



CURRAMBENA PRIMARY SCHOOL AND PRESCHOOL

Educational and Financial Report 2008

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School Policy

Child Protection

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Educational and Financial Report 2008

School Policy

Policy

The school maintains the relevant data and complies with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required.

Procedures

Annual Report

Procedures for implementing the policy include:

- identification of responsible members for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- for each reporting area, identification of the responsible members for the collection, analysis and storage of the relevant data and for providing the relevant information to the 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 appropriate form to send to the Board of Studies
- setting the annual schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the school will identify the responsible member 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.

DEST Annual Financial Return

The school will identify the responsible member for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Annual Report 1

Messages from key school bodies

CURRAMBENA SCHOOL COUNCIL

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

Extract from the Chairperson of the School Board:

AGM Currumbena Council Chairs Report 2008-2009

As Currumbena continues to provide a safe environment for our children to learn and to creatively express themselves, there is a body of people working to keep the school improving and growing, our council. This is some of what has been achieved this year.

The library renovation has been finalized with new lighting, the lower toilets have been very cleverly renovated including the frosted glass panel insertions into the doors allowing light.

Our beautiful trees have been pruned and had all of their dead wood removed and the outside walls of the classroom buildings have been painted that lovely charcoal colour.

Wendy and Olivia's classrooms have had a complete remodel with sanded floors, new carpet, custom built cupboards and paint.

Less obviously is the installation of the water tanks, in keeping with our desire for sustainability by watering the gardens and for use in the toilet cisterns.

Due to the large number of children in Fran and Jo's class this year, their classroom has been opened into the staff room area providing another work space for the group.

We now have a covered walkway from the rear of the main building, decreasing a water hazard on the stairs when it is wet.

It has also been a busy year for marketing.

Aarhon Silver represented Currumbena at various weekend markets last year, spreading the word about our school. She is now organizing our stall at the annual Moocooboola Festival at Hunters Hill for this year.

A school that is very similar to Currumbena named Kinma has joined us in advertising our schools in Sydney's Child magazine. This has allowed us to purchase an advertisement twice the usual size and in colour.

And of course our information mornings continue to be a success and our older children love contributing to the smooth running of these mornings.

This year we produced our first Currumbena calendar. The theme being 'play' it included beautiful photographs of our children at play accompanied by quotes supporting our philosophy. We plan to produce

a calendar with a different theme every year.

Our overseas connections with Heartlands Children's Academy in Nepal continue to receive Currumbena support. We give them 10% of our school fair profit or \$1000 each year – which ever is greater.

Once again last week our older children proudly spoke and sang at Lane Cove plaza as part of reconciliation week and we invited Alexandria Park children to lunch afterwards.

Thank you to our staff for supporting our children in their individual learning styles and allowing them to be as fulfilled as they are. Thank you to our teachers Wendy, Olivia, Fran, Jo and Sarah. Thank you to preschool staff Sue Chris and Gabriela. Thank you to our part time teachers Claudia who teaches Italian, our craft teacher Chris Rochester, and Tony for music.

Also there are After School Care staff that need to be included, Colin, Rowena, Michael and Sarah, and to Luuk and Willem our Physical Education teacher students from Holland for their help.

And thank you to all the parents who get involved in committees and maintaining the grounds, its this that makes the community and our school what it is.

Currumbena Student Body:

All students have a very active input into the decision making within the school. Each classroom has a weekly meeting chaired by the students with everyone speaking through the chair including all adults present. Every Friday there is a whole school meeting with each class taking turns to chair the meeting. Many of the activities and decisions that have a direct impact on the children are discussed and actioned within these meetings.

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Community and global Value added information

As a Democratic community we value very highly our skills for life programs;

As a direct outcome from the hosting of the International Democratic Educational Conference in 2006

- We continue to run a sustainability programme happening with the whole school and available community members every Thursday
- One morning every week we have cross curriculum where each teacher employs their particular expertise to run an activity and the children can nominate their choice regardless of age.

