



2026

Annual Report

FOR THE 2025 SCHOOL YEAR

Purpose based learning through
3-WAY PARTICIPATION



Minds on



Hands on



Interactions With



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

Contents

Contextual Information about Child Side School.....	3
Our Vision	4
Objectives of our School.....	4
Student Body Characteristics	5
Governing Council Chair's Report.....	6
Review of 2025.....	6
Enrolment and School Structure	6
Partnerships	7
Buildings, Grounds, and Infrastructure	7
Governance	8
Community Building	10
Looking to 2026 and Beyond.....	10
Lead Educator Report	11
Teaching and Learning Approach	11
Impact Features and Factors: 2025	11
Purpose	12
People.....	12
Place	14
Place-Making Projects	15
Leaving School to Learn (LS2L)	16
2025 Education Requirements.....	16
Design Impact.....	16
Learning Analysis Impact Summary.....	17
Design Impact on Individual Learning Progressions	17
Educator Standards and Qualifications	18
Work force composition.....	19
Professional development attended by staff in 2025.....	19
Student attendance	21
Parent, Student and Staff Satisfaction with the school	21
Financial Report.....	22
Income Position.....	22
Expenditure.....	23
Balance Sheet Position	23

Contextual Information about Child Side School



Child Side School is an independent, co-education school registered for K-10-year levels in 2025. The school is organised into three clusters being the Early Childhood Cluster (ECC) Middle Childhood Cluster (MCC) and Young Adolescent Cluster (YAC). We are a 'small by design' independent school based in the rural location of Boyanup and have been in operation as a registered school since 2003. Originally, the school operated out of a house on 10 acres on loan from Iluka Resources Limited. In 2006 the school moved to the current location at 32 Armstrong Road Joshua Brook Boyanup on land which was gifted to the school by Iluka. The school commenced with 6 children and at the beginning of 2024 had an enrolment of 77 children across K-10. As a 'small by design' entity we operate with optimal numbers suited to our design and within our capacity to provide continuity and cohesion of learning across the 3 developmental phases of learning. Optimum Enrolment stability is our Forever Future goal, not growth for financial gain nor market driven need.

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

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

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



Our Vision

Our Vision is congruent with REIEA's (Reggio Emilia Information Exchange Australia) vision. "REIEA (and Child Side School) has a vision for a just and civil society that values our shared humanity, fosters strong democratic communities, recognises the uniqueness of each individual, and appreciates diversity... We recognise that all children have a right to be heard, to be respected, and to feel a sense of belonging to their family, school and community. We see this as a foundation for becoming responsible citizens of the world."

Objectives of our School

The objects of our school:

- To maintain the rights and responsibilities of each child within the group of children and staff that makes up their learning community. To help each child develop the skills and approach to being a constructive co-contributor to their own learning and personal well-being **within** the well-being of the learning community at our school. We maintain and further the rights and responsibilities of the learning community of children as a group and we view each individual child as part of this community, not separate to it.
- To maintain and further the rights and responsibilities of the family in society, in particular the right to have support, encouragement, and positive involvement in the education process of their child who is an integral part of the children's learning community within a group setting at our school.
- To maintain and further the rights and responsibilities of the staff at our school, in particular the right to have support, encouragement, and appropriate professional learning to work within our particular school context.
- To ensure that each part of this support triangle structure of children, families and staff have equal dignity and are all treated with integrity.



Student Body Characteristics

The family, as a whole is 'enrolled'- as per BPEA (Big Picture Education Australia) – we believe that 'education is everybody's business' and that the family is an essential part of the education process. Families enrolled at our school are considered to have endorsed our vision, our philosophy, our practice, our codes of conduct... The Child Side Way. Learning outside of school hours and within a range of community settings is sincerely valued and families are requested to value their own families' contributions and keep track of the learning experiences available in everyday life surrounding them. We therefore consider both students and their families as part of our active learning community.

Families and their children travel from surrounding areas such as Bunbury, Australind, Leschenault, Eaton, Donnybrook, Roelands, Ferguson Valley and Collie as well as locally in and around Boyanup. The richness and diversity of this 'regional catchment' enable us to offer students many connections and authentic experiences that reach beyond the physical school environment.

We have a core, stable group of long-term, active families committed to the idea of the value of Child Side as being the 'whole' experience over many years; hence we have a strong interest from the early years. We also have a number of families who travel for work purposes and similar to other schools, we have had a small cohort of transient families. Long-term families value the authentic team approach and placing each child at the heart of their personalised curriculum, choosing our school as their "first choice" place of education. These families share similar 'images' of the child as being capable, competent, transformative, social, emotional, intellectually curious and active beings who deserve an authentic childhood whilst learning to become literate, numerate, socially and environmentally responsible.

Families and staff value the active implementation and respect of the terminology regarding a '**wholistic**' education which supports each child at developing their strengths whilst developing strategies to self-advocate for areas of interdependence and collaboration. 'Diversity' is not just a word at Child Side but a visible action. Our current student body encompasses children across a diverse range of learning styles and abilities, including those with diverse needs to both support and enrich learning. Families actively seek out the whole school pedagogy of Child Side to personalise learning and support each child as an individual within the active context of community and a community of learners.

