



## **Educational and Financial Report 2020**

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## Educational and Financial Reporting 2020

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### Annual Report

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# Educational and Financial Report 2020

## 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

2020 started with all our usual activities of Teacher Parent evening, Breakfast on the Deck and music workshops with Abi. COVID was looming, but we carried on. In early March, Crafty Chris ran the most wonderful, innovative week of creating, designing and problem solving. We stepped out of the usual program and spent five whole days building a playground. What a fabulous event!

The pandemic was then with us, and zoom became a reality. This was not a curve, but perpendicular learning for everyone. Kids started staying at home in the last two weeks of Term 1 and Currambena got into gear to begin the process of how to teach online. Council stepped up, into a period of weekly meetings, constant decision making and keeping the community informed. Teachers were squirrelled away in their classrooms talking, talking to their computers. The chickens wandered the school, round and round, totally perplexed as to why their lunchbox treats had disappeared. The school playground looked lonely and forlorn with no laughter and chatter, no gatherings under the Blue Umbrella.

Term 2, we gradually staggered the kids back to school and, by the start of June, all were back on site. This was a huge relief, but only essential workers were allowed in the gate, and no parents. A hard knock for a community school. Meanwhile work continued in the maintenance of the school. We installed a new front gate, a sliding door upstairs, new guttering on the craft room, and new computer cat cable for Blue Umbrella and preschool. The toilets renovation was completed, the library painted, the slate pavers around St Elmos replaced, flexible rubber paving over the gum tree roots was laid and the two large sections of plumbing were upgraded. We managed to finally extract the last of the possums from the ceiling of the staffroom. They were consequently offered a choice of the new lodgings installed around our various trees. Whole school activities slowly resumed. We had bush dancing and mini tennis workshops, jump rope for heart, a couple of Summerhill days, an author's visit and a whole school day at the beach. Hannah left in Term 4 to go on maternity leave.

Then there was the concert – the show must go on, but how? The film crew arrived; Emma's classroom was transformed into a concert hall, complete with a stage enclosed with sumptuous, black, velvet curtains. The concert link was emailed out to parents many of whom gathered at the Diddy's for the big screen. At 6pm,

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the curtains opened and we were videoing live! It was a wonderful success with all the anticipated excitement and nervousness that the kids so love.

I will continue this narration with a snippet from each teacher and their class:

**LEESA's** class started with high energy and excitement for the year ahead. By the end of term one, the children were learning from home and learning new skills with Google Classroom and Zoom. A highlight for the children during this time was participating in a Questacon workshop through Zoom. The children used everyday resources from their homes to investigate a selection of animal adaptations. They also enjoyed exploring the topic of Australian history, including Aboriginal and Torres Strait Islander connections to country. Term three saw a full term at school, the first for the year and the children were eager to publish persuasive text on topics of interest. In the final term of 2020, the children were very excited to be able to go on camp to Mowbray Park Farm near Picton. Being able to leave Sydney for three days and two nights, ride horses, canoe, crack whips, throw boomerangs and participate in many other farm style activities was a highlight of the year.

**SARAH** tells us that for all the good, the bad and the ugly, without a doubt COVID-19 a.k.a CORONA VIRUS, was the highlight of our year. In their little community - stories of struggle, sadness, grief and loss made way for resilience which prevailed in our glorious children and their families. Collectively, children, teachers and parents worked together and came to a crowning glory to meet the end of 2020 with a gorgeous social at school. There were some sad farewells to some of our children and their much loved families. For Sarah's class, the topic on "what it means to be a Hero and Villain" seemed to be never ending but had a prevalent running theme. They ended this journey with a fabulous hardback book of the children's stories (on their Heroes and Villains) and their class play. Another crowning glory with everybody rising to the occasion. Sarah didn't think she had ever felt so proud!

**WENDY'S** group in 2020 was disrupted like everyone else. Camp at Little River was cancelled three times over and many of the usual activities such as selling ice blocks to support their sponsor child in Chad were just not possible. They had to do their Term 1 Personal Interest Project presentations via Google classroom and missed playing games together very much. Even so, they made up for it wherever possible, increased their computer skills enormously and had a wonderful year in the end. The group organized a Ball in Term 1, before the lockdown, which everyone enjoyed. They all loved Build Week and the colourful structures were vivid reminders for the teachers that the children would eventually be back to play in them! When they did get back to school, they had a sleepover/movie night as a substitute for Little River camp. That was fun! They ran the Jump Rope for Heart event for the school which raised money for the Heart Foundation. They wrote and produced their play in Term 4 with everyone involved and some fabulous acting. They were so pleased to be able to go on their end of year camp, even though Booderee was still closed, by going to Bendalong for their week away. Long walks on the beach at dusk and patting stingrays were highlights! Their large group of Year 6 students had their ceremony on a different beach and have all moved on to a range of high schools, reporting successful first terms and promising to come back and visit when they can.

