



**Educational
and
Financial Report
2023**

Contents

Educational and Financial Reporting 2023

Annual Report

Theme 1: A message from key school bodies

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

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

Theme 4: Teacher professional learning, accreditation and qualifications

Theme 5: Workforce composition

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

Theme 7: Enrolment policies

Theme 8: Other school policies

Theme 9: School determined priority areas for improvement

Theme 10: Initiatives promoting respect and responsibility

Theme 11: Parent, student and teacher satisfaction

Theme 12: Summary financial information

Theme 13: Publication requirements

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

This year marks our 55th Anniversary of Currambena. Starting in 1969, the school has changed, progressed, evolved so much, whilst still maintaining the very essence of our soul and philosophy. I would like to acknowledge all the staff, children and families who have contributed to this community from the very beginning.

Now on to the current community. Since the 2023 AGM, we have farewelled Caetano, Meg and Phil. With these staff members leaving, we have welcomed some others into our school. Joanna, who was here as a student teacher and previously working as one of our casual relief teachers, took over Caetano's. Whilst Sarah was on leave, Amelia stepped up to take over her group. Michael left to embark on new adventures and focus on his young family, Jo has also moved on to a fabulous overseas trip of a lifetime and we welcomed Abi into the preschool. Faith has joined us as our new classroom assistant, at the beginning of this term and working alongside Archana.

Currambena has been busy with many incredible educational opportunities. So many, that it would take me forever to list them all, but some special ones were the Banana Film and the school concert; we celebrated reconciliation week with a performance at the Canopy, wear it purple day and science week with fun experiments where the children made sugar crystals, bouncing eggs and ooblek. We had visits from illustrators and authors to celebrate book week and dressed up for that and for the Mexican Day of the Dead in Spanish. Summerhill days are always a highlight too. On one such Summerhill Day recently, parents came in and learned how to throw a pot on the clay wheel with their children. A whole school soup day was organised which was delicious, and we hope to do it again this year. Phil bought some boomwhackers to use in his music lessons which provided some very interesting musical compositions; and Carolina carried on with her cooking sessions at the end of each term. Bec, is currently teaching some drama sessions, too.

Each group has been busy working on their own learning too. Preschool have been visiting the park and library; and spent some time working with Vinnie's class learning about the universe and supernovas. The preschool afternoon tea, held in T4 last year, was executed beautifully with the children thoroughly enjoying the chance to plan, bake and serve their families.

Vinnie's class did a unit of work on sea life and visited the Aquarium. They celebrated 100 days of learning with a party too. This year, his group has watched tadpoles develop and are now waiting for silkworms to do their thing. They have explored the history of Currumbena and their own families, not to mention have had a wonderful start to their reading and learning journeys.

Jess and Amelia's classes have worked on a number of group projects, including a science theme called "Is it magic?", and another this year on "wacky weather". The children wrote and recorded their very own weather reports which forecast some very dramatic weather phenomenon. These two groups have continued their learning journey with increasing independence. The younger children have participated in their first Personal Interest Projects as a group, whilst the elders have embarked on their own small group "PIPS". These PIPS are such an integral part of the Currumbena curriculum, as it provides such rich and integrated learning opportunities, encourages independence and is unique to Currumbena.

Sarah and Jo took the children on a 3-day camp to Mowbray Park at the end of 2023 where they came together as a group and enjoyed horse riding, archery and generally enjoyed each other's company. This year, Sarah's class have been begun the year with challenging themselves to produce more detailed PIPs and spending a day at the local national park to tie in with their group focus of rivers and national parks.

2024 also saw a change in the groups to include a year 4,5,6 group in Wendy's class. With any change, there are moments of challenge. The staff, children and community have come together to support all involved and have been rewarded with a group of elders who are supportive, encouraging and have further strengthened some important life skills. Wendy's class have been working on poetry and have had a great time learning some sea shanties which have been performed around the school ad lib. As you would expect, Wendy's group have continued much of their independent learning journeys through their personal interest projects and the calibre of presentations have been nothing short of impressive to say the least.