Our current student body and our teaching staff demonstrate high engagement levels both within our own community and actively within other communities with long term commitments, for example, sporting groups, music, the arts...

Governing Council Chair's Report



Review of 2025

Child Side Playgroup and School is a 'small by design' independent school based in the rural location of Boyanup and has been in operation as a registered school since 2003. 2025 marked our ninth year registered as a K – 10 School. We offer a playgroup on site under the *Child Side Purpose and Vision*, which contributes to the school's ongoing and future viability as a feeder group for enrolments. Child Side continues to be regarded highly as a successful Independent School within the community of Boyanup, the greater Bunbury Region and South West, and in the Independent small schools' realm.

Enrolment and School Structure

As a school that is 'small by design', we operate at optimal capacity to ensure continuity and cohesion across our three developmental phases of learning. Our long-term focus is enrolment stability rather than growth for financial gain. Child Side is intentionally 'different by design,' employing a unique pedagogical approach that honours the distinct developmental stages of children from Kindergarten to Year 10. This learning environment is structured around three multi-age clusters, providing a tailored and cohesive educational journey. Historically children from Child Side have gone on to experience success at a variety of secondary, tertiary and employment opportunities and in wider areas of life such as community services and in sporting arenas.

We continued to maintain healthy numbers throughout the year and with 'Talk and Tours' booked months in advance, and waiting lists for many cohorts continuing. We maintained a total enrolment (PP- year 10) of 72 children with 7 children attending the Kindy program.

The Young Adolescent Cluster (YAC) cohort operated with 19 children across years 7 to 10. All 3 of the YAC graduates sought year 11 and 12 placements within the Southwest and were offered and accepted first round places at Manea Senior College in Bunbury.

Karron McDonald continued in the role as Playgroup Listener. Twenty five children were enrolled with an average of between 10 – 27 children attending weekly. As with previous years, children who attended playgroup continued to feed into our Kindy program for the following year.



Partnerships

We continued to engage and foster partnerships throughout 2025.

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

We continued our affiliation with Manea Senior College with past Child Side Children continuing to be noticed and recognised for their contributions and achievements by Manea staff and a past Child Sider working at Manea in 2025 in a student liaison role.

Our professional partnerships with AISWA and Big Picture Education Australia continued throughout 2025 providing valuable, professional support for School staff, School Leadership, and the Governing Council. AISWA professional learning and professional support was available with a renewed direction, particularly for School Boards. Child Side availed opportunities for professional learning opportunities at the school site, particularly in relation to Child Protection. Chris Massey, Executive Director along with other AISWA Staff visited Child Side School as a part of the WA Collegiate Network Meeting on the 7th March. We hosted 12 other Administrators on site with others attending online.

A number of Specialists including speech pathologist, speech therapist and occupational therapist returned to the school site in 2025, providing therapy sessions for individual children under a Memorandum of Understanding with the school and the child's family.

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

Buildings, Grounds, and Infrastructure

There were a number of ongoing projects completed throughout 2025, with several new smaller projects also being finalised.

The Early Childhood Cluster (ECC) returned to the ECC renovated building at the start of the year. ECC staff designed 'fit-for-purpose' Child Side approach spaces with new and repurposed furniture and resources. The amount of coordination, cooperation, investment and hard work necessary by staff, children and community members to see this project through should not be underestimated. The resulting facility is a testament to the confidence (hope) we all have in our school moving forward.

The ECC playground upgrade was commenced in 2025 with a couple of jobs to complete in 2026 and it is anticipated that an audit of this upgrade will be conducted toward the end of 2026. The MCC outdoor learning space near the mountain bike track also had an upgrade, initiated by the MCC through one of their Big Idea Investigations, and supported by school leadership with funds toward the project.

Investment was made in repurposing and maintaining YAC Shack facilities and Community shared workspaces in the HUB to promote and advocate for community building. This was a positive refresh of the space vacated by ECC and will host children's enterprise markets, meetings, gatherings, and act as an alternative teaching and learning space especially for the Wednesday program. This refurbishment was showcased as a *Community Living Room* as a part of our "Share a Slice" celebration in October.

The long-awaited hard court undercover area construction was delayed mid-year due to wet weather and drainage issues but was eventually started and is due to be finalised mid-term 2 of 2026. This addition to the grounds will provide a valuable multipurpose, all-weather facility.

