



Educational and Financial Report 2016

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Educational and Financial Reporting 2016

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Educational and Financial Report 2016

Theme 1: Messages from key school bodies

CURRAMBENA SCHOOL COUNCIL

The Council's responsibilities fall into a number of key areas:

Financial responsibility of the school

- This involves managing both our revenue (driven by enrolments and grants)
- Our costs (staff costs, investments in grounds and educational allowances)

Management of staff

- Ensuring that the staff are well supported
- That issues are dealt with
- That we are a good and responsible employer

Management of our environment – the school

- Developing that environment, making it a better place
- Maintenance of the grounds

Management of the needs of our customers

- The kids and the parent community

Setting and driving the strategic direction of the school

School Coordinator's Report

Listening to the events around the world, I would like to start with an affirmation about how incredibly blessed each and every one of us are, here in Australia, in this Currumbena, in this room. So let's be incredibly thankful. I move on and say thank-you to all our Council members, especially Caroline our chair who has been a great captain and a wonderful support to me in my role as Coordinator. Thank-you to our teachers, the classroom assistants, parents and kids. You are the beating heart of Currumbena. Today, I walk you through the gate and around the classrooms, reading a few words from each of our teachers and the happenings in their classes over our 2016 year.

Our first stop is Sarah

"We started the year off with a theatrical experience, an excursion to see the play... "Mr Stink". This was the beginning of an emersion into the world of (the author) David Walliams. Throughout the year we read ALL his books. And this formed the basis of our school play at the end of the year. We went to "Kids Flicks" which showcased short films created by children. We looked at Toys from the past, present and future and made our own toys that moved either with a push or pull. Peter Morgan visited us in Term 2 and we danced and sang "The Haka". Also, Boori came and told us stories. We went to Voices for Reconciliation to support Wendy's class perform. Also in Term 2, we looked at "Light" and did experiments to discover how this travels. Along with Louise's class we had a movie night and we went to the Museum of Sydney together to consolidate our learning on Australian and Aboriginal History. In Term 3, we had an afternoon of story reading. We invited parents and friends to our classroom and read them stories and poems we had written. We looked at Living Things and Life cycles. All throughout the year, our class practiced mindfulness, meditation and a weekly focus on character traits. This included discussing how we can be more: Responsible, Kind, Grateful, Thoughtful, Generous, Supportive, Resilient and Confident, to name a few!"

Moving next door to Louise

"We adapted some dreamtime stories, changed them into scripts, made puppets, back drops, props and musical accompaniment and performed them to other classes and parents. Aboriginal studies including a visit to the Sydney Observatory to hear about dreamtime stories in the stars and a visit from the Lane Cove Aboriginal officer who took us into the bush to look at food, shelters and what life might be like. With our topic on the Arctic and global warming, we did lots of science experiments and ended with making persuasive

posters to help people save energy to reduce our impact on global warming. We designed and, following a trip to Reverse Garbage, made a variety of inventions including a self-watering, possum proof garden bed, a secret trinket box, a wearable bed and springy shoes for jumping really high”

Now down the steps to Marius

“Last year was a huge buzz for me professionally, and for the kids, with everyone engaging in rich, fun learning. We explored new concepts in maths through number songs and dances, and worked in small groups to investigate shape and measurement challenges. In literacy, we gave persuasive orals, discussed a range of authors, new and old, researched and presented our own personal interest projects, and wrote traditional stories, letters and poems. We designed animal enclosures and city plans in Science, and explored forces through our own self-propelled vehicles. For the school play the kids wrote and performed an epic about a colony of ants that was a big success. To extend our studies we had lovely excursions to the zoo and the art gallery. The class also voted on a class pet, with the result being our petulant lizard Blizzard. All in all, the kids developed their skills with great zest and enthusiasm and always worked together to discuss and improve the culture of the classroom.”

Through the dividing door to Sue

Our dear Sue unfortunately left us in Term 3 but we were so fortunate to get Tammy and then Jess to manage our Kindergarten class till the end of the year. They had a wonderful finish with an outstanding concert performance full of cultural diversity, a touch of class and so full of fun and, I think, melted all your hearts.

Across to the new room and Wendy

“Over the last twelve months, we ran another Jump Rope event for the school which encourages everyone to exercise and also raised some money for the Heart Foundation. We participated in the LC Children’s Voices for Reconciliation event again, singing and presenting speeches. We went to the Powerhouse Museum, Bikewise, Synergy, wrote and performed our class play and had a successful camp at Jervis Bay.... Along with all the academic and social learning, we had heaps of fun.”