As a community of parents, teachers and children

- We exchanged visits with Kinma School in Terry Hills every term for a day of creative art, bush walks to the Aboriginal rock drawings and mangroves and an extension of our social interactions.
- We have continued with our parents and toddlers playgroup once a week for the wider community and younger siblings.

To further develop a deeper level of understanding and respect of people and our differences

- We continue to practise daily conflict resolution
- Had a day in Residence with Boori Pryor immersing the children in Aboriginal culture
- Raise money to support our child in Uganda and the orphanage school in Nepal
- Participated in
 - the forty hour famine.
 - MS Readathon
 - Lane Cove Reconciliation
 - Kaleidoscope festival

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School performance in Curriculum outcomes

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 on a continuing individual basis with Neale Analysis, Reading Recovery and Multi-Lit Programme.</p>	<p>Four year 3 children and nine year 5 children worked on curriculum outcomes to stage 2 and 3</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 1 Middle school teacher</p>

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Professional learning and teacher standards

Teacher staffing	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	3
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	1
Note: All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher.	
Professional Learning	Number of Teachers
Accreditation Course	1
ALS in house workshop –managing registration and units of work	3
Counselling mental health issues	1
Staff ran a Conflict Resolution Course over four Saturdays for parents, Preschool and After School Staff.	3
Teaching Boys Steve Bidduph	1

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Teacher attendance and retention rates

The average number of days attended by each staff member

100%

The proportion of staff retained in a program year from the previous year

100%

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Retention rates - secondary ONLY

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Post school destinations –secondary ONLY

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Enrolment policies and profiles

Currambena is a comprehensive co-educational K-6 school providing an education underpinned by Democratic values and operating within the Curriculum guidelines of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time¹. 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. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school and the order of the application. Continuing enrolment is subject to the student's adherence to school rules, the support of the school's Core Values and Beliefs and payment of all school fees.

On acceptance of a place:

6. Parents to read understand and sign all the relevant enrolment documentation.
7. Parents to pay the enrolment fee before the child/children begin their first day at school.

Student population

The school had 47 students as of June 2008. There were 47% boys and 53% girls throughout the primary school. As it 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 their own range of gifts and needs.

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School policies

Policies

Policies for

- Student welfare
- Behaviour Management
- Reporting complaints and resolving grievances

Currambena overarching philosophy is:

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

A. Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, academic, social, and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or developed) during 2007:

Policy	Changes in 2008	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	<p>Updated and ratified at Currumbena School Council</p>	<p>Available to all staff and members of school Council on the computer network</p> <p>MyComputer/Publicfile/Currambenapolicies/08 Policies</p>
<p>Security Policies and Guidelines encompassing</p> <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<p>Emergency procedures revised and updated</p>	<p>Available on the computer network</p> <p>MyComputer/Publicfile/Currambenapolicies/08 Policies</p> <p>Parents may request a copy by contacting the Coordinator</p> <p>Currumbena Handbook for parents & carers</p>
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	<p>Food allergy policy updated</p>	<p>Available on the computer network</p> <p>MyComputer/Publicfile/Currambenapolicies/08 Policies</p> <p>Parents may request a copy by contacting the Coordinator</p>
<p>Codes of Conduct encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management • The role of community leadership system 	<p>Revised and updated</p>	<p>Available on the computer network</p> <p>MyComputer/Publicfile/Currambenapolicies/08 Policies</p> <p>Text of having a voice, resolving issues in</p> <ul style="list-style-type: none"> • Currumbena Handbook for parents & carers
<p>Student Wellbeing Policy and guidelines encompassing</p> <ul style="list-style-type: none"> • the student care system • availability of and access to extra support and mediation • health care procedures • critical incident policy • individually negotiated homework agreements 	<p>Re-fresher training given to all staff especially our new staff in case of an anaphylactic attack to support our revised food allergy policy.</p>	<p>Available on the computer network</p> <p>MyComputer/Publicfile/Currambenapolicies/08 Policies</p> <p>Text of health and homework policies in</p> <ul style="list-style-type: none"> • Currumbena Handbook for parents & carers

