



## **Educational and Financial Report 2015**

# Contents

## Educational and Financial Reporting 2015

---

### Annual Report

---

Theme 1: A message from key school bodies

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

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

Theme 4: Teacher qualifications and professional learning

Theme 5: Workforce composition

Theme 6: Student attendance and management of non-attendance

Theme 7: Enrolment policies

Theme 8: Other school policies

Theme 9: School determined priority areas for improvement

Theme 10: Initiatives promoting respect and responsibility

Theme 11: Parent, student and teacher satisfaction

Theme 12: Summary financial information

Theme 13: Publication requirements

# Educational and Financial Report 2015

## 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

Let me start with a huge thank-you to all of Currumbena, parents, kids and staff. An extra thank-you to all those who assist, running our Information Mornings, doing repairs, cleaning, sorting, working in the classrooms, organizing cafes & socials, the canteen volunteers, our maintenance team, our School Council who often have to deal with some very difficult decisions and, last but not the least, our teachers and classroom assistants who like our gorgeous kids really make Currumbena sing!

Another year has passed with many joys, frustrations, challenges, sometimes tears and great little things happening every day. Our numbers in the primary were sitting around the 101 mark and preschool was pretty much full on every day by the end of the year.

As you will all know from your own kids our wonderful teachers have continued to provide challenging, fun, exciting and sometimes tough activities within their classes. These can be the excitement and passion for a personal project and then the challenge of getting it finished to then presenting to the class. Then there is the deep thinking when we are asked to explore mindfulness, a philosophical question or a debate on sustaining the environment or perhaps a question on relationships and what does friendship look like? Looking at using a bucket as a symbol for empathy & kindness or discussing what is teasing, how we felt and what we can do to stop it.

There were some wonderful excursions and incursions that happened across the school. We received a box from the National Gallery with a fabulous collection of sculptures which were discussed at length and many did drawings of them in craft. There was a whole class trip down to Canberra with a focus on Australia's history, culture, heritage and democracy. Wendy's class became very involved with Riverview girls on a Microbat project. Her kids concluded this project with some immensely entertaining, as well as informative, presentations at the Microbat Project Expo held at Riverview School. The big sandpit was taken over for a day by our younger kids becoming a full-on archaeological dig. Children had heaps of fun excavating, cleaning, categorizing their artifacts and putting them on display in the classroom. There were overnight camp trips to Mowbray Park and Jervis Bay, day excursions to The Rocks and their historical significance for our Aboriginal people, snorkeling at Clovelly, big challenges at Sky Zone, making your own dinner and a movie night at school.

---

We had some wonderful input from our parents, orchestrating the design, production and distribution of Currambena school T-shirts, dog safety lessons with all the classes, class photos and individual photos accumulating with a photo gallery in the foyer, science experiments on magnetism, helping with the Friday knitting group, fabulous PE lessons, an extremely informative evening workshop on Nurturing *Resilience* and *Worthiness*, implementing and compiling the data on a canteen survey about healthy food for our kids just to speak of a few examples.

We had some great highlights in the year, the Art Café, a whole school event where all the kids got a chance to showcase their art work and that yearly event, the magic Currambena school concert, but our biggest highlight was with Rodney. He came and took us on a very special journey to create a wonderful sand drawing that represented all the important elements of Currambena. The little hands that start there imprint coming into Currambena and the strong footprint of our big kids striding out on their own journeys.

The professional development of our teachers is paramount to them thriving as passionate educators. Louise and Michael went to the Aboriginal traditional dance festival in Laura with the idea of taking a group of kids next year. Blake and Chris flew to NewZealand for the combined IDEC & ADEC three day conference which is an international gathering of teachers, students and university people sharing workshops, discussions and ideas on democratic education. We have a whole staff development day in July with Fran and her staff joining us from Redfern Jarjum College. In the morning we had the obligatory CPR, Asthma and anaphylactic training then in the afternoon a workshop on mindfulness. Wendy went to a spelling course which she said was excellent. Louise did her First Aid, and Chris Price went to a workshop on Challenging Behaviour.