**JESS** Following on from the terrible bushfires of 2019/2020 summer, the school year for the children in Jess' class began with some very heavy rainfall. Jess' group spent the beginning of their school adventures, learning all about the weather and how it affects the way we live and play. Insects were also a subject of intense interest amongst the children and Jess' class enjoyed observing insects around the playground and at the park and investigating what makes them very special living creatures. With the onset of COVID, it was an interesting challenge to work with all families to help guide the learning that was happening at home. There was a lot of writing and craft and they shared some wonderful group reading sessions online. Story time over Zoom was fun and kept everyone in contact with each other during this very strange time. The children who continued to attend school did a marvelous job of making a post-box for their classroom, and it was wonderful to send and receive mail from each other through the mail. Once the phased return to school was complete, the school was filled with science and magic. Invisible writing, fortune-tellers, sensory jars and experiments with the ph. scale, kept the busy scientists in Jess' class engaged. Regular visits to the local bush were also a cherished time and a way for the children to connect with the ever-changing world around them. Our concert was a wonderful celebration of a very strange year. The children wrote and performed a wonderful piece about pirates, monkey people, treasure and the meaning of true friendship.

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**PRESCHOOL** Connecting with preschool children and their families via Zoom during last year's lockdown was a highlight of 2020. Preschool ran three Zoom classes a day during the height of pandemic. They had Zoom morning meetings, Zoom group times, Zoom craft, Zoom Music and Zoom Spanish. As children began to return to preschool, we saw how resilient, capable and independent they really are as parents said goodbye to children at the gate and they made their way to preschool by themselves. Finally, the year ended. The families came, bringing a blanket and a picnic and following all COVID protocol, had a much needed, wonderful twilight evening, rejoicing in the essence of what Currumbena does so well, community!

Last but not least, Thank you! To all our Council members, who contributed a power of expertise and support to the school, managing a variety of challenges. It was an extraordinary twelve months, covering 21 Council meetings mostly on zoom to our usual 12 meetings per year! A very special thank-you to Dina our Chair who steered our ship so well through all the uncertainty and keeping up the continuous communication with our community. To Jason our Treasurer who held a steady rein on the finances with care and thought for the families. Thank-you to our fabulous staff: primary, preschool, Mikee, Moira and Blue Umbrella for handling a very challenging year, to our cleaners and so much cleaning! A very big thank-you to all you parents for being so stoic and making so many small efforts to retain the community of Currumbena and, most importantly, to all of our wonderful kids.

Congratulations everyone! Currumbena stood solid, and we survived COVID 2020!

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

It's been my pleasure to be part of the Council over the last 2 years, and to be Chair over the last year.

Firstly, I'd like to thank Suzie, Evan, Jason, Kris, Julie, Katrina, Wendy, Sarah and Julianna for all of their hard work on Council over the last year - all on top of their day jobs and their own families as well. It's been an intense year, with many hours being put in, so a genuine heartfelt thank you to each of you.

With that, I'd also like to thank my own family for their support too. It would have been impossible for me to work through as much as I did without their help, so thank you to them too.

Being on Council as COVID hit the world gave me a unique opportunity to be part of a team that was not only grappling with so many unknowns, but to be responsive to information from various government levels, the needs of our children and staff and to keep our community as safe as possible.

It was challenging to say the least - a school whose foundation is based in Community suddenly having to keep parents out certainly affected lots of our families, with Council sometimes being targeted as a source of frustration. Many things were being considered and being done in the background by the Council, trying to find the right level of communication, and constantly planning for multiple scenarios.

But I'm really proud of not only our Council members for being so focused on safety and wellbeing, but the whole Community for pulling together and being supportive of us, and each other, throughout the time.

Many families had to make, and chose to make, life changing decisions. Some affected financially or emotionally had to make choices to leave the school or the areas, but some were also able to use the whole situation to create a benefit for their families too.

