



## **Educational and Financial Report 2021**

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## Educational and Financial Reporting 2021

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### Annual Report

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# Educational and Financial Report 2021

## 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

Another year had past; another year we had survived! Currumbena's heart continued its steady beat.

Emma Buzo was our new teacher taking over the year 1 & 2 class from Charles.

Very quickly into the term we were talking community, and Wendy's class pulled together our first gathering, with a welcome breakfast on the deck.

More brainstorming and chatter morphed into a whole community evening and so we had the Currumbena Journey. We started with a beautiful, warm, balmy evening and finished out on the deck chatting with a fabulous sunset and a glass of wine. It was a wonderful event of sharing and reconnecting to the Currumbena story.

A Medieval show was our next gig, with a band of medieval experts, bringing costumes, stories and activities to share with each class.

Not to be outdone, Crafty Chris pulled out his magic and the kids dived into three days of paint! A couple of high lights: the ugly concrete retaining wall outside Wendy's classroom became a sea of blue and wonderful aquatic creatures. An igloo of plastic was now a wild adventure with spray paint. Yet another memorable event to add to the Currumbena tapestry of stories.

During our paint week Future School Alliance, Peter, David and Jen and also Pasi Sahlberg and his wife popped in for a visit. They could be nothing, other than be amazed and delighted.

Week five our African drummers parked up with a carload of drums and sauntered into the school. They woke the school heart with the beat of many little hands drumming the song of joy into Currumbena over a lovely four weeks. The finale, was an evening of kids, parents and staff immersed in the mesmeric drumming of the djembe drums, and I am sure, all were touched, by a little bit of soul from Africa.

The warm weather was still with us and so onto the buses the kids clambered, and a day was spent at Chinaman's beach.

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What a great term!

T2 the Community continued to widen the circles of involvement.

A wonderful native garden was landscaped into the Nature Strip on the street outside Preschool, canteen was happening, playgroup was meeting regularly and our social team were managing High Tea on The Deck and a weekly Knitting Circle.

Then there was grief, with the sudden death of our long standing Bookkeeper Moira. This was to be the beginning of changes in the office.

A new bookkeeper Maura from Your Accounting Sanctuary was engaged, a decision was made to move our accounting software from MYOB across to Xero, our previous auditors were retiring and new auditors MPM were appointed. We moved across to NBN and a new Treasurer was elected on our Council. As you can imagine it was a busy time in the office.

The term ended with speculation, and then the first week of the July holidays we were back into lockdown

I will deviate now, and take you across to our teachers and their highlights of the year.

## JESS

In term 1 the children were fascinated in the many insects they were finding around the school grounds which developed into a study on living things. The children began to take photos of the insects they found as they agreed this was a cruelty free way of collecting them. The resulting photography book continued to expand all through the year and still gets pulled off the bookshelf from time to time in their new classroom next door.

This term Jess' class also visited Carisbrooke house and connected with historical concepts around themselves and their own family.

In term 2 the children explored forces in the playground, experimenting with ways they move themselves, toys, and other objects- watch out from above! Protective Behaviours was covered this term and the children learnt how to identify their early warning signs and keep themselves safe. In craft, the children made ceramic bowls and decided it would be a good idea to cook something to go in them. So fried rice was chosen, a trip to Woolworths was organised and a delicious meal of rainbow fried rice was cooked, served, and eaten in front of a movie.

Term 3 was dominated by on-line learning and the children learnt to connect with their peers through Zoom and Google Classrooms. The Potato Olympics began where the children created their own potato Olympian at home and created all sorts of events for them to participate in as a way to explore maths and measurement. There were also lessons in the "Everywhere Adventure" with Emma's class which included creating pirate avatars and covered concepts in Geography and mapping.

In term 4 what a delight, we were back into the classroom with the children. A lot of time was spent reconnecting with each other and remembering how to share time and space again. The concert was a wonderful experience themed around the mysterious and slightly scary Currumbena Monster which lives under the stairs that lead up to Blue Umbrella.

## WENDY

Significant things from her group since the last AGM included:

A beautiful rendition of "We are Australian" (including Auslan signing in one chorus) and speeches for the Lane Cove Reconciliation event at The Canopy in Term 2.