And finally up the hill to Preschool from Katrina

“2016 saw many changes in preschool. The preschool class moved to the classroom on the hill when construction on the new classroom and play space began in term 3. Chris Price who had been an assistant in preschool for over 23 years retired. We were very fortunate to find a gorgeous new assistant, Tui Michell, starting in term 4. These changes were embraced by the children who thrived in our new learning space. We ended the year with a thank you and goodbye afternoon tea for all families in preschool. It really was a fabulous celebration of how capable and competent the preschool children are and what a great sense of community we have not only in preschool but throughout Currumbena”.

Now I have one last thank-you to Preschool who have been so patient and resilient to managing their enclosed space throughout the build. There were lots of improvisation with ropes strung between building and fence, gym mats being out on a daily basis and ongoing conversation and discussion with the builders. I think our preschoolers really kept them on their toes with that ever-enquiring question Why?

Then our last term came with our first ever concert on a big grown up stage and what a buzz that was for everyone. So on that note I will close my report for 2016 on what was another incredibly eventful year at Currumbena.

Treasurer of the School Board Report

The Financial statements for the year ended 31 December 2016 have been finalised and a copy is available in the office for anyone interested in reviewing the financial results in detail. They are a great read!

I am always available if anyone has any questions about the school’s financial position, the specific results for the 2016 financial year or any other question.

The accounts have been audited by Forsyth Chartered accountants once again, and no material issues were identified by the auditors during the audit process.

Financial Results

1. In 2016, the school continued the pattern of positive net cash inflows and maintained a healthy cash position. This cash position has enabled the school to facilitate the phased build project, which has resulted in a successful Stage 1 completion of the new school building.
2. The school has produced a positive operating surplus in 2016 which has been and will be invested back into the school.
3. Student enrolments were strong in 2016. These levels of enrolments helped to produce the strong financial result in 2016.
4. School fees increased in 2016 in line with the rate of growth of salaries to ensure that a positive cash flow is maintained.
5. A tiering of fees was introduced into preschool as part of a government requirement to show an intention to offer more places to 4-year old children.
6. The school remains in a strong and healthy financial position with sufficient funds available to contribute towards stage 2 of the new building works.

Building Fund / Building works

1. The prudent fiscal approach by my predecessors and the mindfulness of the teaching and staff have enabled the school to fund a beautiful, cutting edge, futuristic new classroom. You all should be very proud of this building as it continues on the long tradition of providing a wonderful educational facility for children, and many more children in the coming years.
2. I would like to thank the build team for their hard work, focus, tenacity and passion to bring to the community this wonderful project.
3. The building fund will now be utilised for the stage 2 building works. Please note that tax deductible donations can always be made to the school building fund and will be greatly appreciated!
4. A condition of the Government grant for the build is that the school must exhaust all available financial resources. As part of this process the school has committed to funding a small component of the build cost from a bank loan. The cash flow budgets for the school have been carefully projected for the next few years to ensure that there will be sufficient funds available to meet debt obligations.

CAPX

1. The school is a not for profit, limited guarantee, public company and has continued its commitment to reinvest surpluses into improving educational resources, maintaining and upgrading school resources, and providing for future capital works.
2. The main CAPX spending is focused on the new building works, landscaping and miscellaneous repairs this year.

2017 Budget

1. We have set a tight budget for 2017 and will continue to monitor the results on a quarterly basis. A separate budget and monthly reporting will be produced to monitor the building works costs and to report to the AIS in accordance with the requirements of the Government grant.

In closing, it will be an exciting time for the school over the next 12 months as we move to stage 2 of the build program and the renovation of the Western Building. We are creating a wonderful future for the school.

Theme 2: Contextual information about the school

History

Currumbena was established in 1969 by a group of parents, teachers and educators committed to providing an alternative to the educational systems available at the time. The word 'Currumbena' is an Aboriginal word meaning 'happy place'.

Philosophy

Currumbena is founded on the belief that all children are individuals with common needs for both security and challenge in their learning environment. In a school environment that is safe and happy, children's self-esteem will grow and their innate curiosity and desire to gain knowledge will rise to the challenge of new learning experiences.

The aims of the school are expressed formally in the Memorandum and Articles of Association. These aims are:

1. To provide a school environment that:
 - respects the individuality of the child
 - fosters self-determination in the child
 - develops the child's creative and critical abilities
 - stresses cooperation rather than competition
2. To maintain high academic standards consistent with the preceding objects
3. Consistent with the preceding objects:
 - the school shall be secular
 - the school shall be co-educational
 - no class shall have more than 25 pupils
 - there shall be no school uniform
 - there shall be individual assessment and no competitive examinations
 - it is the policy of the school to abstain from corporal punishment
4. To respect and safeguard the professional status of the teachers
5. To strive for cooperation between teachers, other educators, parents and children
6. To allow for pupil participation in the affairs of the school and to encourage involvement in the community outside the school
7. To make use of the latest techniques and advances in education for the continuing development of the school and to stimulate educational thought and practice in Australia

Core values and beliefs

At Currumbena we are committed to providing an alternative to mainstream education, developing all aspects of each child. We routinely incorporate valid theories in education, child development and conflict resolution to complement our rich experience of providing alternative education. Our philosophical approach to education is based on a commitment to:

The joyful pursuit of lifelong learning

We believe there is no restriction on what children can learn. Our curriculum gives emphasis to academic, social, emotional and physical aspects of children's development.