Looking at our school now, we're in a great place. We have a team of engaged staff, enrolments are looking positive, our financial position is sound.

Thank you so much to Jason and Julianna for keeping such a close eye on our financial position constantly. Many models were produced and reviewed, and decisions made based on being able to help the community as much as possible should disaster happen. They've certainly got us to the strong position we're in today.

And Katrina, for the many, many additional hours she put in to chase any funding available that ultimately supported our Preschool families, and the schools overall financial position.

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I'd also like to acknowledge Evan for his support in managing a particularly sensitive issue on behalf of Council this year too.

As Council are the formal employers of our staff, and we'd like to welcome Emma this year and a thank you to the recruitment committee for being so diligent in their efforts. I'd also like to thank the other staff for supporting our next generation of Teachers too, again, all being done on top of their day jobs.

We also want to acknowledge the Blue Umbrella organisation and team too. They have also had to manage their own challenges through COVID, but the relationship between the School and its Before & After School care service is so important, so thank you to the team for all their hard work.

Our school is built on, and thrives, on its community. Contributions come in so many different forms - each just as important as the other - and every one of us here has something to offer. Everyone who is attending tonight has a vested interest in the school, and such an important role to play.

The nominations received for becoming part of the Council is also a testament to the wonderful commitment of our families and being able to contribute to the strategy, operations and culture of the school as it moves into the new financial year, so a huge thank you to all of those who put their hands up this year.

Thank you to our amazing teaching staff here at Currumbena, our teaching assistants and school staff and of course, our wonderful children and their families. I wish our upcoming Council members the best of luck, and am always happy to support the Council as much as I can.

I truly believe the school is unique and hope it keeps its heart open for many, many years to come. The school is more than one person - it's everyone who comes through its doors.

We have an amazing ethos of learning, and treating all of our students as individuals. Our education landscape in Australia is changing, and we have the ability to remain unique and offer something here others can't. My true best wishes for the school and its future.

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

The Financial statements for the year ended 31 December 2020 have been finalized and a copy is available in the office for anyone interested in reviewing the financial results in detail. The accounts have been audited by an external and independent firm - Forsyth Chartered accountants. No issues were identified by the auditors during the audit process.

### **Change of Auditor**

The auditing function by external firm is an important and prudent role that is required to ensure that Currumbena is a financially sound not for profit organization and that we are meeting our financial requirements.

With the retirement of the senior auditor of Forsyth Chartered Accountants, Council took the opportunity to review the auditing service and enquire on other auditing firms that service Not-for-profit schools. After conducting this review and subsequent meetings, Council has down selected a new auditor – mpm Chartered Accountants. They specialize in not for profit organizations, and based on their experience, audit processes and initial meetings, I believe will provide great value to the school.

To officially complete the process of appointing MPM Chartered Accountants as our new auditor, we require the members to approve with a show of hands and a motion, which will be addressed as per our agenda.

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## **Financial Results**

1. In 2020, the school continued the pattern of positive small surplus for the year. Additional COVID-19 government grants contributed to the result. We maintain a reasonable cash position for large projects and for any future headwinds on revenue.
2. Primary Student enrolments averaged 94 in 2020 which was same number as the previous year.
3. Due to COVID-19 many industries experienced financial downturns, with many people in NSW experiencing financial challenges. In recognition of this extraordinary event, Council discussed ways we could offer financial relief for our community during this period. So during 2020 Council approved waiving certain fees such as the Maintenance levy, building fund and the late payment levy. We also offered an optional 10% fee relief for those families that were experiencing financial challenges due to COVID-19. I would like to thank Council members for supporting this initiative.

## **2020 Projects and Maintenance Items:**

Due to COVID-19 there was no major projects completed in 2020. There was a higher amount spent on Maintenance than usual, which again was attributed to COVID-19.

## **2020 Capital Expenditure**

1. The school is a not for profit, limited guarantee, public company and has continued its commitment to reinvest surpluses into improving educational resources, maintaining and upgrading school resources, and providing for future capital works.
2. History has also shown us that as a school with small student base, material changes to student numbers can have an impact to cash flow and overall financial position. As such, as Treasurer, my aim is to ensure that we are conservative with any capital expenditure and to ensure that the school has enough funds to mitigate against any revenue declines.
3. The CAPEX spending for 2020 was carved back to only essential maintenance items to maintain capital. This is also to ensure we are in a strong position to navigate any negative economic conditions towards the back half of 2020.