Now to say thank you:

To our parent community, always giving so much of their time and energy on Council, sub committees, maintenance, excursions, reading, washing, socials and much, much more.

To the staff, who go above and beyond for the children, community and school; to provide an environment of respectful, collaborative learning and a place where everyone feels connected.

And last, but certainly not least, to the children: the heart of Currumbena, and the ones who make it "the happy place".

Chairperson of the School Council Report

As Chair of Currumbena Primary School and Preschool, it is my privilege to present this report highlighting our strategic direction for the future, key accomplishments and challenges. This year has been pivotal as we continue implementing our 2023-2027 Strategic Plan, developed with input from our entire school community.

Last year, we launched our Strategic Plan, guiding the work we do at Currumbena. The plan emphasizes our commitment to helping each child find their potential and grow into self-assured, articulate, and empathic individuals.

As a school, we are dedicated to providing a learning environment that recognizes each child's unique gifts and talents, promotes their joyful pursuit of lifelong learning, and supports their growth as global citizens who embody the values of democracy and respect.

I'd like to take a moment to review each of the pillars of our Strategic Plan and some of our achievements in each area and then note some of the challenges.

1. Enabling the Joyful Pursuit of Lifelong Learning:

We continue to focus on creating an environment where our children can learn and thrive. Over the past year, we have held many wonderful events, including:

- Book Fairs
- Community Breakfasts
- Soup Day
- Currumbena's Film Premiere
- Summerhill Days
- Wear it Purple Day to support LGBTQI+ individuals in our community
- Day of the Dead celebrations

The children have engaged in thoughtful discussions about their educational journeys, and the school has listened and responded to their views. We continue to uphold our values of embedding democracy in all we do—from decisions about sports each term to choices about learning—how, what, when, where, and with whom.

2. Communication and Community Involvement:

Community is at the heart of Currumbena. Over the past year, we have worked with the community in significant ways:

- We held the highly regarded conflict resolution course, attended by many community members, aligning with Currumbena's approach of teaching children skills, strategies, and language to resolve conflicts effectively.
- Parents and staff have worked tirelessly to improve the school's landscaping and physical appearance
- Engaged in a brand refresh and strategic marketing, driven by amazing volunteer parents.
- We have participated as a community in our end-of-year concert and various other events, supported by parents' time and effort.

To improve communication, we have:

- Established a Marketing subcommittee to enhance community awareness, strengthen the Currumbena brand and improve internal and external communications to build a stronger connection with our current community and reach out to potential new families.
- We've enhanced our newsletter for better information visibility and aligned branding, and improved social media presence.

3. Accessibility, Transparency and Governance:

- We have implemented recommendations from a review of our cybersecurity settings to ensure our data is safe and secure.
-

- We conducted an internal audit of our financial governance and accepted recommendations to improve the robustness of our internal controls.
- We have sought out educational opportunities for our board to improve governance skills.
- We have streamlined board administration with the Our Cat Herder board portal software for better communication, document sharing, minute taking, decision-making, and action capturing.

4. Sustainability:

- With an objective of ensuring the long-term sustainability of the school, the Marketing subcommittee has launched a strategic marketing plan, including a brand refresh, new colour palette, logo, banners, a catalogue of marketing copy, enhanced our social media presence, and we are about to commence a website rebuild.
- The Landscaping subcommittee has been beautifying our physical environment, including new fencing and playground renovations as well as updating and refreshing the classroom interiors.
- Council has approved a new subcommittee for the coming year focusing on environmental sustainability and we are reinvigorating our ICT subcommittee so we can focus on cyber-resilience.
- Council continues to diligently consider and actively monitor our financial position to ensure the school's economic sustainability. This involves regular financial reviews, budget assessments, and strategic financial planning.
- Additionally, the Council is committed to identifying, managing, and mitigating potential risks that could impact the school's operations and future. We are adopting best practice governance methodologies, ensuring transparency, accountability, and ethical decision-making processes. By staying vigilant and proactive in these areas, the Council aims to safeguard the school's long-term stability and success.

Challenges and Opportunities

While we celebrate our achievements, we also recognize the challenges ahead. Ensuring we continue to meet our students' diverse needs in a rapidly changing world requires ongoing adaptation and innovation.