2015 finished at Currambena with the anticipation of a whole new bunch of little people coming into our preschool and farewells to another mob of fabulous kids flexing their wings ready to tackle high school. Always, Currambena is a wonderful place to test and strengthen our resilience, to thrive, to grow, to be joyful and not to be afraid to fly!

## **Chairperson of the School Board Report**

The following are some of the key highlights from the School Council in 2016:

- *New Teacher:* We welcomed our newest teacher to the Currambena community - Marius Murdoch-Cox. What a fine young man is Marius – he has stepped right into the role and embraced the teaching and community philosophies. I would also like to publicly thank the Selection Committee for all their hard work and time put in to the process of sourcing Marius. They conducted a very thorough and comprehensive program.
- *Build Project:* As you may all be aware, earlier this year after 18 months of hard work, much consultation and input from the Community, the Build Team in collaboration with our Architects landed on a design for the new building as well as the design for the refurbishment of the Western Building. Due to the size of the project from both a build and financial perspective, the Build Team presented a brief to Council on the different options for the project to enable Council to debate and decide on the most appropriate project option that aligns to the best overall interests of the school; from both a short term and long term perspective.

Council took into consideration a clear vision of ensuring that the continuation of the Currambena learning and community philosophy continues into the future. In addition, that we provide a modern, learning and teaching environment that provides world class facilities for the teachers and students for the longer term. With these foundations in mind, Council voted and selected on a build program that will enable the school to continue to receive the grant fund as well as achieve the goal of having both the new building built and the existing building refurbished. This will be done over a period of time that will also minimize the financial exposure to Currambena in terms of borrowings and our overall cash position.

---

On behalf of Council I would like to thank the build team for all their hard work and time and energy put into the project so far. Their commitment and dedication to the process and the material presented to Council was first class. Now the next phase of the project begins – the building stage!

- *Council Team:* I would like to publicly acknowledge and thank all the time and commitment of the Council directors this year. Council has debated and worked through a number of items this year, and had to make some difficult decisions on behalf and with overall best interests of the school. I would like to expressly thank the hard work of Matthew Parkin (Treasurer), Amanda Bridges (Secretary) and Julianna McCarthy (Currambena Coordinator).

### **Treasurer of the School Board Report**

The financial statements for the year ended 31 December 2015 have been finalized 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 2015 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 2015, the school continued the pattern of positive net cash inflows and maintained a healthy cash position which will be called upon to fund the new building works in 2016 and 2017.
2. The school has produced a positive operating surplus in 2015 which will be invested back into the school.
3. Student enrolments were very strong in 2015 and reached their highest level so far. These levels of enrolments helped to produce the strong financial result in 2015.
4. School fees increased in 2015 in line with the rate of growth of salaries to ensure that a positive cash flow is maintained.
5. There continues to be uncertainty around the level of Government Funding in the future and even more uncertainty in a Government election year!
6. 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.
7. The school remains in a strong and healthy position with sufficient funds available to contribute towards Stage 1 and 2 of the new building works.

#### Building Fund/ Building Works

1. I won't talk about the nature of the building works in detail as I'm sure that you have all had a chance to look at the plans and models.
  2. The building fund continues to grow at a steady pace and will be utilized for the building works. Please note that tax deductible donations can always be made to the school building fund and will be greatly appreciated!
  3. Considerable time and effort has already gone into the preliminary work for the build but there is plenty more to do. Feel free to talk with Council member, the build team or Julianna if you would like to be involved in the process.
  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 5 years to ensure that there will be sufficient funds available to meet debt obligations.

5. \$180,000 has been invested into capital works in the 2015 year which included works done to roofing, tree removal and maintenance, design of new buildings, Council DA applications and architects for new building works.

### 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 deck repairs in the next year.

### 2016 Budget

1. We have set a tight budget for 2016 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 AIS in accordance with the requirements of the Government grant.
2. It will be a challenging couple of years ahead but an exciting time for the school and a positive step for the future and longevity of the school.

## **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.

#### **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 101 students in primary school based on government census held in August 2015, comprising 49 female and 52 male children, with 1 Aboriginal female student in Year 3 included. 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.