## **2021 Budget**

For the 2021 budget and have set a conservative fiscal plan for the year. We will invest and spend where it is necessary and required to ensure that we continue to provide exceptional educational outcomes. With potential unforeseen impacts on revenue we will continue to monitor the results throughout the year.

## **Closing**

In closing, our historical prudent financial management and consistent student fee income has enabled Currumbena to navigate the COVID-19 impact in 2020.

It was an extraordinary year we had in 2020, and I would like to thank the community for all their support of the teachers, Julianna and support staff. I would like to thank you all for your commitment to the school and continued financial support through 2020.

And finally I would like to thank my fellow Council members for their support and unwavering commitment as we worked together with humanity, compassion and purpose through 2020.

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## Theme 2: Contextual information about the school

### History

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

### Philosophy

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

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

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

### Core values and beliefs

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

#### **The joyful pursuit of lifelong learning**

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

#### **Celebrating the uniqueness of each child**

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

#### **Developing a nurturing community to support children's development**

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

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

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

**Honouring the role of parents**

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

**Teaching and modelling effective communication**

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

**Open governance**

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

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

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

## Theme 4: Professional learning and teacher standards

### PRIMARY TEACHING STANDARDS/ QUALIFICATIONS

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	6
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

### PROFESSIONAL LEARNING

Currambena is managed by a School Council comprised of six parents and three teachers. Each year, they all complete about four hours of AIS-facilitated professional learning on school governance.

Currambena staff members attend various professional development trainings and below are some undertaken in 2020:

Description of the Professional Learning Activity	Number of staff participating
Reportable Conduct and Mandatory Reporting Currambena Staff Induction and Discussion	11
CPR and Anaphylaxis and Asthma Training for all staff	12
AIS Online Modules on Governance	3
AIS Governance Training on school governance, legal compliance, financial compliance and executive supervision, and AIS Annual Briefing for heads of schools	1
First Aid Training	1
Early Childhood Australia Training	1
Gowrie NSW Creating the Story: Writing Authentic and Meaningful Documentation ELearning	1
Lighthouse Education Rock and Water Program	1

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## Theme 5: Workforce composition

Primary School Staff 2020	
Teaching staff	7
Full-time equivalent teaching staff	6.3
Non-teaching staff	3
Full-time equivalent non-teaching staff	2.1

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

**SCHOOL STUDENT ATTENDANCE REPORT 2020** (taken from the attendance report submitted to ACARA for the first semester of 2020)

Year level data for Student Attendance: All students (including Indigenous students)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.85%	94.32%	95.82%	94.01%	95.68%	94.34%

Overall data for Student Attendance

Overall Attendance	Non Indigenous Attendance	Indigenous Attendance	Overall proportion of students attending at least 90% of the time	Non-Indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time
94.65%	94.72%	92.11%	88.74%	88.45%	100.00%

### MANAGEMENT OF STUDENT NON-ATTENDANCE

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

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necessity to communicate with the school.

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

## **Theme 7: Enrolment policies and characteristics of the student body**

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 Education Standards Authority (NESA). Currambena is very limited in places that occasionally become available in our primary classes. The enrolment process aims to be fair and equitable, and as open and transparent as possible.

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

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

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

### **Procedures**

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

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

On acceptance of a place:

9. All Parents/Carers/Guardians should read, understand and sign all the relevant enrolment documentation.

10. Parents will be asked to pay the enrolment fee before the students begin their first day at school.

### **Characteristics of the Student Body**

Currambena had 90 students in primary school as reported on the government census held in August 2020. It comprised 46 female and 44 male children, including 2 Indigenous female students, one in Year 1 and one in Year 3. As Currambena is a comprehensive school, the students come from a range of backgrounds, including language backgrounds other than English. We recognise that each individual student brings to the school his/her own range of gifts and needs.