As a school, we must remain competitive without compromising the uniqueness that makes Currumbena special. We must continue delivering high-quality education and nurturing each child's gifts while acknowledging the uncertain global economic climate, rising costs and competition from similar schools.

We must also be vigilant regarding risks such as cyber threats, climate change, and environmental sustainability, ensuring we have strategies to mitigate these risks. Our commitment to continuous improvement and a proactive approach to growth and development are crucial as we navigate these challenges.

Council's focus is on ensuring Currumbena is equipped to meet the future, while staying true to our core purpose.

Looking Forward

As we move forward, our strategic plan will continue to guide our actions and decisions. We are committed to maintaining our unique approach to education, grounded in democratic principles and a deep respect for each child's individuality. Our focus on sustainability, both in our practices and educational outcomes, will ensure we remain a forward-thinking and responsible community.

In closing, I extend my heartfelt thanks to our amazing teachers, assistants, and administration team. Your passion, dedication, and expertise make this school an extraordinary place where our children are supported, encouraged, and motivated to learn and explore diverse experiences.

I also want to thank our wonderful parents, especially those who contribute to the newsletters and canteen, our enthusiastic students, and our supportive alumni. Your contributions are invaluable.

An extra special thank you to those parents who have worked tirelessly on our subcommittees, especially Melissa, Cat, Sido, Brette, Jane, and Gina.

And finally, a big thank you to my fellow Council members: Jason, Merriden, Noni, Ashley, Katrina, Jess, Vinnie, Olivia and Daniel. We have had 13 meetings over the course of the year and exchanged many emails and WhatsApp messages to govern and steer the school's operations.

Thank you for your indefatigable efforts and for engaging with the topics raised each meeting with grace and dignity, even when we did not necessarily all agree. To our outgoing members, Jason, Noni, and Ashley – we will miss you!

As we look towards the future, we remain committed to maintaining the highest standards of education and fostering a nurturing environment for our students to grow and flourish. Council appreciates everyone's ongoing support and involvement in making that happen.

Treasurer of the School Council Report

The Financial statements for the year ended 31 December 2023 have been finalized and a copy is available in the office for anyone interested in reviewing the financial results in detail. The accounts have been audited by an external and independent firm - MPM Chartered Accountants.

2023 Financial Results

History has also shown us that as a school with small student base, material changes to student numbers can have an impact to cash flow and overall financial position. As Treasurer working with our Business Manager Daniel, our 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.

1. From a top line summary, in 2023:
 - a) The school revenue was \$2.2M, which was an increase of \$169.6K over 2022. From a revenue perspective, our income is made up from school fees, government grants, interest, and other operating revenues.
 - b) From an overall expense perspective, our 2023 expenses increased by \$184,731 to finish at \$2.08M.
 - c) As a result, in 2023 the school posted a surplus of around \$160k, which was around \$15k lower than 2022.
 2. From a cash perspective, Currumbena maintains a healthy cash position for large projects and for any future head winds on revenue.
 3. Some other points to note:
 - a) Currumbena Limited has satisfactory title to all assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
 - b) The school has no substantial capital commitments in the next financial year, however we are undertaking continued maintenance to the facilities and grounds.
 - c) The directors are not aware of any significant events since the end of the reporting period.
-

- d) Currumbena has NO debt to any outside parties. The current liabilities are accrued provisions for Annual and Long Service Leave, which is our largest liability sitting at around \$545k.

In summary, the school is maintaining a solid financial position, however with rising costs and decreasing surplus, we cannot become too complacent.

2023 Capital Expenditure, Projects and Maintenance Items:

In 2023 we completed routine maintenance items, with no large maintenance or school projects completed.