Celebrating the uniqueness of each child

Each child's learning is meaningful, creative and intrinsically valued without being compared with others.

Developing a nurturing community to support children's development

Learning goes on inside and outside the classroom at Currumbena and we work to create a caring and safe community that respects, trusts and treasures each individual child. In turn children actively contribute to the school and develop a sense of belonging to a community.

Supporting our professional educators so they can promote learning with energy and passion

The teachers earn the respect of the parents and children through their commitment, dedication, skills and educational expertise. They develop close and personal relationships with each child, involving them in sharing decisions about their own learning.

Honouring the role of parents

Parents are respected as the child’s first teacher. Their contribution to every aspect of the school is highly valued.

Teaching and modelling effective communication

We empower children with communication skills so that they learn to take responsibility for themselves, to cooperate with others and to effectively resolve conflicts.

Open governance

We are committed to transparent, democratic, consultative and contestable governance that is accessible to teachers, parents and children.

Theme 3: Student outcomes in standardised national literacy and numeracy testing

Requirement (from Manual 3.10.1)	Explanatory information	Summary	Date due	Staff responsible
<p>Currambena does not participate in any form of comparative testing but believes that individual effort, goal setting and attainment are essential qualities in child-centred education.</p> <p>Currambena addresses assessment through continuous individual observations and specific assessment tasks. These are all supported by Neale Analysis, Reading Recovery and Multi-Lit Programme.</p>	<p>Year 3 children and Year 5 children worked on curriculum outcomes to stages 2 and 3 respectively</p>	<p>Achievements were assessed with each child’s individual progress within the outcomes of the curriculum and the core values and beliefs of Currambena.</p>		<p>2 Upper school teachers 1 Middle school teacher</p>

Theme 4: Professional learning and teacher standards

TEACHING STANDARDS/ QUALIFICATIONS

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	9*
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

*This number includes 2 teachers who came in for a term each in terms 3 and 4, replacing the Kindergarten teacher who left after term 2 for medical reason.

PROFESSIONAL LEARNING

Currumbena Council Directors attended a governance workshop conducted by the AIS Leadership Centre. The teaching staff participated in professional learning courses during staff development days in 2016: Felstead Education and Training on “Mindfulness for Teachers”, Science Knowhow with Camila Gordon and CPR, Asthma and Anaphylactic training. At the end of Term 4, a *Staff Reflection Day* was held to look back and reflect on the year that just passed. In addition, the following professional learning activities were undertaken by different staff members throughout 2016:

Description of the Professional Learning Activity	Number of staff participating
International Democratic Education Conference in Mikkeli, Finland	2
Australian Democratic Education Community Conference at Koonwarra Village School in Victoria	2
AIS course- Connecting the Dots: Integrated Units of Work for the New Curriculum	1
Winhanga-rra: Storytelling with Bangarra	1
Building Capability for Critical and Creative Thinking	1
NSW Chapter Movie Screening: “Most Likely to Succeed” at the Powerhouse Museum	1
Success with Dyslexia	1
AIS Course: Boosting Creative Thinking Across the Curriculum with Music and Sound	1

AIS Course: Strategies for Managing Parental Complaints	1
Seminar/Workshop: Creating the Most Engaging STEM Thinking Classroom	1
CPR and Anaphylaxis training	10

Theme 5: Workforce composition

School staff 2016	
Teaching staff	10
Full-time equivalent teaching staff	6.4
Non-teaching staff	3
Full-time equivalent non-teaching staff	2.0

Please note, this number includes 2 teachers who came in for a term each in terms 3 and 4, replacing the Kindergarten teacher who left after term 2 for medical reason.

Theme 6: Student attendance and management of non-attendance

SCHOOL STUDENT ATTENDANCE REPORT 2016 (taken from the attendance report submitted to ACARA for the first semester of 2016)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
93.09%	92.30%	97.61%	94.71%	92.91%	94.68%	94.14%

Overall Attendance	Non Indigenous Attendance	Indigenous Attendance	Non-Indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time
94.14%	94.16%	92.55%	76.47%	100%

MANAGEMENT OF STUDENT NON-ATTENDANCE

The school implements policy and procedures for the management of student non-attendance. A daily record of school attendance of each student is taken throughout the term. Parents/carers are asked to communicate directly with the class teacher if their child is not attending school for any reason. This can be done either in person, by phone and/or through email. Any unexplained absence is followed up with the parents/carers, firstly, to ascertain the safety and wellbeing of the child and, secondly, to remind them of the necessity to communicate with the school.