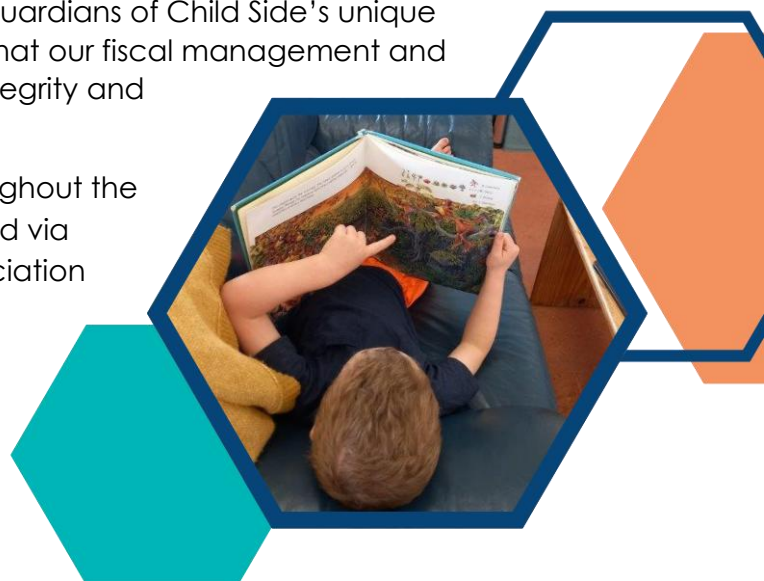
Governance

The launch of the 2025–2029 Strategic Investment Map marks a significant new chapter for Child Side. Our core investment areas were shaped by a comprehensive review of the previous period, alongside a 2024 Community Survey and SWOT analysis. This ensures our future direction remains firmly grounded in stakeholder feedback and rigorous evaluation. Through this new *Strategic Investment Map*, Child Side is strengthening its educational, operational, and governance foundations across the following four Strategic Investment Areas:

1. Enhancing Organisational and Operational Resilience and Capacity within the Teaching and Learning Child Side Design
2. Aligning Community Perception and Interactions within the Teaching and Learning Child Side Design
3. Building + Securing Continuity and Cohesion across Teaching and Learning within the Child Side Design
4. Maintaining and Developing the Physical Environment to enable and protect Teaching and Learning within the Child Side Design

Under the South West Learning Community Inc. Constitution, the Child Side School Governing Council members are selected on the basis of skills required in order to effectively govern the Association. Our Council's role is defined by a dual responsibility: upholding legal standards and fulfilling a moral obligation to our community. As guardians of Child Side's unique design and learning culture, the Council ensures that our fiscal management and sustainability efforts always serve to protect the integrity and quality of our pedagogical approach.

The GC continued to meet twice each term throughout the year with some meetings routinely being convened via TEAMS. The South West Learning Community Association (SWLCA) AGM was convened on site in March.



GC membership increased with two new members joining and one member retiring at the 2025 AGM. Brody Russell and Kirsty Papalia brought significant skills and experience relevant to our strategic direction and, both have strong alignment with, and understanding of, the Child Side ethos. While still a small group, the GC continued to operate meeting quorum and carrying out all required duties with a continued focus on risk mitigation and child protection across all decision making, policy development and review, and resourcing. Through purposeful recruiting, 2 new members joined the Council as invited members at the end of 2025 to start their term at the AGM In 2026.

Our standing member Janine Lanigan as *Finance Officer* continues to support the work of Karron McDonald and the Finance Committee. Her ongoing assistance to the GC providing financial advice and support has been invaluable in continuing to develop finance knowledge and understanding.

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

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

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

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

AISWA professional development opportunities, continued to provide the GC with ongoing support. Significantly, the completion of the *AISWA Child Protection* module online. All required GC members completed this module. AISWA newsletters and updates were routinely tabled throughout 2025 and continue to provide the GC with updates and critical information in regard to changes in legislation and registration requirements.

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

Community Building

Place-Making Projects were initiated across the year to refocus community connection and capacity. The *Share a Slice (of the Child Side Life)* event brought together the whole school, including our P and F, to host a morning tea for our whole community including past students, families and significant others who have been part of the Child Side story and journey. Children and families were an integral part of 'Share a Slice' by hosting spaces and activities that reflected how we work within the very distinctive *Child Side Teaching and Learning Design and Culture*.

Community rituals and events continued to be well attended throughout the year which included Enterprise afternoons, Easter Breakfast, Christmas Spiral and the Middle Childhood Cluster (MCC) and YAC Exhibitions.

Our Parents and Friends (P&F) Committee continued with a small and dedicated working group facilitating fundraising activities throughout the year. Funds were made through the Donnybrook Apple Festival parking fundraiser, Bunnings Sausage Sizzle, Battery drive and cash for cans. The P&F made financial contributions toward the ECC and MCC playground upgrades as well as Graduation albums and Graduation Shirts for 2025 Graduates.

At the close of the 2025 school year the P&F account had accumulated a balance on hand of \$12, 109.13.

Looking to 2026 and Beyond

2026 marks a year of planned growth and stability, focusing on maintaining a consistent and aligned team of educators for our children. This new strategic phase has given us the space to refocus and plan effectively for what's next. Looking ahead we are prioritising a commitment to deeper community cohesion and involvement as well as comprehensive succession planning across all leadership levels to guide us through 2026 and the coming years.

Our commitment to conservative budgeting and the strategic growth of term deposits will ensure our long-term financial viability, providing a vital buffer against rising costs and economic uncertainty. We will remain dedicated to investing in school infrastructure, with current priorities including the development of MCC facilities and the delivery of the planned undercover hard-court surface.

Our organisational flexibility and responsiveness has allowed us to continue beyond mere operations even through periods of significant disruption. This commitment is best seen in our quality education programme, where our unique curriculum design and learning culture consistently push the boundaries of the day-to-day.