### 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>1 Upper school teacher 2 Middle school teachers</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	7
(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

### PROFESSIONAL LEARNING

Currambena 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 2015: 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 2015:

Description of the Professional Learning Activity	Number of staff participating
AIS course- Making the Most of Reading Groups	1
PETAA- Teaching Spelling	1
AIS course- Philosophy for Children: Thought-provoking Questions in English K-6	1
Scientific Inquiry through the Design Process	1
Australian Democratic Education Community and International Democratic Education Community Conference, New Zealand	3
First Aid Training	3
Conflict Resolution	2
Laura Aboriginal Dance Festival 2015 in Queensland	2

## Theme 5: Workforce composition

School staff 2015	
Teaching staff	9
Full-time equivalent teaching staff	6.5
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 2015

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
92%	91%	93%	94%	95%	96%	91%	93%

### MANAGEMENT OF STUDENT NON-ATTENDANCE

The school implements policy and procedures for the management of student non-attendance. A daily record of school attendance is taken of each student 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**

Currambena 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 Board of Studies. All applications for enrolment will be processed in order of receipt and consideration will be given to the applicant's support for the philosophy of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's Core Values and Beliefs and comply with the school rules to maintain the enrolment.

### **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 a waiting list form which is available at the Information Morning.
3. Should a space become available, the class teacher will contact the parents/guardians of the child whose application is next in line, giving priority to those with siblings already in Currambena. The parents/guardians and their child/children are 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 primary school child will be invited and required to attend either a trial day at school or an orientation morning prior to the next school year.
6. 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.
7. Strategies will be identified which may need to be put into place to accommodate the student before a decision regarding the enrolment is made.
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 2015</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</li> <li>• provides student welfare policies and programs that develop a sense of self-worth and foster personal development</li> </ul>	<p>The Primary Excursion Guidelines has been updated to include the requirement for parents to sign permission form for one-day excursions when enrolling their children at Currambena</p> <p>Evacuation Policy has been updated to include the actions expected of any other Community members present in school during a fire/evacuation drill</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><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</p>	<p>No changes were made in 2015</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>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><b><i>Discipline</i></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 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</p>	<p>No changes were made in 2015</p>	<p>The full text of Currambena's Behaviour Management Guidelines can be accessed by request from the School Coordinator and from the school website.</p>

---

<p>when all the avenues have been exhausted.</p>		
<p><b><i>Process for Resolving Issues</i></b></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"> <li>• parent to staff</li> <li>• parent to parent</li> <li>• staff to staff</li> </ul> <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 2015</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>

## Theme 9: School determined priority for improvement

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

### Achievement of priorities for 2015

Area	Priorities	Achievements
<b>Teaching and Learning</b>	To implement the new curricula	A workshop on Supporting Teachers with Programming for the NSW BOS K-10 Syllabi was undertaken at the Coordinating Day in term 1 and the new curricula has been implemented.
	To introduce new resources in classes eg chrome books and Maths 300 for problem-solving investigations in Maths	Twelve chromebooks were purchased at the start of 2015 school year, with subscription to Maths 300 for problem-solving in Maths  The school voted to participate in this year's Computer Science Education week event known as "Hour of Code". This is an annual international event conducted to introduce children to Computer Science and "Coding".
	To implement a weekly reflection of what has been learnt using mindfulness meditation	Students from Years 2 to 4 had a weekly meditation followed by drawing or written reflections.
	To continue to offer placements for national teacher students	Placements were offered for student teachers throughout the year.
<b>Our Wider Community</b>	To offer <i>Conflict Resolution</i> course especially to new members of Currambena community	Conflict Resolution course was run by two of our senior teachers and offered to all Currambena community.
	To develop more knowledge of our local area and use Lane Cove area more for research, exploration and connection	Year 5 and 6 students participated in the Microbat Project together with students from other local schools. A Microbat Stall was put up at the Lane Cove Fair with some of our students attending to answer questions and raise community awareness of the Microbats in our area.  Australian Indigenous studies were undertaken with some students going for walks to Woodford Bay to look at the natural resources in the Lane Cove area that were used by Cameraygal people.  A "Big Day Out" was organised where the whole primary school spent the day at Tambourine Bay Park, playing, exploring, making a water slide, having a sausage sizzle and being out in the natural environment of Lane Cove.