1. The school has continued its commitment to reinvest surpluses into improving educational resources, maintaining, and upgrading school resources, and providing for future capital works.
2. In 2023 we undertook a program of work to refresh and modernize the school marketing and branding, which you have seen with new marketing collateral, banners and other such marketing items.
3. The board also approved a body of work to uplift and modernize the digital capabilities of the school. In particular this program focused on modernizing the school website. This program aligned with the marketing and branding was focused on modernizing and elevating the school in the public space with a goal of attracting new families into the school and improving the digital interaction within the school community.
4. Additionally, the school has modernized the systems and governance of the board which included new software platform to improve the effectiveness of the board as well as strategic review of the business and operational aspects of the school.
5. Casting a lens into the future, over the last 2 years the board has invested time and effort in a program of work, focused on the strategic direction and future vision of the school. This investment is aimed at providing a 10-year future vision and strategic direction for the school to strive towards. The board has been committed to ensuring not only sustain the present, but also to provide a platform and environment to ensure the longevity for the school.

2024 Budget

For the 2024 budget we have set a fiscal plan for the year where we will invest and spend where necessary and required to ensure that we continue to provide exceptional educational outcomes and to ensure we continue to maintain equipment and facilities for the children. For 2024 budget we have allocated a funding to complete maintenance items including gardening building works and some additional capital works.

From an overall macroeconomic perspective, I foresee 2024 and 2025 continuing to be an uncertain economic environment with headwinds from sustained high interest rates, rising cost pressures on utilities, insurance as well as increasing costs on other major items.

As a community, let's continue to support each other, the teachers and staff. Let's refer and share with friends and work colleagues this great educational environment so as we can grow our community and kids in the school.

In Closing

I would like to thank the community for all their support of the teachers and support staff. I would also thank you all for your commitment to the school and continued financial support through 2023.

I would like to thank Daniel and Olivia for their great support and financial prudence throughout 2023 and into 2024.

I would like to thank my fellow Council members for their support and unwavering commitment in 2023 and in 2024. We have some very talented members on Council and within the community who volunteered for subcommittee, and as a result we have achieved a considerable amount of success. As a community, you should be very proud and grateful for the hard work and dedication of this team.

And finally, I would like to call out and thank the hard work, dedication and commitment of Nikki our Chairperson. Her unwavering focus on leading the board with a vision of continued improvement on all aspects of the school and importantly the governance of the board has provided a strong platform and framework for future boards.

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

History

Currambena 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 'Currambena' is an Aboriginal word meaning 'happy place'.

Philosophy

Currambena 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:

Learning is an adventure



Children are adventurous in acquiring knowledge, intellectually curious, keen to find out and actively engaged in making sense of their world. By placing each child at the centre of their education and respecting their views and voice, the talents and needs of each child can be nurtured, fostering a lifelong love of learning. There is no restriction on what children can learn. Our curriculum gives emphasis to academic, social, emotional and physical aspects of children's development.

Play creates curiosity and opportunity



Play is the medium through which whole-child development occurs. Play creates opportunities for children to experience new and different challenges enabling them to grow and flourish. Being curious and seeking out adventures creates the opportunity for children to acquire knowledge and make sense of the world around them.

Relationships are key



Small class sizes allow for building relationships with teachers and peers. Each child's learning is meaningful, creative and intrinsically valued without being compared to others. Community collaboration creates a warm caring environment where children can feel safe and supported.

With rights come responsibilities



Children are included in decision making which encourages the development of their self-confidence as valued members of the school community. Along with the right to choose and express opinions comes a recognition of responsibilities including respecting the opinions of others and understanding when the choices and voices of others are expressed or actioned. Democratic processes encourage students to take responsibility for both their own behaviour as members of the school community and to recognise the value of cooperating with others.

Listen with curiosity, speak with honesty



All voices are welcome in our democratic community. Our approach to conflict resolution ensures that children understand the need to listen to others when engaged in any communication, including when resolving conflict. Conflict resolution skills support children in managing these relationships from a basis of mutual respect and kindness. Negotiation skills support cooperative approaches in all aspects of school life.