If the problem of poor attendance or unexplained absences of a student persists after an initial meeting with the class teacher and the child's parents, the Coordinator will call a second meeting with the class teacher and the family to further negotiate strategies and possible support to address the problem. If the problem continues, the AIS will be called to come and mediate with a further meeting along with the Coordinator, the class teacher, the student and the parents. The parents will be informed that continued days of absence could result in a mandatory report being lodged. All meetings with the parents and student will be documented and kept in the student's file.

Theme 7: Enrolment policies and characteristics of the student body

Currumbena is a comprehensive co-educational secular K-6 school providing an education underpinned by democratic values and operating within the curriculum guidelines of the NSW Education Standards Authority (NESA). Currumbena is very limited in places that occasionally become available in our primary classes. The enrolment process aims to be fair and equitable, and as open and transparent as possible.

When the primary opens a place, families interested in enrolling into the pertinent class will be invited to complete an application form. Applications will be evaluated by a committee of teachers appointed by the School Council. The parents will be invited for an interview.

Offers of places will be made on the basis of a range of factors including the educational and social needs of the students, the needs of the children already enrolled, the male-to-female ratios and the anticipated social context of the class group. Siblings of children already attending Currumbena and children of Currumbena teachers will be given priority. Prior expression of interest and an understanding of the educational philosophy of the school may be considered during the application process.

After the interview, a final candidate will be invited for a trial day and then a decision about enrolment will be made. Offers of places in Primary are entirely at the discretion of the school.

Procedures

1. Parents/guardians interested in enrolling their children into Currambena are required to attend one of the Information Mornings.
2. If the parents/guardians are considering Currambena for their children, they need to fill in an *Expression of Interest* form, available at the Information Morning.
3. When the school opens up a vacancy in a primary class, families interested in enrolling into the pertinent class will be invited to complete an application form. Applications will be evaluated by a committee of teachers appointed by the School Council, giving priority to those with siblings already in Currambena, children of Currambena teachers and those who attended Currambena preschool. The parents/guardians and their child will be invited to attend an interview.
4. Each applicant's interview responses will be considered with regard to their ability and willingness to support the school's philosophy.
5. Each potential student's educational needs will be considered. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
6. Strategies will be identified which may need to be put into place to accommodate the student before a decision regarding the enrolment is made.
7. A final candidate will be invited and required to attend either a trial day at school or an orientation morning prior to the next school year.
8. The child's family will be informed of the outcome.

Continuing enrolment is subject to the student's adherence to school policies, the support of the school's Core Values and Beliefs and payment of all school fees.

On acceptance of a place:

9. All Parents/Carers/Guardians should read, understand and sign all the relevant enrolment documentation.
10. Parents will be asked to pay the enrolment fee before the students begin their first day at school.

Characteristics of the Student Body

Currambena had 103 students in primary school based on government census held in August 2016, comprising 53 female and 50 male children, including 1 Aboriginal female student in Year 4. As Currambena is a comprehensive school, the students come from a range of backgrounds, including language backgrounds other than English. We recognise that each individual student brings to the school his/her own range of gifts and needs.

At Currambena, the principles of cooperation, democracy and valuing individuality inform our approach to the development of leadership skills amongst the children. We define "leadership" as the skills involved in organising and engaging others in a joint project for which a leader, or group of leaders, takes responsibility.

This means:

- All students will have opportunities to lead
- Students may initiate projects with others (small groups, class or whole school) and lead these to a conclusion
- Teachers are available to assist and support when needed

Some opportunities for leadership are embedded in the day-to-day practice of the school community, such as Class and School Meetings, regular fund-raising events and participation in Information Mornings. Other opportunities arise through student interests or enthusiasms which are valued and supported by their teacher and the school community.

Theme 8: Other school policies

Currambena's overarching philosophy is:

- To empower children
- with the confidence to question,
- the desire to understand,
- the skills to resolve
- and the wisdom to use those concepts effectively.

Policy	Changes in 2016	Access to full text
<p>Student welfare</p> <p>Currambena seeks to provide a safe and supportive environment in which:</p> <ul style="list-style-type: none"> • the child may safely explore and extend through play, • minimises risk of harm and ensures students feel secure, • supports the physical, intellectual, social and emotional development of students, and • provides student welfare policies and programs that develop a sense of self-worth and foster personal development 	<p>All staff are informed annually of their legal responsibilities in relation to child protection and are required to sign a form indicating that they have read and understood the Mandatory Reporting Guide and AIS policy.</p>	<p>The full text of Currambena's student welfare policy can be accessed by request from the School Coordinator and from the school website.</p>
<p>Anti-bullying</p> <p>Currambena rejects all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.</p> <p>Currambena aims to foster our children's development of confidence, empathy,</p>	<p>No changes were made in 2016</p>	<p>The full text of Currambena's policy on Behaviour Management can be accessed by request from the School Coordinator and from the school website.</p>