<p><b>Cultural Awareness</b></p>	<p>To introduce broader based languages and cultural studies</p>	<p>Australian History studies using “My Place”, a website rich with information and interactive activities teaching children about Australian history.</p> <p>The creation of a beautiful Aboriginal sand painting that represented our school carried out by students, teachers and all staff of Currumbena.</p> <p>An excursion to the Rocks was undertaken with a program called Ngara, which means “listen/hear/think” in the language of the Gadigal people, the original people of the Rocks.</p> <p>Whole day workshop with Australian Aboriginal writer and storyteller Monty Prior</p> <p>Year 6 students went to Kinma School in Terrey Hills for their Friendship Seed Day</p> <p>A café called ‘Deliciously Fair’ in support of Fairtrade and UTZ Certified products was held, and the money raised had been donated to Oxfam for starving children in parts of Africa.</p> <p>Students from our senior class had undertaken an education tour of Canberra to participate in a number of educational programs with a focus on Australian history, culture, heritage and democracy.</p> <p>The students had a tour of Reverse Garbage and selected materials they wanted to use for their costumes for the school concert.</p> <p>Years 3 and 4 students learned about the past life in the 1940s and WW2 with a focus on the evacuation process.</p> <p>Each class participated in Hands on African Drumming, an interactive African drum and dance workshop with Drum Safari</p> <p>“Lessons from the Past” Rouse Hill House and Farm excursion was undertaken by students in Kindergarten and Year 1 to experience school life in the 19<sup>th</sup> century.</p> <p>A Languages feast was held with international food prepared and brought in by students studying Italian and other Languages in class.</p>
	<p>To continue involvement in Reconciliation activities in local</p>	<p>Participated at the Reconciliation Day with a song</p>



	area and cultivate interaction with the Aboriginal communities	“From little things, big things grow” and speeches from our senior class
	To participate in a cultural discovery journey to the Laura Aboriginal Festival	Two staff members attended the Laura Aboriginal Dance Festival, a weekend of dancing and immersion into the traditions of Aboriginal and Torres Strait Islanders.
<b>Facilities and Resources</b>	To continue holding design workshops with the architects, build team, teachers and students	DA application for the construction of a new building and renovation of the West Wing building was submitted to Lane Cove Council  The first stage of renovations of our West Wing building was completed, with the removal of tile roofs and replacing them with colour bond.  School decking had been upgraded.
	Reorganisation and storage upgrade of creative arts room	With great help from parent volunteers, organisation and management of creative arts room and resources were carried out
<b>Staff development</b>	To attend and participate in Mindfulness Workshop for Teachers	All staff attended and participated in a workshop on Felstead Education and Training “Mindfulness for Teachers” during the staff in-service day,
	To attend the Australian Democratic Education and International Democratic Education Conference in New Zealand	Three staff attended the ADEC and IDEC Conference held in New Zealand
	Professional learning on reading and literacy during the staff in-service development day	Professional learning on reading and literacy was carried out during staff in-service day.
	To renew CPR, Anaphylaxis and First Aid certificates	An on-site training on CPR, Asthma and Anaphylaxis was held at the school for all staff members.
	AIS ‘Responsible Person’ leadership training and development for Council members	A 2-hour Governance Workshop with AIS was undertaken by all Council members.