B. Policies for Resolving issues for students and adults

4.1 Conflict resolution guidelines for children and adults

For children

All children at the school are taught conflict resolution strategies and are encouraged and supported in this process. Teaching in this area is coordinated and progressive so that children build their skills gradually and practise them on a day to day basis. As it is such a vital aspect of the school's curriculum, parents are encouraged to become involved in this area of education so that they too can learn and assist their children in becoming confident, aware, responsible, capable and articulate individuals.

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. The children will become familiar with these rules very quickly and they are always willing to advise new students.

Courses on conflict resolution for parents and other interested adults are run at Currumbena by some of our teachers.

The Education Committee has a parent representative in each class. This committee has the responsibility of reviewing and recommending to School Council as to whether an expulsion or suspension should be carried out

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. Corporal punishment is not permitted under any circumstances.

Consequences are decided on when there are disruptions to agreements which are democratically agreed to at class or school meeting. Any behavioural issue that may result in suspension or expulsion is referred through staff meeting to the Education committee

The full text of the school's behavioural management policy and associated procedures is provided to all members of the school community through

- The Staff Handbook
- The Currumbena Handbook for parents and carers

A copy is also contained on the school website

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students through Conflict resolution. These processes incorporate, as appropriate, principles of procedural fairness. **Policy – Process for resolving issues**

The full text of the school's policy and processes for complaints and grievances resolution is provided in

The Staff Handbook

The Currumbena Handbook for parents and carers

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School-determined improvement targets

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

Achievement of priorities for 2008

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Continued to extend student participation in creative arts 	<p>Exchanging visits with Kinma school every term for creative art and visual awareness.</p> <p>Created and displayed abstract creative art murals in Lane Cove plaza</p>
	<ul style="list-style-type: none"> Continued to develop hands on experimental Science curriculum for whole school Animal management 	<p>Incorporating, support and expertise from volunteering parents to assist in the programme.</p> <p>Built and managed a no dig garden</p> <p>Managed a fish tank in preschool which the primary had regular access to.</p> <p>A school visit to the zoo.</p>
	<ul style="list-style-type: none"> Participated in cultural diversity and historical events 	<p>Larger participation in local cultural and diversity programmes.</p> <p>Attended the annual global leadership convention run by World Vision.</p> <p>Several student fundraising events for global poverty</p>
Student achievements	<ul style="list-style-type: none"> Active participation understanding different cultures Lane Cove Council sustainability programme 	<p>Developing awareness in global harmony and the broader context of conflict resolution</p> <p>Participated in water catchment management</p> <p>Re-configured the compost system</p> <p>Built and managed no dig gardens</p>
Student welfare	<ul style="list-style-type: none"> Improved the physical environment Developed healthy living initiatives Investing in Our Schools Program 	<p>Repaired timber retaining walls around the playground</p> <p>Over 3 terms introduced various coaches to teach gymnastics, basketball, ballgames, surfboarding, dancing and tennis.</p> <p>Totally refurbished two classrooms, constructed a covered walkway, new lighting in the library, painted the outside of all classrooms and refurbished the toilets</p>

Staff development	<ul style="list-style-type: none"> • Re-fresher training in emergency procedures for anaphylactic children • First Aid course • Had final meeting with AIS and IEU for work choice agreements • Meetings with Board of Studies 	<p>All staff trained</p> <p>1 staff member</p> <p>Staff and School Governing body agreed and signed work choice agreements</p> <p>Working through Currumbena 2008 registration</p>
Facilities and resources	<ul style="list-style-type: none"> • Received a water grant • Second grant Investing in Our Schools Program 	<p>Installed rainwater fed tanks to service the toilets</p> <p>Upgraded cisterns in Preschool</p> <p>Upgraded toilets in primary</p> <p>Upgraded taps in all toilets and craft room</p> <p>Replaced guttering to service the tanks</p> <p>Construction of a covered walkway</p> <p>Refurbishing the library, music room, a double classroom block and toilets</p>