<p>compassion and strength, to instil lifelong skills of self-awareness and responsibility, empower children with the language to express ideas and opinions and with a range of strategies to actively use in difficult or threatening situations. We aim to minimise negative behaviours, both verbal and physical, violence, disrespect, use of 'put-downs', behaviours which prevent others from learning and playing, and bullying behaviours.</p> <p>Bullying behaviour and how it is managed at Currumbena are further discussed in the school's policy on <i>Behaviour Management</i>.</p>		
<p><i>Discipline</i></p> <p>All children at the school are taught conflict resolution strategies and are encouraged and supported in this process. A vital component of conflict resolution is the acceptance by the children of consequences for inappropriate behaviour. What constitutes inappropriate behaviour is discussed in every class on a regular basis and is formalised at school meetings in the process of making rules.</p> <p>Students are required to abide by the agreements formulated in class and school meetings and this is supported by teachers and adults at the school. <i>Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student including consequences, suspension or expulsion provides processes based on principles of procedural fairness and involve parents in the processes.</i> Consequences are decided on when there are disruptions to agreements which are democratically agreed at class or school meeting. Suspension/expulsion procedures transpire only after having followed the Behaviour Management Guidelines and when all the avenues have been exhausted.</p>	<p>No changes were made in 2016</p>	<p>The full text of Currumbena's Behaviour Management Guidelines can be accessed by request from the School Coordinator and from the school website.</p>

<p><i>Process for Resolving Issues</i></p> <p>The school's policy for resolving issues includes processes for dealing with complaints, grievances and matters of concern identified between:</p> <ul style="list-style-type: none"> • parent to staff • parent to parent • staff to staff <p>For processes around issues with children, Behaviour Management Guidelines are followed. The Process for Resolving Issues uses, as appropriate, principles of procedural fairness and includes processes for raising and responding to matters of concern identified by a member of the Currumbena community and how the school will respond.</p>	<p>No changes were made in 2016</p>	<p>The full text of Currumbena's policy on resolving issues can be accessed by request from the School Coordinator and from the school website.</p>
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Theme 9: School determined improvement targets

Currambena identifies school targets with the involvement of all members of the Currambena community.

Achievement of priorities for 2016

Area	Priorities	Achievements
Teaching and Learning	To continue implementing the new curriculum	Currambena continues to implement the new curriculum in all classes.
	To do more inter-class learning activities	<p>More inter-class learning activities and incursions were carried out throughout the year:</p> <ul style="list-style-type: none"> -senior classes went to see <i>Kidz Flicks</i>, short films written, directed and performed by children 12 years and under -younger classes attended <i>Mr Stink</i> performance, <i>Well Being for Kids</i> training, trampolining at <i>Skyzone</i> in Alexandria, a visit at the Art Gallery to see the <i>Frida Kahlo and Diego Rivera</i> exhibition, <i>Taronga Zoo</i> and the <i>Spiders 2016</i> at the Australian Museum -Years 2, 3 and 4 went to an educator- lead <i>Dreamtime Astronomy</i> Program at Sydney Observatory, space exploration session at the Powerhouse Museum, '<i>Whose Place?</i>' at the Museum of Sydney and <i>Bikewise</i> to learn to ride bikes and practise road and traffic skills -Inter-class PE and swimming sessions were held -Class camps were organised to include 2 classes each time
	To better manage school incursions of each class.	<p>Incursions were managed well throughout the year, such as:</p> <p>Music incursions : African drumming, Maori music and dancing, and music with Tina</p> <p>Workshop with Aboriginal author and storyteller, MontyPrior</p> <p>Coding lessons had been introduced to students from Year 1, while the older children continued with lessons on coding and online maths games</p> <p>Choices of sports for all students: tennis, soccer, dance, games at school, cricket and gym activities in terms 2 and 3; and swimming in terms 1 and 4</p>

	To synchronise and streamline IT use in the craft room	All ipads have been synchronised to print with the craft room Mac; the internet and wifi connections were upgraded to work more reliably and on faster speed.
	To carry out a comprehensive investigation of group reading and reading assessment resources	Reading comprehension assessment tool PROBE 2 has been introduced in some classes.
Our Wider Community	To host a <i>Food Festival</i> for the whole school.	A Food Fest was held in term 1 with each class preparing dishes from different parts of the world
	To hold a whole school BBQ to present the model and share information for the new classroom to be built.	A BBQ social brought the community together one evening in May, to present the model and share information about the design and construction of the new building
Cultural Awareness	To continue fundraising for communities in need around the world	Fundraising for communities in need around the world continued in 2016: <ul style="list-style-type: none"> -Sydney Homeless Connect -Walk in Her Shoes for CARE Australia -World Vision sponsor child -Heartland School in Nepal -Jump Rope for the Heart -40-hour Famine -MS Readathon
	To continue involvement in Reconciliation activities in local area and cultivate interaction with the Aboriginal communities	Students in Year 5 and 6 participated at the Annual Children's Voices for Reconciliation with speeches from two students and a song, 'Black Fella, White Fella', from the group. Indigenous studies on the life as an Aboriginal before and after arrival of the Europeans, storytelling through art and the symbols used in paintings to portray a story were some of the topics learned in class. One day workshop with Aboriginal author and story teller, Monty Prior
	To hold more comprehensive cultural studies and activities	Students in Years 3 and 4 practised Qi Gong, a Chinese form of meditation to cleanse, strengthen and circulate life energy The whole school had weekly interactive drum and dance workshops with Drum Safari in term 1. This lead to a whole school community <i>Twilight Drumming Social Night</i> that showcased the pattern, rhythm and the beat students learned and