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

This means:

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

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

## **Theme 8: Other school policies**

Currambena's overarching philosophy is:

- **To empower children**
  - **with the confidence to question,**
  - **the desire to understand,**
  - **the skills to resolve**
  - **and the wisdom to use those concepts effectively.**
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<b>Policy</b>	<b>Changes in 2020</b>	<b>Access to full text</b>
<p><b>Student welfare</b></p> <p>Currambena seeks to provide a safe and supportive environment in which:</p> <ul style="list-style-type: none"> <li>• the child may safely explore and extend through play,</li> <li>• minimises risk of harm and ensures students feel secure,</li> <li>• supports the physical, intellectual, social and emotional development of students, and</li> <li>• provides student welfare policies and programs that develop a sense of self-worth and foster personal development</li> </ul>	<p>No changes were made in 2020</p>	<p>The full text of Currambena's student welfare policy can be accessed from the school website or by request from the School Coordinator.</p>
<p><b>Anti-bullying</b></p> <p>Currambena rejects all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.</p> <p>Currambena aims to foster our children's development of confidence, empathy, compassion and strength, to instil lifelong skills of self-awareness and responsibility, empower children with the language to express ideas and opinions and with a range of strategies to actively use in difficult or threatening situations. We aim to minimise negative behaviours, both verbal and physical, violence, disrespect, use of 'put-downs', behaviours which prevent others from learning and playing, and bullying behaviours.</p> <p>Bullying behaviour and how it is managed at Currambena are further discussed in the school's policy on <i>Behaviour Management</i>.</p>	<p>No changes were made in 2020</p>	<p>The full text of Currambena's policy on Behaviour Management can be accessed from the school website or by request from the School Coordinator.</p>

<p><b>Discipline</b></p> <p>All children at the school are taught conflict resolution strategies and are encouraged and supported in this process. A vital component of conflict resolution is the acceptance by the children of consequences for inappropriate behaviour. What constitutes inappropriate behaviour is discussed in every class on a regular basis and is formalised at school meetings in the process of making rules.</p> <p>Students are required to abide by the agreements formulated in class and school meetings and this is supported by teachers and adults at the school. Consequences are decided on when there are disruptions to agreements which are democratically agreed at class or school meeting. <i>Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student including consequences, suspension or expulsion provides processes based on principles of procedural fairness and involve parents in the processes.</i> Suspension/expulsion procedures transpire only after having followed the Behaviour Management Guidelines and when all the avenues have been exhausted.</p>	<p>No changes were made in 2020</p>	<p>The full text of Currambena's Behaviour Management Guidelines can be accessed from the school website or by request from the School Coordinator.</p>
<p><b>Process for Resolving Issues</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 Currambena community and how the school will respond.</p>	<p>No changes were made in 2020</p>	<p>The full text of Currambena's policy on resolving issues can be accessed from the school website or by request from the School Coordinator.</p>

## Theme 9: School determined improvement targets

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

### Achievement of priorities for 2020

Area	Priorities	Achievements
<b>Teaching and Learning</b>	<p>To develop cohesion and collaborative learning between classes</p> <p>To set aside a week of creativity, innovation and fun through a whole school construction of outdoor playground structures</p> <p>To implement 'democracy in action' in the classrooms</p>	<p>Shared activities between different age groups were organised, including joint reading and book parade during Book Week, swimming, bush dance lessons, camps and movie nights. Buddies between preschool and Wendy's class (years 5/6) also took place, briefly pausing on the weeks when learning was done from home due to the pandemic</p> <p>Outdoor playground structures were built with students and teachers dedicating an entire week in term 1. A rope climbing structure known as Keepy Uppy, a large bamboo dome, a multi-level treehouse cubby around the jacaranda tree and an over-head tunnel were all constructed during the week.</p> <p>A day each in term 3 and term 4 had been set aside as Summerhill day where choices in learning activities across all age groups were offered</p>
<b>Our Wider Community</b>	To hold a parent information session focussing on the educational value of composite classes	A parent info evening was held to discuss the educational value of composite classes and how teachers assess each individual student's transition and readiness for movement to the next class
<b>Cultural Awareness</b>	To extend students' understanding of other cultures	Spanish class continued throughout 2020 and NAIDOC week was celebrated with in-class lessons and activities on history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Some excursions and incursions focussing on other cultures had been cancelled due to covid restrictions and the move to home-learning in most part of the year.
<b>Facilities and Resources</b>	<p>To encourage involvement from parents in maintaining the school's facilities and resources</p> <p>To continue maintenance and refurbishment of buildings and toilet blocks</p>	<p>Parent-volunteers came on Fridays during Sustaining Currambena time to manage the up-keep of the gardens and library</p> <p>A new and more durable entry gate was installed and the western toilet block had been refurbished</p>
<b>Staff development</b>	To increase the number of staff meetings throughout the year to discuss the philosophical and educational values of Currambena, and develop a more	The number of staff meetings had been increased to discuss more collaborative teaching and joint learning activities between classes.