Having to go on line in Term 3... was made bearable by everyone's enjoyment of our shared book at the end of each day. It was strange reading to a computer each afternoon but lovely that we all enjoyed that time together.

Being able to perform our play we had written and include Jana (after a technical glitch!) from Hong Kong.

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Best of all was camping at Booderee... in spite of the rain and cold... just being able to camp together, enjoy the campfires, cooking, walks on the beach and swimming when it was warm enough, facilitating the rescue of a pied oyster catcher and walking to the hole in the wall at night. Torchlight along the beach was magic.... and of course, so was the much anticipated ceremony on the beach on our last night. That was just wonderful.

## LEESA

With lockdown even though online learning was not ideal, some highlights from 2021 were the virtual excursions we participated in, which included The First Fleet and a Science session on water. We also had special days for our class on Zoom that included crazy hair day, pj day, a cooking session, challenge activities, science experiments and many giggles.

Term 4 and back into the classroom the highlights were the Currumbena concert and learning about the Sun, Moon and Earth and how sundials work.

## PRESCHOOL

A wonderful start to the year with lots of family participation. Parents came in to make ice cream and led a workshop about architectural designs, and there was even a visit from a Doctor who talked to the children about their bodies and going to hospital.

Preschool held a café to raise money for disadvantaged children which stemmed from one of the children's ideas to "Raise money for children that can't go to good swimming lessons!" One of the preschool parents ran Hip Hop classes for not only preschool but the entire school.

We ventured out to the wider Lane Cove community visiting Kimberley playground on a Monday as well as taking part in whole school tennis lessons. In term 2 we began an Astronomy program with the children that everyone was very engaged in. We had high hopes for term 3 and excursions, however lock down saw us return to Zoom classes as well as continuing face to face preschool. At the start of term 3 we had around half of the preschool and by the middle of term 4, we had everyone return which was fantastic! A big highlight of our year was having our wonderful Lisa start with us. We've loved having her as a part of our team and it has been wonderful to see the children enjoy having her just as much!

Back to the Coordinator,

Term 3 was back to on-line learning and no community on site.

Term 4 was our usual busy, busy term. What was happening with COVID restrictions? Would we be able to have a live concert? Should we organise a venue?

Play writing and practice was in full swing, restrictions were not changing so we were scrambling to book and organise a video crew, stage curtains and technical support.

A stage was erected, the cameras arrived, our tech team set up and parents were emailed the live link. The iconic Currumbena concert was its usual great success, and the kids loved it!

In the background, our parent Jay was quietly updating the hardware for our Wi-Fi and improving systems. Emails and conversations were going back and forwards working on the technicalities, quotes and availability to install 2 super umbrellas on the classroom deck, 2 basketball hoops and revamping the court surface. All of which have been completed this year 2022.

This brings us to the end of another COVID year and in spite of the heartache, difficulties and challenges the school and individuals faced, the heart of Currumbena beats on!

Thank you to our kids, our parents, the Council, the staff, the Blue Umbrella and the cleaners.

They say it takes a village to rear a child.

I say it takes a community for Currumbena to Thrive!

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## **Chairperson of the School Council Report**

I have been privileged to have been part of Council for the past four years, with this past year as Chair.

The story of 2021/2022 once again was Covid. Wasn't it a year where everything was turned upside down again! The re-emergence of Covid, while not wholly unexpected, had a major impact on all our lives. Covid second time around posed different challenges, and this time we all understood the challenges of lockdown and remote learning. I am really proud of how Council, staff, TBU, our families and of course our children rose to the challenge. As I kept writing in my many, many letters to you all, I was so proud of the resilience each and every one of you displayed through such a difficult time. I think we are now a stronger and more cohesive school – as a community we know we can cope with anything!

I would like to thank everyone on Council for all the time spent in so many meetings. We met 22 times over zoom, as well as countless phone calls, email discussions, sub-committee meetings and then finally in-person meetings. I am exhausted thinking about this workload. Remember we are all volunteers!