## 2016 Priorities for Improvement

Area	Priorities
<b>Teaching and Learning</b>	<p>To continue implementing the new curriculum.</p> <p>To do more inter-class learning activities.</p> <p>To better manage school incursions of each class.</p> <p>To synchronise and streamline IT use in the craft room.</p> <p>To carry out a comprehensive investigation of group reading and reading assessment resources.</p>
<b>Our Wider Community</b>	<p>To host a <i>Food Festival</i> for the whole school.</p> <p>To hold a whole school BBQ to present the model and share information for the new classroom to be built.</p>
<b>Cultural Awareness</b>	<p>To continue fundraising for communities in need around the world</p>
<b>Facilities and Resources</b>	<p>To carry out the second stage of renovation of the West Wing building and start the construction of the new building</p> <p>To address IT issues and necessary upgrades</p> <p>To dismantle and refurbish the Creative Arts room</p>
<b>Staff</b>	<p>To improve communication between staff</p> <p>To attend the IDEC Conference in Finland, provide a comprehensive feedback and implement findings from the conference</p> <p>To implement the teacher performance and development framework</p> <p>To employ a primary teacher</p> <p>To employ a Language and Music teacher</p>

---

## Theme 10: Initiatives promoting respect and responsibility

As a democratic community school, respect and responsibility are very much key foundations to Currambena. 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 meets twice a term

c. Being very active on reconciliation:

- Kids' participation at Lane Cove Children's Voices for Reconciliation with speeches and a song from the senior class 'From little things, big things grow'
- One day in-residence workshops with Aboriginal writer and storyteller, Monty Pryor. An annual visit with stories, dance and Aboriginal culture from a treasured friend of over twenty years
- Two staff members attending the Laura Aboriginal Dance Festival 2015 in Queensland
- Australian Indigenous studies undertaken with students going for walks to Woodford Bay to look at the natural resources in the Lane Cove area used by Cameraygal people and an excursion to the Rocks with a program called Ngara, which means "listen/hear/think" in the language of the Gadigal people, the original people of the Rocks

d. Incorporating activities from other cultures within our programme

- From our culturally diverse parent community and teachers
  - A whole school project: the creation of Aboriginal sand painting that represented our school, with each class, child and teacher, making their own meaningful mark on the sand.
  - Each class participated in Hands on African Drumming, an interactive African drum and dance workshop with Drum Safari
  - A whole school excursion known as 'Big Day Out' at Tambourine Bay with students and staff from Jarjum College which allowed students from both schools to get to know each other as Australians from a wide variety of cultural background. It was a whole day spent exploring, playing 'slip and slide', running around, having a sausage sizzle in the wonderful environment of Lane Cove.
  - Students from our senior class had undertaken an education tour of Canberra to participate in a number of educational programs with a focus on Australian history, culture, heritage and democracy.
  - Years 3 and 4 students looked closely into the past life during the 1940s and WW2 with a focus on the evacuation process.
  - "Lessons from the Past" Rouse Hill House and Farm excursion undertaken by students in Kindergarten and Year 1 to learn about the 19<sup>th</sup> century school life.
  - A Languages feast was held with international food prepared and brought in by students studying Italian and other Languages in class.
-

e. Various fundraising activities to support different charities- Jump Rope for the Heart, MS Readathon, 40-hour Famine, to raise awareness for Fairtrade and UTZ Certified products with the money raised donated to Oxfam, stalls to raise money for the CLCR Nepal School, Save the Children's Nepal Earthquake appeal, Sydney Homeless Connect, World Vision's work in Rwanda and Australian Support Dogs.

f. Nurturing and caring for our environment through sustainable practices with visits to Reverse Garbage facility in Marrickville and to the Sustainability Centre at the old Coal Loader at Balls Head.

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 Breakfast, Photo Exhibit Breakfast, Vocal Nosh and parents organising the design, production and distribution of Currambena T-shirts
    - Day-to-day voluntary involvement inside and outside the classroom, e.g. reading with the kids, assisting in physical activities such as swimming, 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
    - Currambena Families weekend away at the Yurt Farm in Goulburn
  - Currambena 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
- Attendances at educational forum evenings: *Moving to High School* forum, *Parent Information Evening*, talk on '*Nurturing Resilience and Worthiness*' by a child psychologist and the *AGM*
- Well attended concert in term 4 and creative arts exhibit & café in term 3

## **Student satisfaction**

A high attendance level

Their passion and level of participation

The Year 6 and 7 reunion attended by all Year 7 ex-Currumbena kids who spoke about their own experiences in high school and readily gave advice to the 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