I remain grateful for the enduring strength of our systems and policies, and I recognise the importance of rigorous review to ensure we stay compliant and relevant. Our resilience is a testament to a culture intentionally built over time. This ability to act as one—prioritising for the greater good—reflects our clear purpose and the deep trust our community places in us.

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

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

Janine Morgan

Chair
Child Side Playgroup and School Governing Council

Lead Educator Report

Teaching and Learning Approach

The distinctive **Child Side Approach** is purposefully different by design. It exists to create systems, structures, a culture and a pedagogical way of teaching and learning that relates to the developmental capacities of the primary users: children and young people. The teaching and learning approach encompasses how they develop and relate to the world. Children and young people access teaching and learning through the Child Side Approach because it is designed to work for them, with them and around them.

The Child Side Approach conceptualises Teaching and Learning around and through **Purpose, People and Place**. It reconceptualises curriculum to interact purposefully with the developmental perspectives and experiential capacity of children and young people within societal context and usefulness.

It reworks the workplace for children and teaching staff, protecting and enabling educators to maintain conditions required for a quality education programme to surround and shape children and young people's longer-term perspectives, opportunities, possibilities and capacities. Collectively People and Place are shaped by AND through the Purpose of the Child Side Approach to Teaching and Learning.

Impact Features and Factors: 2025

We identified a number of explicit features and factors around **Purpose, People and Place** that had an impact upon the teaching and learning at Child Side over the year 2025. Nothing can be siloed nor segregated from the impact of Purpose, People and Place upon our capacity to demonstrate Care for Children, Care for Community and Care for Country and upon the capacity to enable children themselves to learn competencies to do this both individually and collectively.

These features and factors included:

Purpose

Proof of concept

The Child Side Approach to Teaching and Learning is a very distinctive design and culture within the context of a registered school which needed to be clarified and articulated for our whole community across 2025. Our extensive policies, procedures, structures, strategies and integrated ways of working were all connected and communicated across administration, teaching and governance levels and across both new and longer-term staff and families to support and clarify complex decision-making within our school capacity and context to support continuity and cohesion, despite some significant change.

Significant (for a 'small by design' school) change occurred across **People** (staff, governance members, children and families) with inevitable layers of short and longer term impact and across **Place** (building projects and resourcing) with both requiring adaptive thinking and contingency planning considering significant rises in costs, accessibility (of materials, resources, consumables, National Teacher Shortage...) and when navigating differences of perceptions and perspectives.

Our Purpose was clarified in a number of digital and hard copy documents available for enrolled families, employed staff, governance members and some accessible for prospective families and staff. The content of these documents was regularly referred to across weekly newsletters, educator created Story Parks, at Exhibitions of Learning, during Learning Team Debriefs (LTD) with families, School Development Days, during staff and family Clarifying or Coaching conversations... Children and young people gained knowledge and understanding through developmentally relatable immersion and exposure to Compliance Thinking, Systems Thinking, Ethical and Protective Behaviour Thinking and actions in context of their shape of day. This helps them navigate both loss and renewal that happens as change occurs.

Our Purpose is our common goal and communicated through a whole school shared language and 3-way participation, as it defines and describes how and why people, place and curriculum interact. Purpose, People and Place surround and shape how children and young people learn. 2025 clarified 'proof of concept' and 'power of concept' enabling teaching and learning to continue to flourish even during the inevitable changes and challenges that face all schools.

People

Staff contributions

A useful workplace measure is around what a person contributes to their craft and their community. This was demonstrated in many significant ways such as through MEO and MKO (More Experienced and More Knowledgeable Child Side Approach) staff interactions mentoring new staff and supporting each other professionally and personally through complex circumstances. 2025 had a number of staffing changes due to unexpected personal circumstances, including a number of staff relocating internationally. Our recruitment process is significant as alignment with and openness to the purpose of the Child Side Teaching and Learning Approach is essential and is only clearly visible over time.

Leadership and Continuity + Cohesion Educators (CC Educators) contributions

- Useful, real time data analysis incorporating observations and data gathered across learner profile year level achievements progressions, NAPLAN, OLNAs, exhibitions of learning processes, Morning Work interactions, Digital Diagnostic responses, family information, interacting individually and in small groups, attendance patterns, ... combined with real-time impactful teaching and learning responses were a result of the Child Side Approach Teaching and Learning design, staffing arrangements and long-term working relationships connected through professional integrity and a commitment to Purpose.
- Teaching and Learning decisions were shaped and actioned through Clarifying, Coaching, Compassionate and Cultural (teaching and learning) conversations and interactions between leadership and CC educators on a daily basis. These interactions had a significant impact on professional well-being which sustained the capacity of key staff to undertake the complex work they did working with children, families and curriculum expectations, especially around Ethical and Protective Behaviours
- Restoring and maintaining social cohesion and collective well-being through significant change of people and place over 2025 were the direct result of key leadership, teaching and governance members regular interactions and alignment with the Purpose of the Child Side Approach.
- The tracking of consistent attendance was tracked across the whole school with trends and patterns analysed by the Leadership Team and Continuity and Cohesion Educators. The impact of irregular attendance was highlighted in both mid-year and end-of-year Learner Profiles and discussed with children and families around the impact upon a sense of Belonging and across collective systems that relied upon consistent individual participation.