		<p>rehearsed in class</p> <p>The students delighted in an entertaining and participatory Maori performance by Peter Morgan. He also explained the meaning behind Maori tattoos and face-painting patterns to the children</p>
Facilities and Resources	The construction of the new building and renovation of the West Wing	The construction of the new building started in 2016 and was projected to finish by term 1 in 2017. Meanwhile, the second stage of renovations of the Western building has been postponed until the new classroom is fully completed.
	To address IT issues and necessary upgrades	The IT issues, such as the broadband speed and IT security experienced in the previous year, had been investigated and resolved with help from the IT group made up of parents and the IT support provider
	To dismantle and refurbish the Creative Arts room	The upgrade and make-over of the craft room continued, with parents coming in on weekends to refurbish the room and source out new furniture
Staff development	To improve communication between staff	In addition to weekly Monday afternoon meetings, Thursday morning meetings were also held; the whiteboard in the staffroom has been used for reminders and events.
	To attend the IDEC Conference in Finland.	Two teachers attended the IDEC Conference held in Mikkeli, Finland.
	To implement the teacher performance and development framework	The teachers assessed one another each term and regularly reviewed the goals set at the start of the year.
	To employ a primary teacher	A primary teacher was employed to teach the Year 1 class from term 2 in 2016.
	To employ a Language and Music teacher	A Music teacher was employed in 2016; unfortunately, the teacher had to move back to UK after term 2, to care for her ageing parent. Weekly music incursions with a musician were held from term 3.

2017 Priorities for Improvement

Area	Priorities
Teaching and Learning	<p>To include more performances at school meetings</p> <p>To present photos of art work in school meetings</p> <p>To ensure there is a good range of high-end readers for groups</p> <p>To hold Conflict Resolution course for children and a whole school focus on Conflict Resolution attributes</p> <p>To develop a more comprehensive music immersion within the school</p> <p>To host student teachers from local universities</p>
Our Wider Community	<p>To hold an <i>International Food Festival</i> for the whole school</p> <p>To offer Conflict Resolution course in evening sessions</p> <p>To develop an application process for entering Kindergarten</p> <p>To hold a whole school art exhibition</p>
Cultural Awareness	<p>To hold cultural incursions based on the cultures in the school</p> <p>To continue fundraising for communities in need around the world</p> <p>To maintain and strengthen relationship with Kinma School</p>
Facilities and Resources	<p>To finish construction of the new classroom</p> <p>To carry out the second stage of renovation of the West Wing building</p> <p>To finish the playground/ aerial space</p> <p>To install air-conditioning in classrooms</p> <p>To investigate the installation of inter-active white boards</p>
Staff	<p>To prepare for registration 2018</p> <p>To attend professional development courses on creative and critical thinking</p> <p>To employ a language teacher</p> <p>To coordinate teacher's appraisals and organise termly primary meetings</p>

Theme 10: Initiatives promoting respect and responsibility

As a democratic community school, respect and responsibility are very much key foundations to Currumbena. For many years, we have practised these key foundations through:

a. Daily practice of conflict resolution throughout the whole community- kids, parents and teachers, and continuously offering Conflict Resolution Courses to all members of the community

b. Having open governance where decisions are made through:

- Weekly class meetings chaired by the children
- A weekly school meeting, each class taking turns to write up the agenda and chair the meeting
- A School Council consisting of parents and teachers that meet twice a term

c. Being very active on reconciliation:

- Participation at Lane Cove Children's Voices for Reconciliation with speeches from two of our Year 6 students and a group song 'Black Fella, White Fella' from the Year 5 and 6 students
- An annual visit from Aboriginal writer and storyteller, Monty Pryor, with stories, dance and music from Aboriginal culture
- Studies undertaken on the life as an Aboriginal before and after the arrival of Europeans, presented by a member of the Aboriginal Heritage Office in Lane Cove. This included a bush walk to look at the food, shelters and what life might be like back then.
- Indigenous studies included storytelling through art, Aboriginal symbols used in paintings to tell a story and a visit to the Sydney Observatory to hear about dreamtime stories
- A visit to the Museum of Sydney to learn about the arrival of the First Fleet in Australia, from the Aboriginal people's perspective

d. Incorporating activities from other cultures within our programme

- From our culturally diverse parent community and teachers
 - Students in Year 6 participated at the Annual Friendship Day with Kinma School in Terrey Hills
 - Sang and danced traditional Maori music with Peter Morgan, and discussed the meaning behind Maori tattoos and face painting
 - Children learned the significance of the ANZAC Day
 - Celebrated Harmony Day and the diverse cultures that Currumbena School families come from
 - Hosted Malaysian teachers from Dignity School, a refugee school in Kuala Lumpur
 - Welcomed a visitor from Netherlands, an educator who is part of a group that have started a democratic school in Netherlands
 - Welcomed teachers from Kinma School in Terrey Hills
 - Currumbena staff visited Kinma School
 - Postmen visited the Kindy and Year 1 classes
-

- Children in Years 3 to 6 went camping for some outdoor adventures at Little River in Wiseman's Ferry, Jervis Bay and the Great Aussie Bush Camp in Kincumber
- Years 5 and 6 went to a 3-day excursion in Canberra
- Year 3 and 4 class learned Spanish with the help of a grandmother of one of the kids.
- Year 1 and 2 class welcomed a commercial pilot in class. Students learned how aeroplane flies, how its engine works, materials used to make an airplane and how planes are remotely controlled from the ground. They also learned about the pilot uniform and what's inside the cockpit.
- Years 3 and 4 were introduced to the game *Quidditch*
- Students went to the Museum of Sydney to learn about the arrival of First Fleet, the friendship between Gov Philip and Bennelong and the effects the British had on the Australian landscape and the Indigenous people

e. Various fundraising activities to support different charities:

- Sydney Homeless Connect
- Walk in Her Shoes- a 50-km walk for CARE Australia with two families from Currumbena participating.
- Heartland School in Nepal
- Jump Rope for the Heart, MS Readathon, 40-hour Famine and sponsor child from Uganda through World Vision

f. Nurturing and caring for our environment through sustainable practices with visits to Reverse Garbage facility in Marrickville

g. Having no exams or testing in the school and respecting each child as an individual, encouraging and nurturing them to be intrinsically motivated and responsible for their own learning and progress

Theme 11: Parent, student and teacher satisfaction

Parent Satisfaction

- The strength of our community spirit is a strong indicator of parent satisfaction.
 - This is manifested in the attendances and participation at:
 - Weekend maintenance days
 - School social functions which are largely organised by the parents, such as Welcome
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Breakfast, Photo Exhibit Breakfast, Drumming Night, the Annual Concert, parents and teachers social Pirate Ball, BBQ Social and weekly playgroup

- Day-to-day voluntary involvement inside and outside the classroom, e.g. reading with the kids, assisting in physical activities such as swimming and soccer, and volunteer parents coming in to speak about their cultures/ jobs
- Voluntary parent-run canteen days
- Voluntary preparation, printing and distribution of the weekly school newsletter by parents
- Currumbena Families weekend away at the Yurt Farm in Goulburn
- Currumbena Community Liaison Committee, a voluntary committee that lends support to new families especially during transition into preschool and the introduction to our larger communities through social events and preschool morning teas
- A School Council made up of teachers and parents with open meetings happening twice a term
- All photography of school events, class photos and photo exhibit managed by volunteering parents
- Car pooling for the numerous camping and day excursions
- Verbal confirmation to the teachers, the Coordinator and our School Council
- Positive feedback received from parents who responded to our end-of-year survey
- Attendances at educational forum evenings, such as: *Parent Information Evening*, *Moving to High School* forum, Resilience Workshop conducted by an experienced psychologist and counsellor and the *AGM*
- Well attended concert in term 4 and creative arts exhibit & café in term 3
- A volunteer group of parents dedicated to upgrading and refurbishment of the craft room.

Student satisfaction

A high attendance level

Their passion and level of participation

The Year 6 and 7 annual reunion, attended by all Year 7 ex-Currumbena kids who spoke about their own experiences in high school and what the Year 6 students should expect when moving to Year 7

The children are part of the open governance and decision-making through the children-chaired class and whole school meetings

The strong mentor relationship they develop with their teacher and other staff members

The sense of ownership and community they develop during their time at Currumbena