Characteristics of the student body

Currambena had 81 students in primary school as reported on the government census held in August 2023, including one Indigenous student in year 6. 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 their 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 3: Student outcomes in standardised national literacy and numeracy testing

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

Theme 4: Teacher professional learning, accreditation and qualifications

PRIMARY TEACHING STANDARDS/ QUALIFICATIONS

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	8
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

TEACHER ACCREDITATION STATUS

Level of accreditation	Number of teachers
Conditional	1
Provisional	nil
Proficient	8

PROFESSIONAL LEARNING

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

Currambena staff members attend various professional development trainings and below are some undertaken either online or in-person in 2023:

Description of the Professional Learning Activity	Number of staff participating
Identifying and Responding to Children and Young People at Risk	3
Financial acumen for principals and directors	2
Human resource professionals' breakfast briefing webinar	2
The AISNSW annual briefing 2023	2
Leading the implementation of the new Mathematics 3-6 syllabus	1
The collaborative planning process: Developing individual plans- Self-paced learning experience	1
Supporting students with challenging behaviour modules 1 to 5	1
Mathematics K-2 syllabus resource hub	1
English K-2 syllabus resource hub	1
Australasian Democratic Education Community (ADEC) 2022 Conference in Tasmania	4
CPR Training for school staff members	14

Theme 5: Workforce composition

Primary School Staff 2023

Teaching staff	9
Full-time equivalent teaching staff	5.9
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.3

Theme 6: Student attendance and management of non-attendance

SCHOOL STUDENT ATTENDANCE REPORT 2023 (taken from the attendance report submitted to ACARA for the first semester of 2023)

Cohort data for Student Attendance: All students including Indigenous student

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Male	86.89%	92.40%	96.84%	88.95%	87.02%	91.93%
Female	93.95%	92.11%	96.32%	94.11%	86.17%	95.26%

Overall attendance **91.8%**

Overall proportion of students attending at least 90% of the time **69.1%**

MANAGEMENT OF STUDENT NON-ATTENDANCE

The school has in place, and implements, policies and procedures to monitor daily attendance of students. Parents/carers are asked to communicate directly with the class teacher if their child is not attending school for any reason, firstly, to ascertain the safety and wellbeing of the child and, secondly, to remind them of the necessity to communicate with the school. This can be done either in person, by phone and/or through email. Unexplained absences are followed up by the teacher with the student and their parent or guardian. Parents or guardians are notified where a student has a poor record of school attendance; the parent's/guardian's response and any action taken are recorded on the student file.

Currambena has in place procedures to monitor student attendance, identify attendance concerns and improve unsatisfactory attendance.

Strategies The school proactively implements practices and strategies that promote consistent and regular attendance, including consistent messaging across the whole school community through newsletters,

creating a welcoming, engaging and safe environment for students, fostering positive relationships and implementing wellbeing programs focused on social and emotional learning that help students feel valued.

Identification Through proactively monitoring the attendance of all students, teachers can promptly identify indicators that may reveal potential attendance concerns, including patterns of absence (habitual lateness, regularly leaving the school early, absences that regularly occur on Mondays and after holidays), unexplained absences, clinginess upon arriving at school or repeated pleas to go home, and frequent complaints of illness while at school.

Intervention Currambena implements targeted intervention strategies to promptly identify and support students at risk of developing attendance concerns. Student absence explanations are followed up with the parents and further explanations are requested for prolonged absences, such as a medical certificate for absences.

Improvement planning Attendance improvement planning requires collaboration between the student, parents/carers and class teacher to identify the issues relating to a student's inability to attend school, and to plan strategies to address those issues and improve student's attendance. If there is evidence of an emerging mental health issue, the school will seek consent from the family to liaise with external mental health services and the information provided will guide the attendance strategies for the student. Once the attendance improvement plan has been developed and documented, a follow-up communication is sent to the family with a copy of the plan, actions to be undertaken and a nominated review date.

Theme 7: Enrolment policies

Currambena is a comprehensive co-educational secular K-6 school providing an education underpinned by democratic values and operating within the curriculum guidelines of the NSW 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 Currumbena, children of Currumbena teachers and those who attended Currumbena preschool. The parents/guardians and their child will be invited to attend an interview.
4. Each applicant's interview responses will be considered with regard to their ability and willingness to support the school's philosophy.
5. Each potential student's educational needs will be considered. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
6. Strategies will be identified which may need to be put into place to accommodate the student before a decision regarding the enrolment is made.
7. A final candidate will be invited and required to attend either a trial day at school or an orientation morning prior to the next school year.
8. The child's family will be informed of the outcome.