Achievements of priority areas listed in 2008

We continued to broaden our creative awareness with exchanged visits each term with Kinma School in Terry Hills to participate in bush walks to Aboriginal drawings, the mangroves of Tamborine bay and experiment in different mediums of creativity in Currumbena craft room

We have continued to paint large abstract creative art murals which were then displayed in Lane Cove plaza. Various art works celebrating reconciliation were displayed in the Lane Cove library

- Investing in Our Schools Second Program was finally completed with
- Construction of a covered walkway
- Refurbishing the library, music room, a double classroom block and toilets

Facilities and resource improvements

Three staff members ran a Conflict Resolution Course over 4 Saturdays for new staff, parents and the wider community

Healthy Active Australia –we put this money to upgrading the veggie gardens and compost area.

Marketing

Marketing Currumbena and Democratic Education to our parents and the wider Community
Continue to nurture our affiliation with Kinma in joint advertising

Being present on a regular basis at local markets with a Currumbena School stall.

Developed a School calendar with the theme “The importance of Play” with philosophical statements on each month and an accompanying photo.

Priorities for 2009

Teaching and Learning

Healthy School, Healthy People, Healthy Planet –taking on two PE teacher students from Holland to actively promote the fun and enjoyment of physical activity

Promote cultural awareness - engaging teacher students from Holland and Denmark

- organise a trip to the Aboriginal Laura dance and Music Festival
- promote the use of Spanish in the school from our Spanish speaking assistant in the Preschool

Development awareness of the diversity of Australian habitat - a trip to arid inland, the great barrier reef and the tropical rainforests

Grant applications

Solar Grant – to install the optimum number of solar panels to the main building roof. The energy collected will be fed back into the main grid.

Grant received

Community Water –complete the expenditure with a rainwater fed tank to service the gardens

\$75000 National School Pride – to build a store room, refurbish staff bathroom, build a retaining wall, repair and refurbish the front fence and install skylights in two classrooms, the toilets and craft room.

Build the Education Revolution program – construction of K-1 classroom and the building and re-landscaping of the surrounding playground

Staff

Employ a primary teacher and primary classroom assistants

Marketing

Marketing Currumbena and Democratic Education to our parents and the wider Community
Continue to nurture our affiliation with Kinma in joint advertising

Continue with the School calendar with an educational theme and philosophical statements on each month with an accompanying photo.

Being present at major markets with a Currumbena School stall.

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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 practiced these key foundations through:

Daily practise of conflict resolution throughout the whole community, kids parents and teachers

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.
- A school Council consisting of parents and teachers which meet twice a term

Being very active within reconciliation:

- Participating with other local schools at our Lane Cove plaza during reconciliation week
- Three teachers doing reconnaissance trip to Laura in preparation for a school excursion to the Aboriginal Laura Dance Festival 2009
- Having a whole day in residence with Boori Pryor listening and partaking in the Aboriginal stories, music and artistic expression.

Incorporating activities from other cultures within our programme

- from our diverse parent community and teachers,
- Utilising our own staff to incorporate different cultural infusion

Attending the annual global leadership convention run by World Vision in preparation for the 40 hour famine

Fundraising and sending financial support to various projects in third world countries

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.

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Parent satisfaction

The strength of our community spirit is a strong indicator of parent satisfaction.