	collaborative teaching	
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## 2021 Priorities for Improvement

Area	Priorities
<b>Teaching and Learning</b>	<p>To offer more activities that showcase and celebrate children's creativity and artistry</p> <p>To access student workshops that are practical and useful for day-to-day living</p> <p>To welcome and support university student teachers</p>
<b>Our Wider Community</b>	<p>To host a whole school community presentation with a focus on Currumbena philosophy and how democratic education works</p> <p>To offer conflict resolution course to school staff and community members</p> <p>To hold whole school community events that will allow families to socialise and build connections within the school</p> <p>To welcome visitors into our school</p> <p>To visit educational and historical places locally available to us in Lane Cove</p>
<b>Cultural Awareness</b>	<p>To hold activities that exhibit the diversity of people</p>
<b>Facilities and Resources</b>	<p>To continually upgrade the facilities and resources in the school</p>
<b>Staff</b>	<p>To organise a Child Protection Induction with AIS</p> <p>To hold a professional learning seminar for teachers on Student Welfare</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 amongst children and the whole community
  - b. Having open governance where decisions are made through:
    - Weekly class meetings chaired by the children
    - A weekly school meeting, each class taking turns to write up the agenda and chair the meeting
    - A School Council consisting of parents and teachers that meet regularly throughout the year
  - c. Being very active on reconciliation:
    - Incorporating class activities to acknowledge and celebrate NAIDOC week, discussing issues relating to Indigenous Australians, and learning about the history of NAIDOC and The Uluru Statement from the Heart
    - Dreamtime story-writing session in class
  - d. Incorporating activities from other cultures within our programme
    - Class visits from our culturally diverse parent community and teachers
    - Spanish language taught in all primary classes
    - Over-night outdoor adventures at Mowbray Park Farm Stay in Picton for Year 3 and 4 students and outdoor camping at Bendalong Point for Year 5 and 6 students.
  - e. Various fundraising activities to support different charities:
    - Heartland School in Nepal
    - World Vision for a sponsor child in Uganda
  - f. Nurturing and caring for our environment through sustainable practices such as rubbish-free Wednesdays and a whole school 'Sustaining Currambena' effort on Fridays to maintain the school grounds, gardens and library
  - g. Having no exams or testing in the school and respecting each child as an individual, encouraging and nurturing them to be intrinsically motivated and responsible for their own learning and progress
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# Theme 11: Parent, student and teacher satisfaction

## Parent Satisfaction

- The strength of our community spirit is a strong indicator of parent satisfaction.
- This is manifested in the attendances and participation at various activities.
  - Weekend maintenance days
  - School social functions which are largely organised by parents, such as the Welcome Breakfast, end-of-year community social and live-streaming of the Annual Concert with two parents managing the production, videography and sound editing
  - Day-to-day voluntary involvement inside and outside the classroom, e.g. reading stations, assisting in physical activities such as swimming and soccer, and volunteer parents coming in to speak about their cultures/ jobs
  - Voluntary parent-run canteen days
  - Group of parents continuously caring for our plants, animals and school library
- Currumbena Community Liaison Committee, a voluntary committee that lends support to new families especially during transition into preschool and the introduction to our larger communities through social events and preschool morning teas
- A School Council made up of teachers and parents with open meetings happening twice a term
- Carpooling for the numerous camping and day excursions
- Verbal confirmation to the teachers, the Coordinator and our School Council
- Positive feedback received from parents who responded to our end-of-year survey
- Attendances at the *Parent Information Evening* and the virtual *AGM*
- Parent volunteer organising and producing the weekly newsletter
- Parent volunteers setting up the live-stream for the Book Parade
- Parent volunteer taking this year's class photos, photos of the students leaving and photos for the newsletters
- Parent volunteer teaching Coding and Extension Maths weekly

## Student satisfaction

A high attendance level

Their passion and level of participation

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

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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 provide to the kids, the parents and each other