Families and children

- Families and children continued to be made aware of the positive impact of consistent AND punctual attendance upon capacity, confidence, relationships and opportunity as well as cohesion of academic understanding and contribution to their community
- Continued to be made aware how the way children and young people participate in 3-ways through the Child Side Approach is distinctively different to other schools and other programmes who care for children such as day-cares, after school care, clubs and teams and therefore irregular and late attendance at our school does impact the capacity of everyone, including the continuity and cohesion of Wednesday's citizenship programme, place-making projects, LS2L and community events such as Enterprise Afternoons, everyone matters!
- Continued to hold responsibility for supporting their own understanding and expectations around the processes of re-integration back into their cluster after any extended absence or frequent irregular attendance, especially the beginning and end of every term, where children and young people co-design learning spaces, lunch menus and kitchen groups, exhibitions of learning, systems maintenance, Big Idea investigations...

- Continue to stay aware that the adult/s in each family have the greatest influence and impact upon their child's capacity to regularly attend school and LS2L opportunities. Families who help their children and young people understand resilience and commitment and then make and communicate contingency plans using Anticipatory Thinking Competencies together in consultation with the CC educator, significantly reduce the impact of absences on both the child and their sense of place and purpose within their cluster
- families support neurodiverse perceptions and perspectives of family members by communicating these with leadership and CC educators and finding common pathways to help navigate the complexities within the capacity of the school, the staff and the cluster, with consideration for the collective needs and purpose of the community of learners and the shape of the day tasks

Place

Impact of ECC Building Renovation

Adaptive Learning through Changing Environments

The Early Childhood Cluster (ECC) returned to our renovated building at the start of 2025. ECC staff worked incredibly hard over the holidays and week-ends to relocate furniture and resources into the new spaces, alongside a Furniture Removal Company to assist with the bulk of furniture. ECC staff designed 'fit-for-purpose' Child Side Approach spaces with new and repurposed furniture and resources. ECC children were involved over the first term to co-design the curriculum intentions within these spaces using the Competency Curriculum Clusters to plan, imagine, organise, communicate, reflect and interact purposefully within the newly expanded space.

The refurbished toilets, kitchen, lunch deck and dedicated space to store and retrieve personal items for children were incredibly impactful in terms of accommodating the developmental range of children enrolled in the cluster and welcoming families in each day for the Morning Work learning design, with up to 60 users (including parents, grandparents and very young siblings) each morning upon arrival to school.

The renovations have significantly impacted on staff well-being, especially in terms of increasing capacity to accommodate the diverse developmental needs within the same physical indoor learning environment and enabling quality small group teaching and learning interactions with children across K-3.

The renovations also enabled the whole school Wednesday Citizenship Programme designed around children learning to lead (L2L) Caring for Children, Caring for Community and Caring for Country workshops and shapes of day.

The whole Place-making Project was significant concrete evidence of a Child Side Value around **actioning hope as a visible strategy**. The significant financial, time and staff investment in the ECC rebuild is a clear 'Proof of Concept' indicator to children, staff, families and the wider community. This is a long-term, capacity sustaining investment that indicates that The Child Side Approach has value and commitment from all stakeholders.



Place-Making Projects

HUB restoration

ECC staff also dedicated significant time and effort on week-ends and after school to restore the HUB as a whole school Community Living Room and for shape of day teaching and learning spaces and wet/hot weather spaces for YAC and MCC. This included financial investment in repurposing a section of the HUB to accommodate the YAC Shack business enterprise, which also enables another dedicated and adaptable Teaching and Learning space to accommodate one of the Wednesday kinship group's shape of day.

SAS: Share a Slice (of the Child Side Life)

This process integrated the whole school (including our P and F) through co-designing and working within the principles of the Place-Making Approach to invest time, energy, resources, competencies and connections to hold a 'SAS on Sunday' (Share a Slice on Sunday) morning tea for our whole community and past students, families and significant others who have been part of the Child Side story and journey. The origin foundation Child Side children all were housed in the old ECC building and were incredulous at the ECC Building refurbishment on their walk and talk tour. Children were an integral part of 'Sharing a Slice' of the Child Side Life by hosting spaces and activities that reflected how we worked within the very distinctive Child Side Teaching and Learning Design and Culture. The Place-Making strategies were invested across the whole year and were a dedicated teaching and learning focus across the Wednesday Citizenship Programme integrating subject discipline area content and skills through 3-way participation across all clusters.

Leaving School to Learn (LS2L)

Adaptive Learning across external contexts

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

MCC engaged in LS2L opportunities related to their Big Idea investigations and Entrepreneurial studies such as to the lavender farm for their Little Leaf Tea Company real world research.