Due to this, I would like to personally thank my family who supported me through this past year. Not only did Council take up a disproportionate amount of time, but I was also studying post-grad history at uni, working part-time, having three children learning remotely and trying to find time to be with my family. So thank you so much to my very supportive family.

My thanks extend to all our wonderful Council members. Everyone attended all the Council meetings, read and responded to all the emails, while trying to work, help with remote learning, navigate all the Covid public health orders and still be part of their family. So my heartfelt thanks to our parents on Council: Nikki, Evan, Jason, Noni, our teachers: Leesa, Wendy and Katrina, Julianna and our three Council members who due to external factors left Currumbena and Council at the end of last year: John, Elissa and Brett.

Thank you to Evan for writing up all the Council minutes. Thank you to Jason for maintaining our financial position through potentially difficult financial times.

To Julianna, I would like to thank you for your energy into supporting the school, for guiding and coordinating and managing everything behind the scenes. I can only imagine the extra work Covid brought you. On behalf of Council, I hope that your future adventures are fulfilling and that you look back on your time at Currumbena with happiness and good memories. We will miss you, and we thank you for your amazing 30-year connection to Currumbena.

This year also sees the end of my family's connection with Currumbena. We have been associated with Currumbena since our now-17½yo entered preschool in 2009. We now have daughters at high school in Year 10 and Year 12, and our youngest Sophie is now an Elder in Wendy's class. Council has been an amazing endpoint to this journey. I think both Paul and I have been involved in nearly every possible way at Currumbena: parent rep, literacy, canteen, camp drivers, swimming volunteers, social media coordinator, various committees including APDEC, I wrote a 50-year history and I have also coordinated the archives. I feel privileged to have had such a special connection with Currumbena. Volunteering is rewarding, and Council allows you to see behind the scenes and really shows the impact you can have.

To the new Council, I wish you much luck, and may you enjoy a wonderfully pandemic-free year! Currumbena has enjoyed an incredible 53-year history, and I am excited for the school's next 53 years.

## **Treasurer of the School Council Report**

The Financial statements for the year ended 31 December 2021 have been finalized and a copy is available in the office for anyone interested in reviewing the financial results in detail. The accounts have been audited by an external and independent firm - MPM Chartered accountants. This was their first year of auditing Currumbena after being selected to replace our previous auditing firm. MPM Chartered Accounts completed a very thorough audit including site visit to the school and identified no issues during the audit process.

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### Change of Bookkeeper

In 2021 with the passing of our long serving Book Keeper, Council embarked on a competitive tender process to secure the services of a new book keeping firm. Through the process we contracted the services of Your Account Sanctuary to provide book keeping services to Currumbena.

### Financial Results

1. In 2021 COVID-19 continued to have an influence on the financial performance of the school. From a revenue perspective, our income is made up from school fees, government grants, interest, and other operating revenues. For 2021 our tuition fee revenue was down from 2020, however school grants revenue was up. So overall total revenue increased slightly compared to 2020. The government withdrew the special \$100,000 COVID grant in 2021 and so our Total Income compared to 2020 was down.

2. From an overall expense perspective, our 2021 expenses increased compared to 2020. A large part of the expense increase was due to accounting adjustments made for the provision for Long Service Leave and Personal Leave.

3. As a result, in 2021 the school came in at a deficit compared to 2020. Importantly, even though we had an accounting deficient, most notably from a cash position perspective, we increased our cash position and cash in the bank for 2021. We maintain a reasonable cash position for large projects and for any future head winds on revenue.

4. Primary Student enrolments averaged 83 in 2021. We had some families come and go in 2021.

5. Due to COVID-19 many industries experienced financial downturns, with many people in NSW experiencing financial challenges. During 2021 Council approved waiving certain fees such. We also offered an optional 10% fee relief for those families that were experiencing financial challenges due to COVID-19.

### 2021 Projects and Maintenance Items

Due to COVID-19 there was no major projects completed in 2021.

### 2021 Capital Expenditure

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. History has also shown us that as a school with small student base, material changes to student numbers can have an impact to cash flow and overall financial position. As Treasurer, my aim is to ensure that we are conservative with any capital expenditure and to ensure that the school has enough funds to mitigate against any revenue declines.