Their commitment to Currumbena as a community

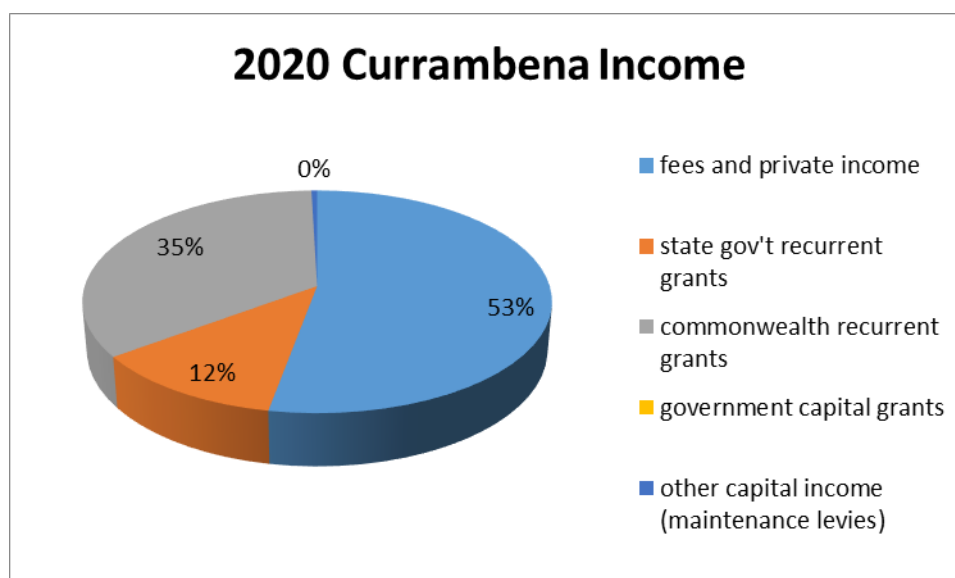
Their own pursuit for knowledge and personal growth in democratic education

## **Theme 12: Summary financial report**

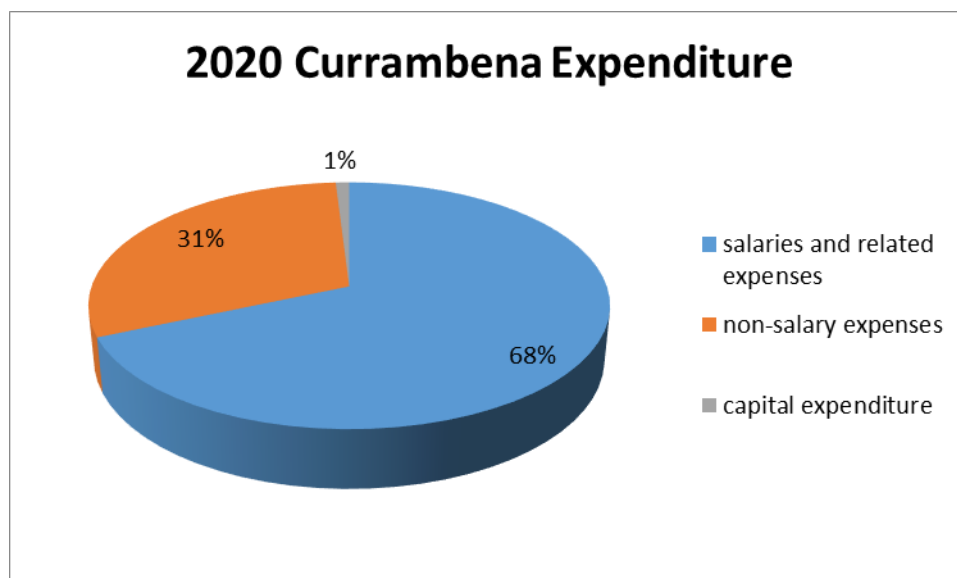
### **Graphical representation of income and expenditure using percentages only**

Currumbena has met reporting requirements by providing percentages for each required income and expenditure category in pie charts. This information has been taken from the 2020 Australian Government Financial Questionnaire.

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



(b) Graphic two: Currumbena's recurrent/capital expenditure represented using a pie chart



## Theme 13: Publication requirements

### Policy

Currumbena maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school, and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

### Procedures for annual report

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
  - for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the School Coordinator for inclusion in the report
  - determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
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- preparation of the report in an online or appropriate electronic form to provide to the NSW Education Standards Authority (NESA) through RANGS Online
- the annual schedule for:
  - delivery of information for each reporting area to the School Coordinator
  - preparation and publication of the report
  - providing annual report requirements in electronic form to NESA on RANGS Online by 30 June 2021
  - public disclosure of the annual report within 6 months after the end of a year by making it available on the school website and, on request, in a form accessible by a person who is responsible for a student who is unable to access the internet

### **Requests for additional data**

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