2025 Education Requirements

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

Design Impact

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

NAPLAN and OLNA processes and results were contextualised for individuals, and this was communicated to their families. NAPLAN data is of no use to the school statistically due to the very small numbers of children who undertake the test (due to our 'small by design 'and to parental withdrawal levels), the lack of transfer of any results between schools when children transfer over to us from other schools or home-school, and due to the developmentally incompatible nature of the testing design which inevitably impacts, especially in Year 3 and 5. The narrow focus of these tests and the considerable lag time between testing and results is always viewed within all of the rich, continuous collection of observational evidence enabled through our design.



Learning Analysis Impact Summary

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

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

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

Design Impact on Individual Learning Progressions

Spiral Curriculum Approach

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

Family adult 3-way participation

Many families took the many opportunities offered to gain and grow their 'minds-on' knowledge around how children learn and around the school's purpose through participating in Morning Work, Exhibitions of Learning, as Living Books, reading Story Parks and the Child Side Reference Booklets, Enterprise Stalls, Child Side Traditions, interacting with CC educators and leadership... and this knowledge base supported enrolment stability.

Informed adults in families were able to support their young person through difficult times when individual children felt disengaged or sad when significant others left Child Side-including when portions of clusters transition to the next cluster or into post Child Side contexts AND when, typically during the enormous transformation of adolescence in the YAC years, their young person was seeking change (either at school or seeking another school) or had misunderstood social or behavioural intention. Informed adults helped young people understand that the 'grass is greener where you water and weed it' rather than looking at the 'other side of the fence to find greener grass'.

This typically happens during adolescence when young people are transforming their identity and want to stretch their wings or are seeking alternatives, often promoted through social media as having more opportunities or they over inflate the impact of conflict or boundary setting.

Families initially choose a 'small by design' school for a reason, however this does mean families need to build other communities for their child outside of school in their own neighbourhood, through interest-based clubs, sports teams, skill-based sessions such as swimming lessons at the local pool etc. This has proven to reduce the social and emotional impact when change occurs or when children are seeking change themselves and increases enrolment longevity.

Post- Child Side Destinations

Our Teaching and Learning Design and Culture impacts long-term outcomes and, again in 2025, all of our graduating Year 10s accessed their first-choice post-Child Side destinations. Our past students continue to be noticed for achievements that can be attributed to their family commitment, their individual confidence, their sense of well-being and their commitment to their own learning pathways gathered over their years within the Child Side Approach.

Educator Standards and Qualifications

All Educators employed at Child Side School in 2025:

- Were registered with the Teacher Registration Board of Western Australia (TRBWA). This is a requirement of all teachers in Western Australia.
- Provided a Working with Children Check. This is a compulsory criminal check for people who work with children under the age of 18 in Western Australia.
- Had suitable qualifications, both allowing them to be registered by the TRBWA and also to carry out their duties as competent educators of Child Side School.

Qualifications of teaching staff range across the following:

- Bachelor of Education
- Master of Educational Leadership
- Bachelor of Arts (Education) ECE
- Bachelor of arts (film)
- Diploma in Teaching
- Bachelor of Primary Education
- Bachelor of Arts (Early Childhood Education)
- Diploma in Montessori
- Associate Diploma in Marketing
- Bachelor of Science with Honours
- Post Graduate Certificate in Education (Foundation Phase and Early Childhood Development)

Work force composition

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

ECC & Cluster Educators x 1.6

MCC Cluster Educators x 2

YAC Cluster Educators x 2

School Business Manager/Administrator/Co-Principal x1

Office Assistant x 1.4

Education Assistants x 1.6

Professional development attended by staff in 2025

TERM 1

- 'Keeping Safe' Protective Behaviours Curriculum training with AISWA consultant Lynne Nixon on Thursday 30th January- attended by Leonie, Sandy, Anitra, Sarah, Clair, Lisa, Natalya and Karron.
- SDD – Friday January 31st: Whole staff induction and orientation - Staff welcome letters, Code of Conduct Policy, Child and Staff code of conduct policy. Child Protection Policy, Protective Behaviours Curriculum Implementation, Mandatory Reporting. Supervision/Duty of Care, Critical and emergency Management Policy, First Aide requirements, Risk Management and WHS, communication processes, collegiate development and support processes, Guiding Children's Behaviour. 2025 school structure.
- Courtney Delaporte completed the 2025 NAPLAN Technical readiness training on 17th February.
- Karron McDonald completed the 2025 NAPLAN Principal training on 24th February
- Courtney Delaporte completed the Wow what's New for NAPLAN 2025 and NAPLAN Co-ordinator training on the 24th February.
- Karron McDonald completed 2025 NAPLAN Coordinator training on 24th February.
- Lisa Seewraj completed 2025 NAPLAN Test Administrator training on 5th March.
- Janine Morgan and Karron McDonald attend WACS term one meeting on 7th March.
- Lisa Seeraj completed the 'dofoodsafely' course and assessment on 7th April 2025, one of the courses recommended on the Shire of Capel website in regard to food Safety Management.

TERM 2

- Natalya Dobias completed the 'dofoodsafely' course and assessment on 7th May 2025, one of the courses recommended on the Shire of Capel website in regard to food Safety Management.
- Sarah Neale completed the 'dofoodsafely' course and assessment on 7th May 2025, one of the courses recommended on the Shire of Capel website in regard to food Safety Management.