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

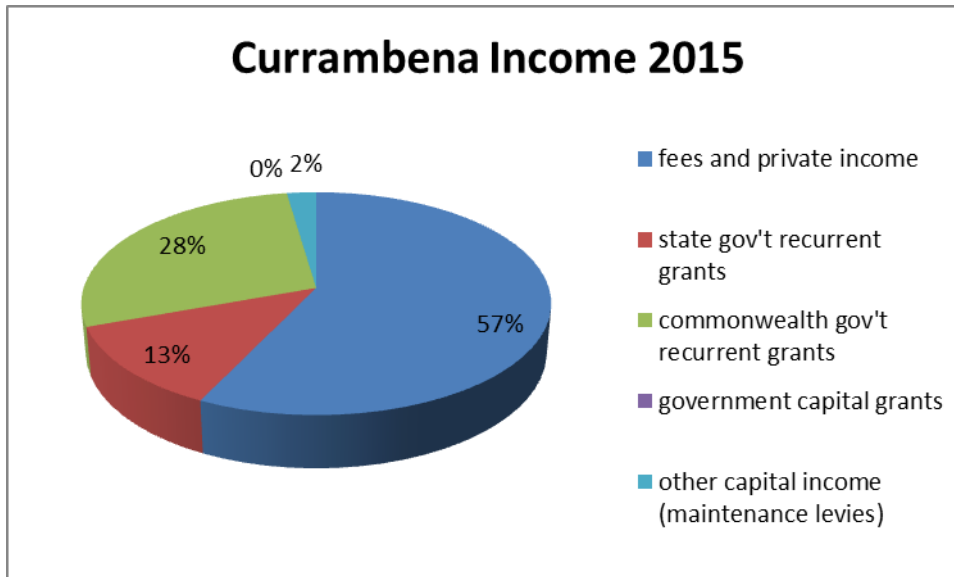
---

## Theme 12: Summary financial report

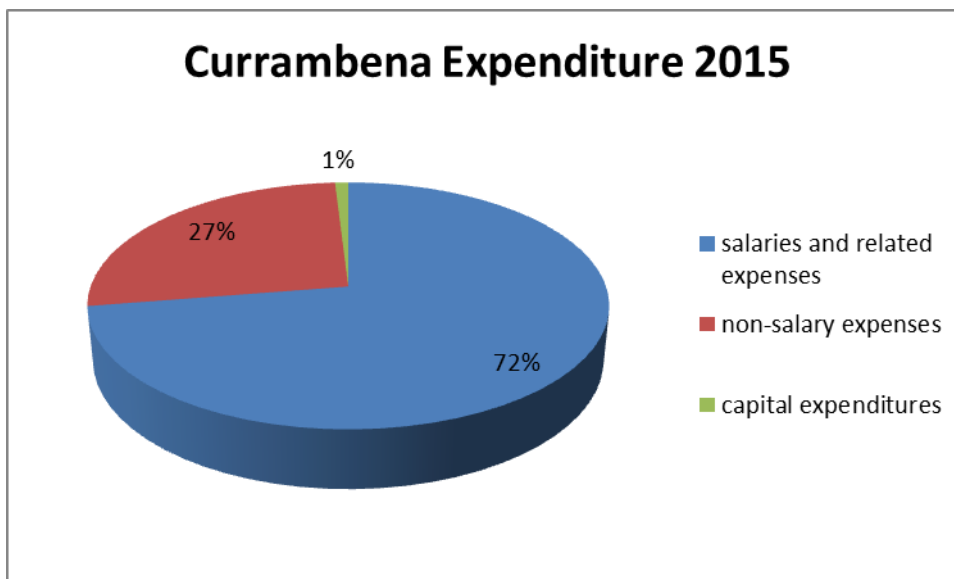
### Graphical representation of income and expenditure using percentages only

Currambena 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 2015 Australian Government Financial Questionnaire.

(a) Graphic one: Currambena'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 has procedures in place to maintain 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 publicly disclosure of the educational and financial performance measures and policies of the school as required 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 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 Board of Studies
- 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 Board of Studies 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 Board of Studies 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.

---