This is self evident in the attendance at

Weekend maintenance days

School social functions which are largely organised by the parents

Day to day voluntary involvement inside and out of the classroom

Voluntary parent run canteen day

Car pooling for the numerous camping and day excursions

Verbal confirmation to the teachers, the coordinator and our school Council

A vibrant parent body driving the marketing of the school

A end of year Twilight Fair organised and run by the parents

Student satisfaction

A very high attendance level

Their passion and level of participation

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

Have eyes that sparkle with enthusiasm and joy

Teacher satisfaction

100% attendance

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

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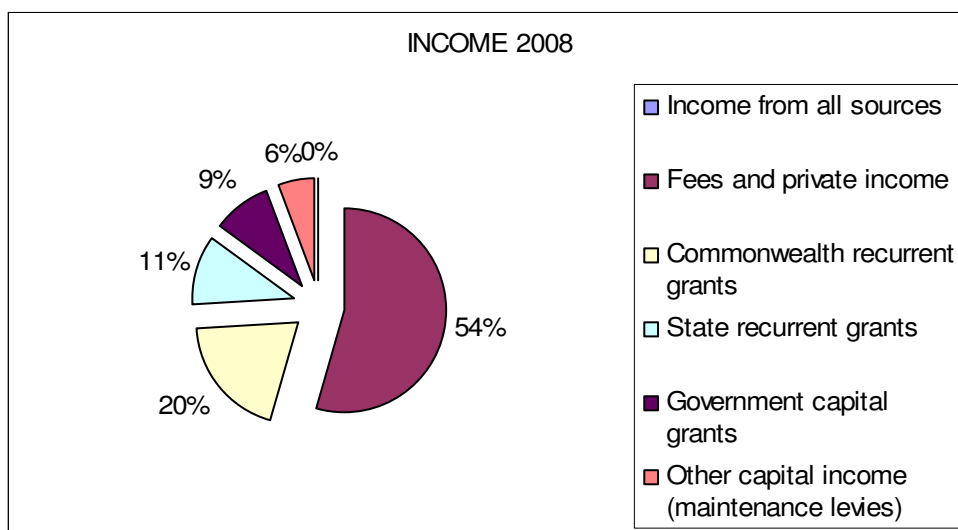
Summary financial information

Graphical representation of income and expenditure using percentages only

Currambena has meet reporting requirements by providing percentages only for each required income and expenditure category in pie charts. This information has been taken directly from the 2008 Commonwealth Financial Questionnaire.

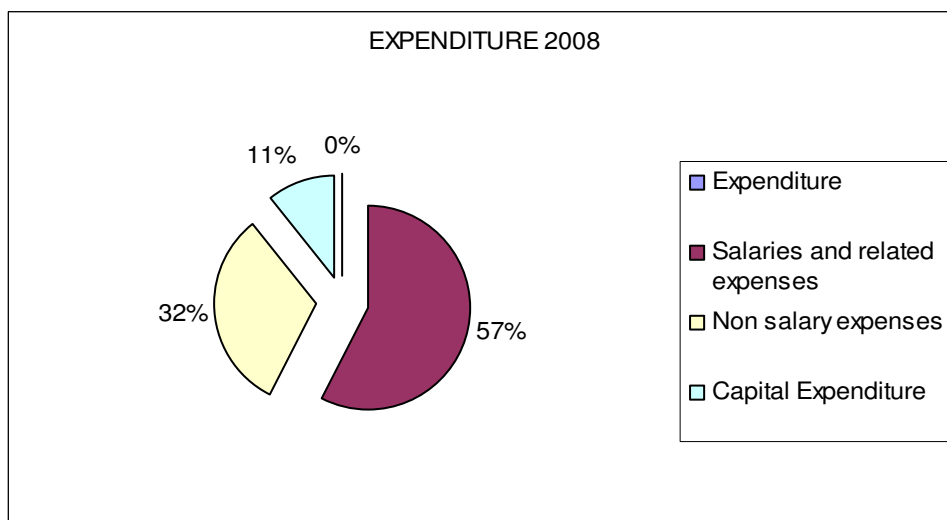
(a) Graphic one: Currambena recurrent/capital income represented by pie chart

INCOME CURRAMBENA 2008



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

EXPENDITURE CURRAMBENA 2008



School Policy

All our legislative requirements are met by following the new guidelines from the NSW Ombudsman and the Commission for Children and Young People.