3. The CAPEX spending for 2021 was carved back to only essential maintenance items to maintain capital.

### 2022 Budget

For the 2022 budget we have set a conservative fiscal plan for the year. We will invest and spend where it is necessary and required to ensure that we continue to provide exceptional educational outcomes and to ensure we continue to maintain equipment and facilities for the kids. For 2022 we have budgeted to add umbrellas to the top deck, refurbish the basketball courts and new hoops, painting St Elmo building and some additional capital works.

### Closing

In closing, our historical prudent financial management and consistent student fee income has enabled Currumbena to navigate the COVID-19 impact in 2020 and 2021. It was an extraordinary year we had in 2021 as we continued to pivot and adjust to a changing situation.

I would like to thank the community for all their support of the teachers, Julianna and support staff. I would like to thank you all for your commitment to the school and continued financial support through 2021. I would like to thank my fellow Council members for their support and unwavering commitment in 2021. And finally, this is Julianna last AGM. After 10 years of working together, I will greatly miss Julianna's knowledge,

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support, kindness and friendship. She is a fountain of knowledge. Over the years we have navigated many challenges and celebrated many successes. Julianna has done some amazing things for the school, many of them behind the scenes. Julianna is always willing to help and manage so many moving parts with the operations of the school. I wish you all the very best for the future and thank you for everything you have done.

## **Theme 2: Contextual information about the school and characteristics of the student body**

### **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.

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**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.

**Characteristics of the student body**

Currumbena had 82 students in primary school as reported on the government census held in August 2021. It comprised 44 female and 38 male children. As Currumbena 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 Currumbena, 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.

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

Requirement (from Manual 3.10.1)	Explanatory information	Summary	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>1 Upper school teacher 2 Middle school teachers</p>

### Theme 4: Teacher professional learning, accreditation and qualifications

#### PRIMARY 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	6
(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

#### TEACHER ACCREDITATION STATUS

Level of accreditation	Number of teachers
Conditional	1
Provisional	nil
Proficient	6

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## PROFESSIONAL LEARNING

Currambena is managed by a School Council comprised of six parents and three teachers. Council members are required to complete approximately four hours per year of AIS-facilitated professional learning on school governance.

Currambena staff members attend various professional development trainings and below are some undertaken either online or in-person in 2021:

<b>Description of the Professional Learning Activity</b>	<b>Number of staff participating</b>
Reportable Conduct and Mandatory Reporting Currambena Staff Induction and Discussion	11
CPR and Anaphylaxis and Asthma Training for all staff	11
First Aid Training	6
Grieving Students professional learning session	11
AIS Online Modules on Governance	4
Promoting and protecting student wellbeing and mental health	1
The Collaborative Planning Process: Developing Individual Plans	1
Familiarisation: NSW PDHPE K-10 Syllabus self-paced learning experience	1
Programming and Planning for Science and Technology K-6	1
Cyber Security for school decision makers	1
Coding in the classroom with Scratch Jnr	1
Powerful routines for the Maths classroom K-6	1
Thinking while Moving: Incorporating Physical Activity into Maths	1
Adjusting Teaching During COVID	1
Embedding First Nations perspective into everyday classroom	1
Exploring Australian students spelling skills	1
Teachers Matter Online Summit	1

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Summerhill Festival of Childhood	1
Lighthouse Education Rock and Water Program	1

## Theme 5: Workforce composition

### Primary School Staff 2021

Teaching staff	7
Full-time equivalent teaching staff	6.3
Non-teaching staff	3
Full-time equivalent non-teaching staff	1.8

## Theme 6: Student attendance and management of non-attendance

**SCHOOL STUDENT ATTENDANCE REPORT 2021** (taken from the attendance report submitted to ACARA for the first semester of 2021)

Year level data for Student Attendance: All students (excluding Kindergarten students)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.58%	93.59%	91.97%	96.24%	94.17%	95.71%

Overall data for Student Attendance (excluding Kindergarten students)

Overall Attendance	Non Indigenous Attendance	Indigenous Attendance	Overall proportion of students attending at least 90% of the time	Non-Indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time
94.30%	94.30%	--	89.35%	89.35%	--

Student attendance rate for the first semester of 2021 for **Year K: 91.70%**

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## MANAGEMENT OF STUDENT NON-ATTENDANCE

The school implements policies and procedures for the management of student non-attendance. A daily record of school attendance for 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 between 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 may 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

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 Currumbena are required to attend one of the Information Mornings.
  2. If the parents/guardians are considering Currumbena 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 Currumbena, children of Currumbena teachers and those who attended Currumbena 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.
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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.