- Kim Shepherd completed the 'dofoodsafely' course and assessment on 7th May 2025, one of the courses recommended on the Shire of Capel website in regard to food Safety Management.
- Leonie O'Connel attended the AISWA Leadership Conference and dinner on Monday 26th May.
- Kirsty Papalia attended 45 minutes of PD with Paul Litherland from Surf Online Safe around social media use with school students on 29th May 2025.
- Bella Smith completed DoFoodsafely course on 2nd June 2025.
- Karron McDonald attended the WA Collegiate Group meeting on Friday the 6th June via Teams.
- Kirsty Papalia attended CEWA Child Protection Procedures & Mandatory Reporting Training on 8 May 2025.

TERM 3

- Lisa Seewraj completed Eistein Physics micro credential through UWA consisting of 300 hours of PD and attaining 12 points towards undergraduate and postgraduate studies.
- Clair Bedford completed her Resuscitation Qualification through WA Royal Life Saving on the 23 July 2025. The qualification is valid for 12 months.
- Dale Fuluna completed DoFoodsafely course on 6th August 2025.

TERM 4

- Janine Morgan attended AISWA Chair Connect on Monday 13th October from 5pm to 7pm.
- Karron McDonald completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 21 October 2025.
- Sarah Neale, Anna Wilkosz, Samantha Peacock, Courtney Delaporte, Lisa Seewraj and Anitra Woodcock completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 22 October 2025.
- Dale Fuluna completed Department of Communities Mandatory Reporter Training on 22 October 2025.
- Leonie O'Connell completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 24 October 2025.
- Bella smith completed Department of Communities Mandatory Reporter Training on 3 November 2025.
- Kirsty Papalia was employed by SCSA as an Examination Final Checker for the 2025 Agribusiness exam. She sat the exam (like a student would) answering all the questions and then providing feedback on the exam, specific questions, and match to the syllabus etc.
- Janine Morgan and Karron McDonald attended AISWA School Registration Seminar on Monday 10th November.
- Janine Morgan completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 22 November 2025.
- Grant Lamont completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 27 November 2025.
- Brody Russell completed AISWA Child Abuse Reporting Including Mandatory Reporting Training on 29 November 2025.
- Hannah Archer completed the Govt of WA, Dept of Communities Mandatory Reporting Training on 15th December 2025.

Student attendance

Year 1 - 86.10%	Year 6 - 88.48%
Year 2 - 80.72%	Year 7 - 91.38%
Year 3 - 87.94%	Year 8 - 84.03%
Year 4 - 91.21%	Year 9 - 70.00%
Year 5 - 83.37%	Year 10 - 94.65%

Whole School – 87.45%

In a small school attendance can be severely affected by a small number of students. In small cohorts it only takes low attendance by one student to drop the overall cohort attendance rate significantly.

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



Parent, Student and Staff Satisfaction with the school

Satisfaction is gauged across all three sectors of our community through authentic daily feedback and observation and engagement with school activities.

All three sectors have multiple opportunities to constructively engage with the leadership team and the leadership team has the support and access to the Governing Council, in particular the Chair, on a regular basis, as well as AISWA staff on a variety of levels including Inclusion, Curriculum and Industrial Relations. The school has Codes of Conduct which apply to the whole community and across all three sectors with varying levels of detail, and the school has a clear communication process.

The shape of the school day and week is designed to maximise opportunities for parents to engage as educational partners and share/access information about their child both with their cluster educator and the leadership administrator, whose role is also part of the education 'Pastoral Care' process, being a cornerstone for families, staff, and children in terms of Maslow's Hierarchy of Needs and sharing the inevitable ups and downs of life which impact on children and workplaces. This is all part of our intentional small by design and school vision to work with equal dignity, Choose Respect, a No-Blame approach, and restorative justice.

We model and seep across all layers of documentation and practice a solution-based approach and our daily guidelines of: Be Safe, Be Kind, Be Creative. Families and staff know that the leadership team and GC Chair are highly approachable and do access them regularly at the point of need and more frequently to share stories of growth, progress, and satisfaction.

Families who tend to access the communication process more frequently and proactively and are active in the daily education process of their child gain insight into the operational working of a school and our school design in particular. These are families who make themselves available for contributing to a range of school processes including reading Story Park entries, reading uEducateUs (school communication app), and internal FB messages, engaging with Child Side Rituals such as Easter Breakfast, Christmas Spiral, Share A Slice Morning Tea Open day, Fire-twirling Exhibition, monthly Family Enterprise Stalls, termly Exhibitions of Learning and P and F fundraisers and are more likely to see and value the long term Bigger Picture.