Child Protection

Child Protection Policy Framework

1. General Introduction

Currumbena Primary and Preschool is committed to the safety and well being of children. The school has a moral and ethical obligation to protect children from harm. The Child Protection Policy has been developed with the requirements of various agencies and reflects the school philosophy to ensure the safety and wellbeing of all children involved is paramount.

It is our aim to prevent harm to children and when this is not possible, to minimise any harm.

As Currumbena works closely with children and their families, the teachers and carers have the opportunity to provide support structures and help develop capable, confident children and contribute to strong families and community. Currumbena also has a responsibility to be aware of possible indicators of abuse, processes to support these children and families and to notify appropriate agencies when necessary.

Currumbena aims to support the prevention of harm to children through socially, emotionally and sometimes financially supporting families and children in our community. When concerns arise regarding the safety and/or wellbeing of any child, the Currumbena Child protection Policy aims to minimise harm by providing clear response procedures for all members. Some members of the community including teachers and carers are bound morally, ethically and legally to notify the appropriate agency when necessary.

2. Definitions

A clear understanding and working knowledge of terms relating to the child protection is necessary for effective implementation policy.

Legislation

The Children (Care and Protection) Act 1987 defines a child as a person who is under the age of eighteen years of age. It also states that the abuse of children is an offence under the law.

Section 3 of this Act also defines abuse in relation to a child as meaning:

- a) assault(including sexual assault) the child; or
- b) ill treat the child; or
- c) expose or subject the child to behaviour that psychologically harms the child,

whether or not in any case with the consent of the child.”

Mandatory Reporting

Mandatory reporting applies to:

- a person, who in the course of his or her professional work or other paid employment delivers health care, welfare, education, children's services, residential services or law enforcement, wholly or partly, to children and
- a person who holds a management position in an organization, the duties of which include the direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services or law enforcement, wholly or partly, to children.

If:

- a person to whom this section applies has reasonable grounds to suspect that a child is at risk of harm, and
- those grounds arise during the course of, or from, the person's work then

the person must report that the child is at risk of harm.

Risk of Harm

The Children and Young Persons (Care and Protection) Act 1998 states the following:

A child or young person is at risk of harm if current concerns exist for their safety, welfare or wellbeing, because of the presence of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or at risk of not being met.
- b) the parents or other care givers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care.
- c) the child or young person has been, or is at risk of being, physically or sexually abused or ill treated.
- d) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm.
- e) a parent or care giver has behaved in a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm.

Head of Agency

All teachers and carers at Currumbena have the right to act upon any concerns relating to the protection of a child. However, the head of the agency in the Preschool is defined as the Preschool Director. The Head of the Agency in the primary school is defined as the Coordinator.

Reasonable Grounds

Reasonable grounds for notification of child abuse entail an awareness of indicators of abuse and neglect, the nature of the concerns or allegations and the child's age and circumstances. These can be confidentially discussed by teachers and carers at appropriate meetings. They may include:

- a disclosure by the child regarding events happening to him/herself or to others.
- physical signs of abuse and neglect.
- behaviour that arouses concern
- indicators in artwork and representational play.
- incongruence between injuries and the account of how the injury was incurred, by parent or care giver.

Reportable Conduct

Being worked on from 'The Association of Independent Schools NSW and The NSW/ACT Independent Education Union - Recommended Protocols for Internal Investigation and Disciplinary Proceedings'.

3. Legislative Requirements -

The Ombudsman Act uses the terms 'reportable allegation', 'reportable conviction' and 'reportable conduct'. Only those that fall into the 'reportable allegation' and 'reportable conviction' require notification to the Ombudsman.

Section Three of the Child Protection in the Workplace 2004 defines the following kinds of behaviour or the conviction involving the following types of behaviour as reportable to the Ombudsman.

- a) any sexual offence or sexual misconduct, committed against, with, or in the presence of a child (including a child pornography offence) or
- b) any assault, ill treatment or neglect of a child, or
- c) any behaviour that causes psychological harm to a child whether or not the child consented.