## 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.

<b>Policy</b>	<b>Changes in 2021</b>	<b>Access to full text</b>
<p><b>Student welfare</b></p> <p>Currambena seeks to provide a safe and supportive environment in which:</p> <ul style="list-style-type: none"> <li>• the child may safely explore and extend through play,</li> <li>• minimises risk of harm and ensures students feel secure,</li> <li>• supports the physical, intellectual, social and emotional development of students, and</li> <li>• provides student welfare policies and programs that develop a sense of self-worth and foster personal development</li> </ul>	<p>No changes were made in 2021</p>	<p>The full text of Currambena's student welfare policy can be accessed from the school website or by request from the School Coordinator.</p>

<p><b>Anti-bullying</b></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, 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 Currambena are further discussed in the school's policy on <i>Behaviour Management</i>.</p>	<p>No changes were made in 2021</p>	<p>The full text of Currambena's policy on Behaviour Management can be accessed from the school website or by request from the School Coordinator.</p>
<p><b>Discipline</b></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 respect the agreements formulated in class and school meetings, and this is supported by teachers and adults at the school. Consequences are decided on when there are disruptions to agreements which are democratically agreed at class or school meeting. <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> 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 2021</p>	<p>The full text of Currambena's Behaviour Management Guidelines can be accessed from the school website or by request from the School Coordinator.</p>

<p><b><i>Process for Resolving Issues</i></b></p> <p>From time to time, issues arise between individual members of any group or organisation, and they need to be dealt with efficiently and with everybody's best interests at heart. Because Currumbena is a small community as well as a school, it is important that we safeguard our professional relationships, our friendships and the wellbeing of our children. For this, a formal process is the best tool.</p> <p>The school's guidelines for resolving issues includes processes for dealing with complaints, grievances and matters of concern identified between:</p> <ul style="list-style-type: none"> <li>• parent to staff</li> <li>• parent to parent</li> <li>• staff to staff</li> </ul> <p>For processes around issues with children, the 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 2021</p>	<p>The full texts of Currumbena's Process for Resolving Issues and Behaviour Management Guidelines can be accessed from the school website or by request from the School Coordinator.</p>
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## Theme 9: School determined priority areas for improvement

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

### Achievement of priorities for 2021

Area	Priorities	Achievements
<b>Teaching and Learning</b>	<p>To access/outsource student workshops that are practical and useful for day-to-day living</p> <p>To offer more activities that showcase and celebrate children's creativity and artistry</p>	<p>CBA Financial workshops for Leesa's and Wendy's classes ySafe Cyber safety education session for students and parents</p> <p>Hiphop dancing in all classes Paint week including mural painting and workshops Medieval show African drumming workshop and interactive performance Music workshops</p>
<b>Our Wider Community</b>	<p>To host a community presentation that centred on Currambena philosophy and how democratic education should work</p> <p>After many weeks of social restrictions in the past two years, to hold whole school community events that will allow families to socialise again and build connections within the school</p> <p>To welcome visitors into our school</p> <p>To visit educational and historical places locally available to us in Lane Cove</p>	<p>A whole school community event, The Currambena Journey, was held with ex-students as guest speakers talking about their experiences and what they learnt at Currambena that helped them in high school. The event also covered topics on what makes Currambena special, its philosophy and students' class-to-class movement in primary</p> <p>School drumming social Welcome breakfast End-of-year social to farewell families finishing at Currambena</p> <p>Welcomed visitors from the Future Schools Alliance and the Professor of Education Policy-Gonski Institute;</p> <p>Carisbrook House, Lane Cove Art Gallery exhibit Rewilding</p>
<b>Cultural Awareness</b>	To hold activities that exhibit diversity of people	African drumming, Medieval interactive performance, Carisbrook House museum visit (1880s artefacts)
<b>Facilities and Resources</b>	To continually upgrade the facilities and resources in the school	<p>Chromebooks, iPads, car booster seats and PM readers were purchased in 2021</p> <p>CO<sub>2</sub> monitors purchased for each room in the school</p>
<b>Staff development</b>	To hold professional learning	Child protection induction for staff at Coordination

	seminars on student welfare for staff	Day in term 1  All teachers attended Grieving Student Workshop to support students to manage the grief and promote healing associated with losing someone
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## 2022 Priorities for Improvement

