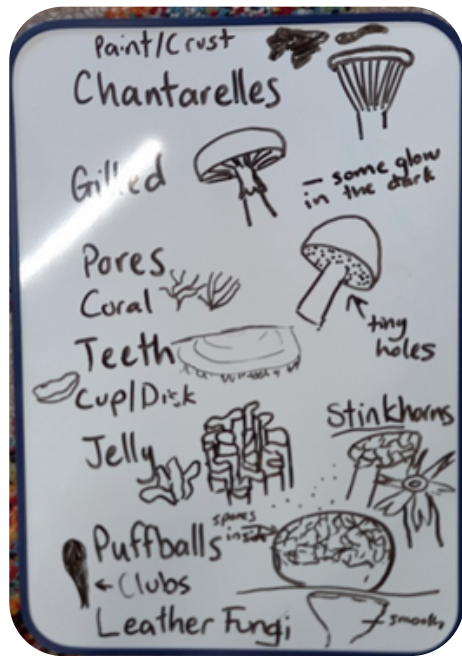
Fungi underpin our ecosystems, from woodlands to garden spaces, and this interweaving of ecologies has always been of interest to Alison. “Fungi occupy a kingdom all of their own. For a long time they were considered to be plants, however we’ve known now for 50 years or so that they are not” said Alison. Fungi do not possess chlorophyll and as such do not photosynthesize, and they have no cellulose or lignin as plants do. “Plants are producers, animals are the consumers, and the fungi are the great recyclers” say Alison.

Alison has a genuine passion for fungi, and is still fascinated by their varying forms – from the “gilled” fungus that we are most familiar with in the supermarket, to lattice balls, coral-like displays, phallus-like clubs protruding from the earth, jellies, stinkhorns and others. But the fungi we see is “just the tip of the iceberg” according to Alison. “What we are seeing is the reproductive structure of the fungus that exists as mycelia, this amazing tapestry of long, interconnected cells of hyphae that exist under the soil”.

One of the fungi that many people are familiar with is the Fly Agaric (*Amanita muscaria*), with the almost fairy-tale like red and white spotted cap. This fascinating fungi forms symbiotic mycorrhizal relationships with conifers – the roots of the fungi latch on to those of the conifer, and as those roots extend out, the conifer is able to access more nutrients and moisture. In return, the fungi receives a feed of sugars from the conifer.

While many Australians love a tidy garden, free from leaf litter and organic debris, Alison explains that this is the habitat of fungi. “By raking up these items, we are removing this valuable habitat and missing out on the ecological benefits of fungi diversity in our own gardens. There are three F's in our Australian environments – flora, fauna and fungi – and I want people to understand and appreciate the valuable role that fungi plays in our overall biodiversity” said Alison. (Child Side adds a 4th F= Folk and us humans interact, depend upon and impact on the 3 Fs.)

Please remember that some fungi are highly toxic to humans and pets. Many of the toxic varieties resemble mushrooms purchased from stores that are safe to eat, so unless you are an expert, never pick and eat wild mushrooms. For more information, visit the Fungimap website.



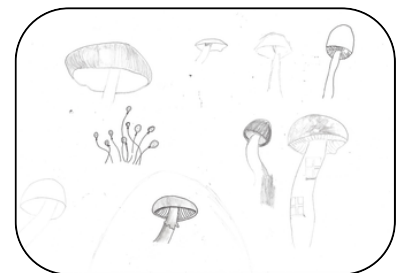
CITIZENSHIP INTERACTIONS BIND THE SHAPE OF WEDNESDAY TOGETHER

PRACTICAL/HANDS-ON TECHNICAL LEARNING

Wednesday provides children with practical/hands-on explorations and interactions with each other (children from other clusters), with resources, actual artefacts, learning to connect with country that surrounds us, connecting to care, to take care, to value and replenish... This includes our World Cafe, preparing meals for the whole school, learning about trade-offs around budget, time allocations, medical needs, availability of ingredients (seasonal, food travel miles, storage), ethics and science within food productions and food security..

OBSERVING AND DRAWING

Observing and drawing local Fauna, flora, fungi- building scientific knowledge as we interact with specific tasks as citizen scientists. Children learn through tutorials and hands-on participation.



COMMUNICATION & ACCOUNTABILITY: INFORMAL EXHIBITION

Each Wednesday before lunch Children participate in an informal exhibition process where they share facts that interest them, challenges they experienced and overcome and give feedback about the process. Children across ECC to YACs share on the spot, being accountable for retaining facts and participating with knowledge shared by others and expressed through creative tasks, using technical skills from the Arts, Technology & Design Curriculums,



WORKING ON LEGACY & IMPACT PROJECTS

Different long and short term projects are co-designed by educators, children and external MEO/MKO (More Experienced & More Knowledgeable Others) around Caring for Country focus around Flora, Fauna, Fungi & Folk.