To view My School profile of Child Side School please see link below:
<https://myschool.edu.au> and type in Child Side School under 'Find a school'

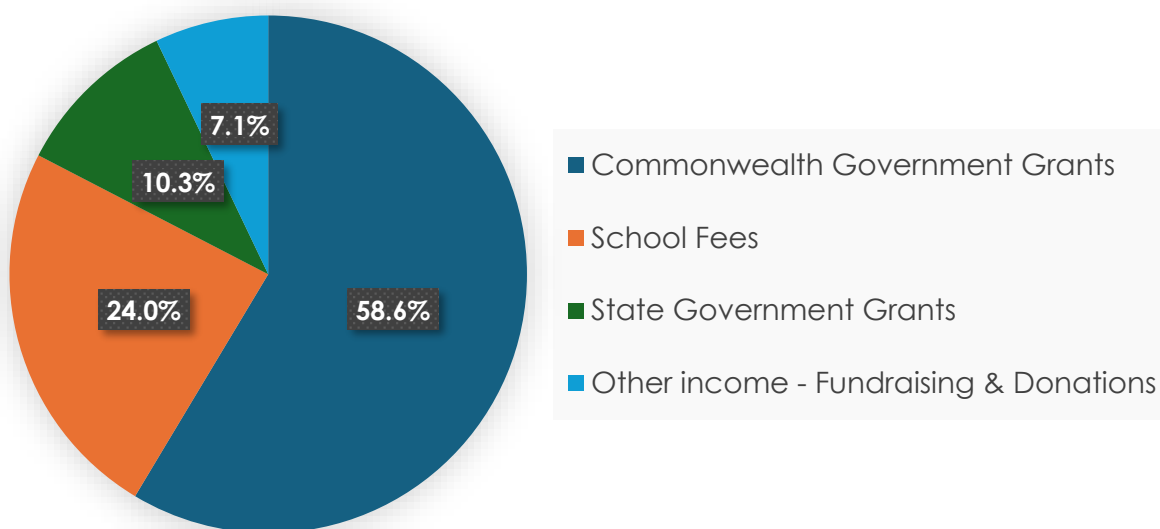
Financial Report

The Financial Statements for the year ended 31 December 2025 were drawn to give a true and fair view of the results of the Association and are "Special Purpose Financial Reports". The Financial Statements were audited by Macleod Corporation Pty Ltd.

Income Position

Total income for 2025 was \$2,116, 644 with the following breakdown by funding sources

- Commonwealth Government Grants- 58.6 %
- School Fees – 24%
- State Government Grants- 10.3 %
- Other income- Fundraising +Donations- 7.1%

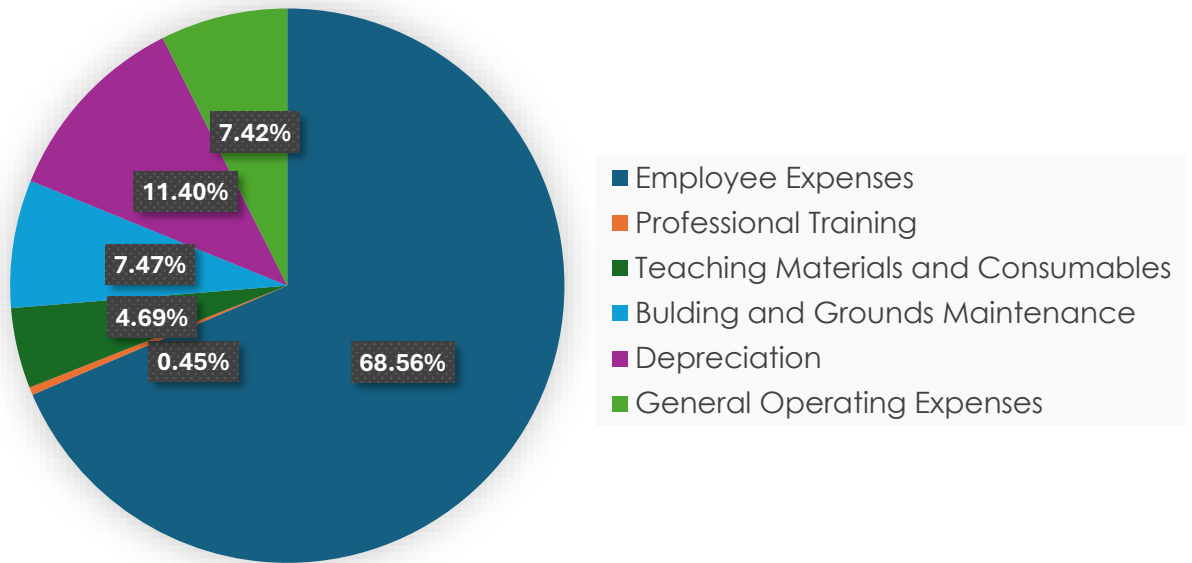


Expenditure

Total expenditure amounted to \$1,839,011 with the following breakdown:

- Employee expenses - \$1,260,815
- Professional Training - \$8,313
- Teaching Materials and consumables - \$86,329
- Building and grounds maintenance - \$137,347
- Depreciation - \$209,738
- General Operating Expenses - \$131,469

NET SURPLUS FOR 2025 - \$277,633



Balance Sheet Position

- Total assets - \$3,567,690
- Total liabilities - \$718,803
- Net Assets - \$2,848,887
- Net Assets - \$2,571,840

Report prepared by:

Leonie O'Connell and *Karron McDonald*

in our shared management role.