Area	Priorities
<b>Teaching and Learning</b>	Use of See-Saw and Inquisitive as online tools  Lessons on the importance of feeling connected, empathy and resilience in children
<b>Our Wider Community</b>	To offer Conflict Resolution course to parents and new staff  To host community events with focus on art, music, story-telling and drumming  To resume mentoring of university student teachers which was suspended due to COVID lockdowns and isolation mandates
<b>Cultural Awareness</b>	To include more activities focusing on the Aboriginal and Torres Strait Islander culture
<b>Facilities and Resources</b>	IT upgrade  Grounds and building maintenance  Implement whole school decodable reader system  Sports equipment upgrade  Improve free-play opportunities
<b>Staff</b>	Recruitment, induction, management and continuous support for new staff  Child protection induction with AIS  Restructuring of roles and responsibilities for Currumbena staff  Professional development of all staff and accreditation of relevant staff

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## 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 amongst children and the whole 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 regularly throughout the year
- c. Being very active on reconciliation:
  - Incorporating class activities to acknowledge and celebrate NAIDOC week, National Sorry Day and participating at the Voices for Reconciliation event in Lane Cove
  - Dreamtime story-writing session in class
- d. Incorporating activities from other cultures within our programme
  - Class visits from our culturally diverse parent community and teachers
  - Spanish language taught in all primary classes
  - Over-night outdoor adventures at Little River in Wiseman's Ferry and the Booderee National Park at Jervis Bay
- e. Various fundraising activities to support different charities:
  - Heartland School in Nepal
  - World Vision for a sponsor child in Uganda
- f. Nurturing and caring for our environment through sustainable practices such as rubbish-free Wednesdays and a whole school 'Sustaining Currumbena' effort on Fridays to maintain the school grounds, gardens, classrooms and library
- 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 various activities.
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- Weekend maintenance days
- School social functions which are largely organised by parents, such as the Welcome Breakfast, end-of-year community social and live-streaming of the Annual Concert with parents managing the production, videography and sound editing
- Day-to-day voluntary involvement inside and outside the classroom, e.g. reading stations, assisting in physical activities such as swimming and volunteer parents coming in to speak about their cultures/ jobs
- Voluntary parent-run canteen days
- Group of parents continuously caring for our plants, animals and school library
- 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
- Carpooling 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 the *Currumbena Journey Evening* and the *AGM*
- Parent volunteers organising and producing the weekly newsletter, setting up the live-stream for the Book Parade, helping out with IT systems at school, taking this year's class photos, book parade photos and photos for the newsletters

## **Student satisfaction**

A high attendance level

Their passion and level of participation

The Year 6 and 7 annual reunion: an evening forum and get-together attended by the present and the previous year's Year 6 students