The Children (Care and Protection) Act 1987 defines a child as a person who is under the age of eighteen years of age. It also states that the abuse of children is an offence under the law.

4. Prevention Strategies

Prevention is the focus of Currumbena's Child Protection Policy and procedures. To promote prevention within our community, we aim to inform parent and teachers of current curricula, practice, legislation and their responsibilities within these frameworks. The children engage in formally presented curriculum and learn through the practical application of these skills in daily circumstances with the support of their parents and teachers.

- The NSW Board of Studies Child Protection Curricula is implemented with every class group annually. Key elements of child protection includes recognition and labelling of body parts, recognition of abuse, power in relationships, protection strategies, the right of children to say 'no'. This is complimented by specific programs in communication skills and conflict resolution.
- The professional community within Currumbena have developed the Professional Standards Guidelines. Teachers and carers engage in regular in school professional development during staff meetings to review policy and procedure and maintain knowledge of current legislation. When necessary, external experts may lead the professional development.
- Parents and care givers are informed about Currumbena's Child Protection curriculum and policy at information meeting, whole school meetings and class meetings. The curriculum and draft policy is available to parents for their perusal. Parents are supported with opportunities to become involved in workshops on communication and conflict resolution.

Head of Agency

All teachers and carers at Currambena have the right to notify the Head of Agency regarding any concerns relating to the protection of a child. The head of the agency in the Preschool is defined as the Preschool Director. The Head of the Agency in the primary school is defined as the Coordinator.

Reasonable Grounds

Reasonable grounds for reporting a disclosure constitutes an allegation under the DoCS' legislation (risk of harm) or the Ombudsman's legislation (reportable conduct).

Reasonable grounds for notification of child abuse entail an awareness of indicators of abuse and neglect, the nature of the concerns or allegations and the child's age and circumstances. They may include:

- a disclosure by the child regarding events happening to him/herself or to others.
- physical signs of abuse and neglect.
- behaviour that arouses concern
- indicators in artwork and representational play.
- incongruence between injuries and the account of how the injury was incurred, by parent or care giver.

Roles and Responsibilities

Currambena adopts a collaborative approach to the child protection strategies. Each community member has roles and responsibilities to ensure the collaboration results in prevention and minimisation of harm.

Role	Responsibility
Teachers and Carers	<p>To create a supportive and safe environment for children.</p> <p>To effectively develop and implement Child Protection curricula including communication and conflict resolution.</p> <p>To establish warm, safe relationships with the children in their care.</p> <p>To communicate and work collaboratively with parents in the prevention of harm.</p> <p>To maintain professional standards in line with the Currambena Professional Standards Guidelines.</p> <p>To be aware of Child Protection Policy and Procedure.</p> <p>To notify the Head of Agency when appropriate.</p>
Coordinator and Preschool	<p>To communicate and work collaboratively with parents in the</p>

Director	<p>prevention of harm.</p> <p>To support the teachers and carers in meeting their responsibilities.</p> <p>To maintain professional standards in line with the Currumbena Professional Standards Guidelines.</p> <p>To deal with reportable allegations in a timely way and act within thirty days of allegation.</p> <p>To record all information relating to allegation and maintain records of all investigations for accessibility to the Ombudsman for auditing purposes.</p> <p>Reporting the allegation to the Ombudsman and/or DoCS.</p> <p>For Further detail on the responsibilities of the Head of Agency refer to the Ombudsman's Act.</p>
Currumbena Council	<p>To effectively support the professional development of teachers and carers in meeting their responsibilities.</p>
Parents and Care givers	<p>To communicate and work collaboratively with teachers, carers, coordinator and/or director in the prevention of harm.</p>

It is the responsibility of DoCS to decide upon the action taken, if any after the notification has taken place.

The Ombudsman monitors investigations/convictions against all employees of Currumbena.

Procedures of Notification

see flowchart and step points in full policy in policy folders.

School Policy

A Safe and Supportive Environment

General

..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.....