Their eyes that sparkle with enthusiasm, curiosity and enjoyment

Teacher satisfaction

Long retention rates

The dedication and passion they give to encouraging and nurturing every child

The extra hours and time they give to the kids, the parents and each other

Their commitment to Currumbena as a community

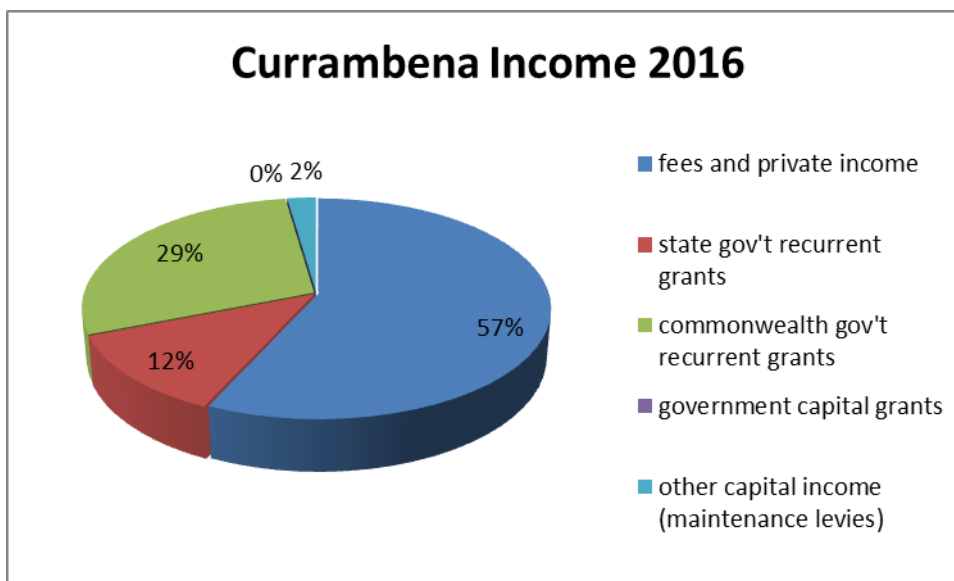
Their own pursuit for knowledge and personal growth in Democratic education

Theme 12: Summary financial report

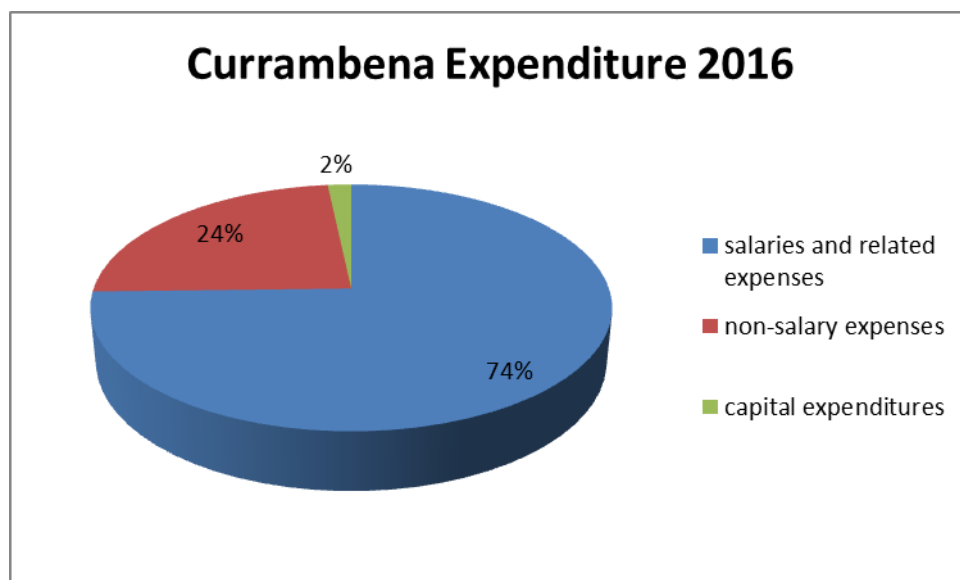
Graphical representation of income and expenditure using percentages only

Currumbena has met reporting requirements by providing percentages only for each required income and expenditure category in pie charts. This information has been taken directly from the 2016 Australian Government Financial Questionnaire.

(a) Graphic one: Currumbena's recurrent/capital income represented by pie chart



(b) Graphic two: Currambena's recurrent/capital expenditure represented by pie chart



Theme 13: Publication requirements

Policy

Currambena maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
 - for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the School Coordinator for inclusion in the report
 - determination of the specific content to be included in each section of the report and reviewing this each year to ensure on-going compliance, relevance and usefulness
 - preparation of the report in an appropriate form to send to the NSW Education Standards Authority (NESA)
-

- setting the annual schedule for delivery of information for each reporting area to the School Coordinator for preparation, publication and distribution of the report to the NSW Education Standards Authority (NESA) and other stakeholders;
- provision of information for MySchool website, as requested; and
- provision of data in electronic format as requested by the Minister within 3 months of the notification.

Requests for additional data

- From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the School Coordinator is responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the NSW Education Standards Authority (NESA) in an appropriate electronic form.

DEEWR Annual Financial Return

The School Coordinator is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.