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

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

Their commitment to Currumbena as a community

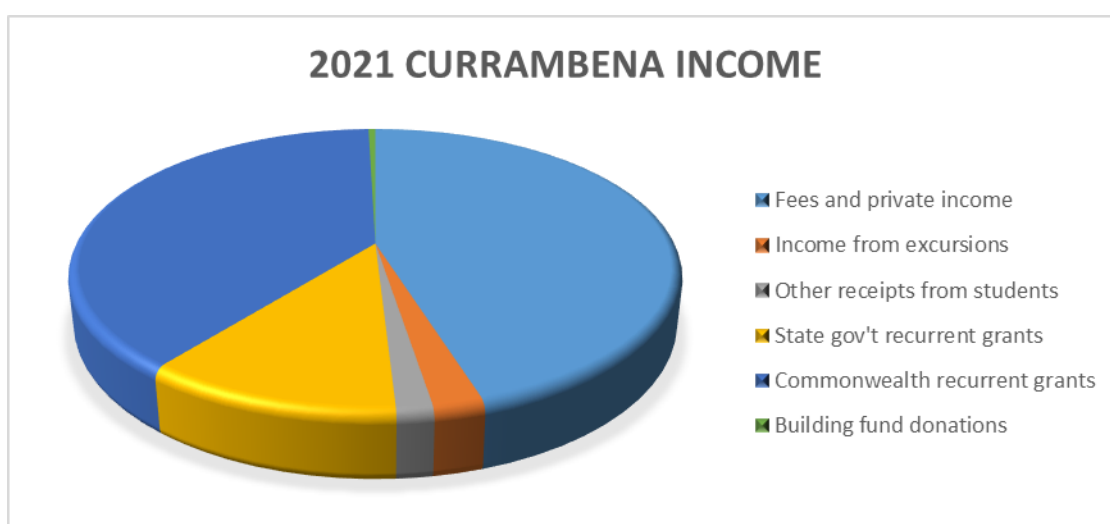
Their own pursuit for knowledge and personal growth in democratic education

## Theme 12: Summary financial report

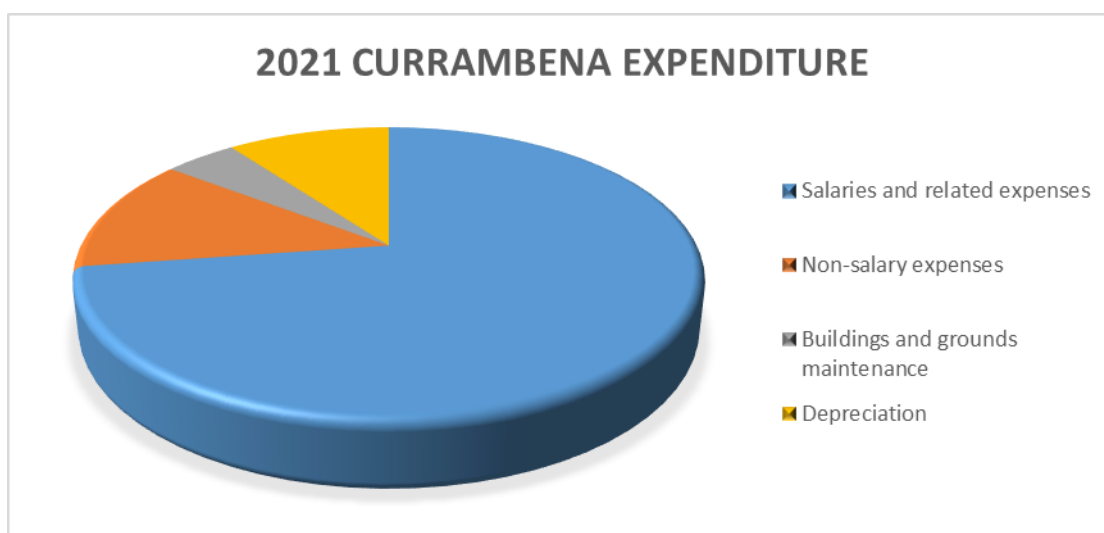
### Graphical representation of income and expenditure using percentages only

Currumbena has met reporting requirements by providing percentages for each required income and expenditure category in pie charts. This information has been taken from the 2021 Australian Government Financial Questionnaire.

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



#### (b) Graphic two: Currumbena's recurrent/capital expenditure represented using a 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 the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school, and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

### Procedures for annual report

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 NESA 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 ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NSW Education Standards Authority (NESA) through RANGS Online
- the annual schedule for:
  - delivery of information for each reporting area to the School Coordinator
  - preparation and publication of the report
  - providing annual report requirements in electronic form to NESA on RANGS Online by 30 June 2022
  - public disclosure of the annual report within 6 months after the end of a year by making it available on the school website and, on request, in a form accessible by a person who is responsible for a student who is unable to access the internet

### Requests for additional data

- From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the School Coordinator will be responsible for the collection of the relevant data, coordinating the school's response and for ensuring provision of data requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.
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