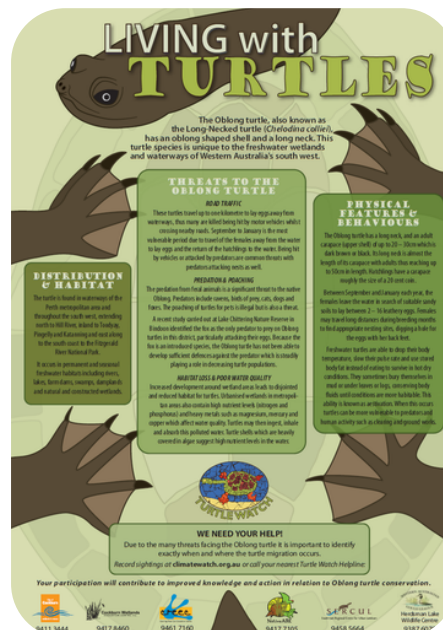
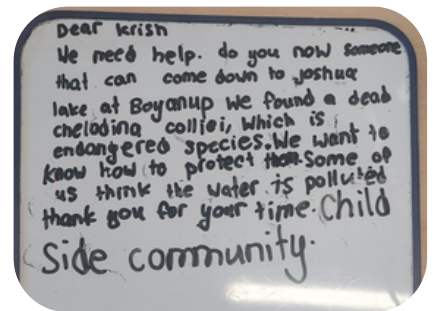
MAKING A DIFFERENCE

Wednesday active citizenship enables educators to use Caring for Country experiences to spring-board further learning across the week and term inside of the regular separate cluster Big Ideas investigations.

The shape of Wednesdays enable YACs to be mentored by a range of educators to expand their **L2L Learn to Lead opportunities with purpose**, building their Systems Thinking, their Compliance Thinking, their Anticipatory Thinking, Contingency planning, their Social and Relationship and Communication Competencies... as they work across groups of combined ECC and MCC members. Wednesdays expect YACs to demonstrate the **Art of Adapting to prepare them for the life-long learning journey ahead of them.**

Our transformational pedagogical **Impact** is evident with **Child Side graduates** uncommonly well-prepared with an increased tolerance for uncertainty and far more fluent in the “**Art of Adapting**” beyond school, different from graduates from traditional siloed prescriptive methods and models of education, which only focus on ‘success in and for school’. Across the K-10 years at CSS, our graduates have been immersed in and exposed to multiple opportunities and contexts to:

- ‘**Learn to Lead**’ their own pathways with a real sense of agency in their own lives
- ‘**Learn to Leave**’ the predictability, familiarity and structure of school as active citizens.



After finding a dead long -neck turtle at the local lake children researched facts and co-authored a letter to Krish Seewraj (Lisa's husband who works for the Department of Water and Environmental Regulation: DWER: Urban Water Management Strategies and Plans) to see if we can find a Living Book to help us test the water quality of the lake to confirm or deny a theory that the turtle died due to pollution.

The art of adapting

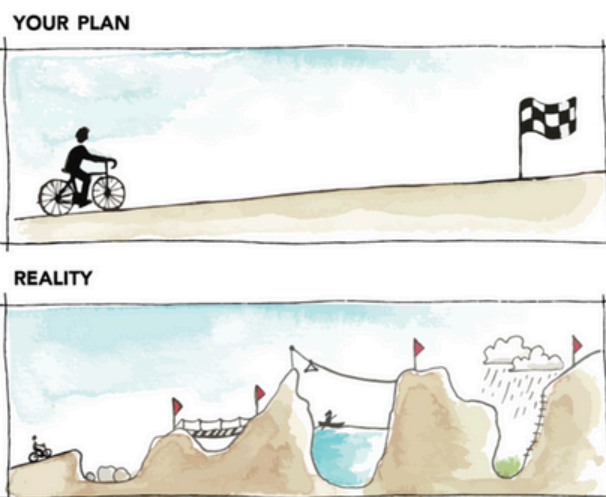


Figure 15 Your plan v reality. Source: Doghousediaries comic. Redrawn by Dr Manuela Taboada, Queensland University of Technology

Source CSIRO: Knowledge broker Support Programme- Volume 1 Seona Meharg et al. Creative Commons CC BY-SA 4.0

WEDNESDAYS MAKE VISIBLE OUR DECADES OF DIFFERENCE BY DESIGN



Wednesdays make our 'Village Square/Yarning Circle' visible as represented by family member Del Schwarze's painting of the Child Side Story above. The largest circle below represents the whole school interconnectivity through the Wednesday Citizenship Curriculum and how our leadership team actively participate within our vision, purpose, design and culture.

OUR VISION STATEMENT

"REIEA and Child Side Playgroup and School have 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."

REIEA- Reggio Emilia Information Exchange Australia.