Currumbena Primary and Preschool Core Values and Beliefs

Support

1. The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

Security

2. The School has measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and has included in its consideration such matters as:
 - a) appropriate levels of supervision;
 - b) security of buildings;
 - c) procedures in case of fire;
 - d) use of grounds and facilities;
 - e) travel on school-related activities; and
 - f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

Supervision

3. Appropriate measures will be taken by teachers and carers to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

Conduct

4. The School has in place Codes of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Codes of Conduct within policies include such matters as:
 - a) the rights and responsibilities of students and staff within the School community;
 - b) behaviour management;
 - c) the role of any School leadership system through class, school, committees and school council meetings
 - d) the management and reporting of serious incidents.
5. The School will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of the policy.

Complaints and Grievances

7. The School has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

Student Wellbeing

8. Students are constantly made aware of, and have access to, appropriate support and guidance within the School.
9. The School will take reasonable measures to identify students with individual needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.
10. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication

11. The School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; coordinator; representative of an appropriate government, welfare, health or other authority.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

School Policy

Student Attendance

Policy

1. The School will monitor the daily attendance and absence of students in the School by maintaining a daily register for each class, of students.
 2. Student absences from classes or from the School will be identified and recorded in a consistent manner by the responsible member.
 3. Unexplained absences from classes or School will be followed up in an appropriate manner with the student and/or their parent or guardian.
 4. The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
 5. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken will be recorded, as appropriate, on the student file.
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School Policy

Behaviour Management

Introduction

Currambena' Welfare and Behaviour Management Guidelines are founded on a belief in the importance of valuing individuals and their relationships, encouraging everyone to take personal responsibility for their actions.

In practice, we:

build relationships on a whole school basis to foster a strong sense of community

encourage children's relationships across class group with both adults and children through Buddy systems and other shared activities

encourage parent/family involvement on a regular, sometimes daily basis, often consulting and collaborating with parents on behavioural issues

recognise that different children have different needs

use appropriate reinforcement, emphasise intrinsic rewards and support negotiated consequences for behaviour where appropriate

enable children's participation in rule making through Class and School meetings.

ensure small class groups (average of 17 students per class 2004) to assist strong teacher-child relationships.

teach Conflict Resolution skills and strategies to children, parents and new staff

1 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. Corporal punishment is not permitted under any circumstances.

2 Where a student disregards these agreements and continues to be uncooperative or otherwise engages in conduct which causes or may cause harm, to the School, staff members or other students, the student may be subject to appropriate consequences.

3 The behaviour management procedures undertaken by the School will vary according to the seriousness of the issue. When advised of the issue the student and parents will be informed of the procedural steps to be followed in dealing with the matter. Students will be informed of the nature of the issue/s and given every opportunity and support to respond.

4 The consequences eventually agreed upon, will vary according to the behaviour and the prior record of the student. At the lower end of the scale, consequences will be discussed in their class meeting or whole school meeting as may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.

5 Where the behavioural issue is of such a nature that it may result in suspension or expulsion, the student also will be:

- informed of the seriousness of the issue;
- informed that the Education committee will convene and make a recommendation to the School Council on appropriate consequences;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the issues; and
- afforded a right of review or appeal.

6 **Review option** If the Education Committee recommends to Council that Suspension or expulsion is to be imposed, the student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the School Council and submit any information they want to be considered during the review process. The Council will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

School Policy

Premises and Buildings

Policy

1. The School Council has a Maintenance Coordinator and a Building Committee that are responsible for monitoring and assessing the current standard and the state of repair of the School buildings and premises, taking into account current building requirements.

A maintenance book is kept in the office for staff, parents and children to record any repairs that need attention.

A community run maintenance day is organised by the Maintenance Coordinator twice a term.

Large works are managed by the school Coordinator through the appropriate contractors.

If the works are over \$500.00 at least two quotes are needed and approval from the School Council.

If it is an emergency that entails safety or health the Coordinator will action the repair immediately.