Our curriculum design and our whole school learning culture at Child Side reciprocally supports and underpins this vision as a 2 way process through relationships. This vision in action affirms our purpose of setting up an educational not-for-profit organisation to provide and protect the opportunities for every young Australian to participate in their own stories and to become:



**Successful
lifelong learners**



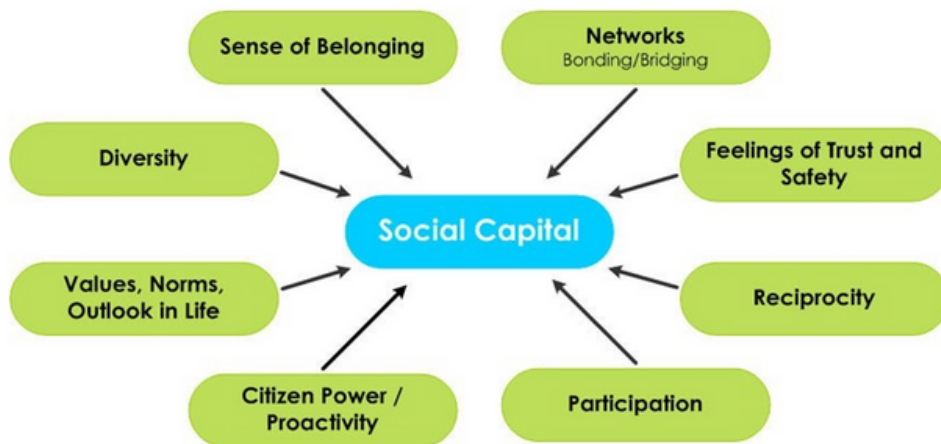
**Confident and creative
individuals**



**Active and informed
members of the community**

Parents & Friends: Care as a Community

The P & F committee is a forum for families to be involved in Child Side beyond the educational programme, enabling opportunities to give back to the children's community, through fund-raising for specific resources and infrastructure requested by the school leadership team. Working together on Fundraisers and our annual Open Day, known as the Share a Slice (SAS), increases the cohesiveness of our whole community through building social capital, providing networking opportunities and expanding possibilities for families to create their own bonds within the community. Children learn through adults engaging as a community.



The close working relationship between the leadership team and the P&F committee ensures that any activities and fundraising events advocate the school's values, vision and purpose advocating Care for Children and Care for Country.



Working with the leadership team and the school's values also reduces any potential to unintentionally promote harmful perspectives such as around selling or consuming alcohol, creating unnecessary waste, exploiting another group, culture, organisation...

Children learn more by watching us collaborate and volunteer than by listening to our 'TED Talk' lectures about collective and individual well-being and respect. Children learn the value of community when they see one in action.

Many hands make light work and spreads the load demonstrating reciprocity and participation. The P&F has been formed as a subcommittee appointed by the Governing Council, working within the terms set out in the Terms of Reference. All families are asked to step up and participate at different events, including Busy Bees, even if they are not part of this sub-committee.

The P&F organises fundraisers such as Bunnings Sausage Sizzle, Wheelathon, and the battery drive.



Values are: "The proven, enduring guidelines for human conduct", which become action-based principles (Covey 2009.) What we value becomes our shaping force. What we value as an organisation are the essential and enduring guiding actionable principles, not to be compromised for short term financial gain, expediency, for individual need/gain, for competitive marketing or in response to social or environmental pressures.



Playgroup WA

Our school began as a Playgroup whilst awaiting approval to become a registered school, but through our work as parents of young children ourselves and our professional work as Early Childhood Educators, we recognised the value of a connected community and the benefits of starting the village to care for children before school-age.

We had connection with Dr. Fraser Mustard* and were involved in a number of professional projects investing in the Early Years through our employment as educators in the public system, prior to founding Child Side. We recognised the value of playgroup helping children and families feel familiar, comfortable and welcome within a school setting.

We are members of Playgroup WA and a portion of our Playgroup families enrol as school families, if places are available and it is within their family capacity to enrol. The Playgroup has been formed as a subcommittee appointed by the Governing Council, working within the terms set out in the Terms of Reference.

Our playgroup runs weekly utilising the beautiful spacious outdoor learning environment in the ECC yard. We have had an active Playgroup Listener role, aligned with our school philosophy, vision, principles and practices every year since inception, inspired by the relationships championed by the Reggio Emilia approach.

Our YAC Shack is available for playgroup families to order a coffee and make the other clusters visible in a purposeful context. Our Playgroup also helps us advocate beyond our school community for the rights of children to have access to play and natural environments immersed in a 'village' invested in caring for children.

*Investing in the Early Years: Closing the gap between what we know and what we do. Dr Fraser Mustard- Council for Early Child Development and Parenting 2008.





Be Safe
Be Kind
Be Creative



Please use this detailed document for reference across the year.

We are different by design and we expect that at various times you may have questions, confusion or concerns. This document and interactions with your child's CC Educator are your first point of information

This wealth of information becomes liveable as families interact and experience them over time. We have further communication processes and information available on our website.

CSS Information Refence Booklet Version 5 - 2025

Please note that this document is updated as necessary. Please see the website for the latest edition.

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