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

On acceptance of a place:

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

Theme 8: Other school policies

Currumbena'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.**

<i>Policy</i>	<i>Changes in 2023</i>	<i>Access to full text</i>
<i>Student welfare</i>	Child safe complaints management policy has	The full text of Currumbena's student

<p>Currambena seeks to provide a safe and supportive environment:</p> <ul style="list-style-type: none"> • wherein the child may safely explore and extend through play, • which minimises risk of harm and ensures students feel secure, • supports the physical, intellectual, social and emotional development of students, and • provides student welfare policies and programs that develop a sense of self-worth and foster personal development 	<p>been added to the list of policies in relation to student welfare.</p>	<p>welfare policy can be accessed from the school website.</p>
<p>Anti-bullying</p> <p>Currambena rejects all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.</p> <p>Currambena aims to foster our children's development of confidence, empathy, 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 2023</p>	<p>The full text of Currambena's policy on Behaviour Management can be accessed from the school website.</p>
<p>Discipline</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</p>	<p>No changes were made in 2023</p>	<p>The full text of Currambena's Behaviour Management Guidelines can be accessed from the school website.</p>

<p>behaviour is discussed in every class on a regular basis and is formalised at school meetings in the process of making rules.</p> <p>Students are required to respect the agreements formulated in class and school meetings, and this is supported by teachers and adults at the school. Consequences are decided on when there are disruptions to agreements which are democratically agreed at class or school meeting. <i>Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student, including consequences, suspension or expulsion, provides processes based on principles of procedural fairness and involve parents in the processes.</i> Suspension/expulsion procedures transpire only after having followed the Behaviour Management Guidelines and when all the avenues have been exhausted.</p>		
---	--	--

<p><i>Process for Resolving Issues</i></p> <p>From time to time, issues arise between individual members of any group or organisation, and they need to be dealt with efficiently and with everybody's best interests at heart. Because Currumbena is a small community as well as a school, it is important that we safeguard our professional relationships, our friendships and the wellbeing of our children. For this, a formal process is the best tool.</p> <p>The school's guidelines for resolving issues includes processes for dealing with complaints, grievances and matters of concern identified between:</p> <ul style="list-style-type: none"> • parent to staff • parent to parent • staff to staff <p>For processes around issues with children, the Behaviour Management Guidelines are followed. The Process for Resolving Issues uses, as appropriate, principles of procedural fairness and includes processes for raising and responding to matters of concern identified by a member of the Currumbena community and how the school will respond.</p>	<p>No changes were made in 2023</p>	<p>The full texts of Currumbena's Process for Resolving Issues and Behaviour Management Guidelines can be accessed from the school website.</p>
--	-------------------------------------	---

Theme 9: School determined priority areas for improvement

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

Achievement of priorities for 2023

Area	Priorities	Achievements
Teaching and Learning	<p>To enhance teacher collaboration in relation to class agreements and academics</p> <p>To offer conflict resolution refresher</p> <p>To employ a Music teacher</p> <p>To hold a film week</p>	<p>Teachers shared, compared and devised ideas of what worked and what didn't work in their class in regard to class agreements and academics</p> <p>Teachers teaming up to teach year 1 and 2 classes</p> <p>Some joint excursions for Years 3, 4, 5 and 6 students</p> <p>A conflict resolution course was offered to parents and new staff members</p> <p>A Music teacher has been employed for a permanent role from term 1</p> <p>A film week was held which included the following activities: drama and theatre sports, dance and choreography, singing and melodies, videography and editing, movie trivia and charades</p> <p>A community film premiere was organised to watch a film produced by the whole school community</p>
Our Wider Community	<p>To include more lessons on regeneration/sustainability</p> <p>To promote connection amongst the school community</p>	<p>Topics included in class: climate change, recycling and other environmental topics</p> <p>Numerous community socials were held</p>
Cultural Awareness	<p>Indigenous Education programme embedded in the curriculum</p>	<p>Nyumber dance incursion; visit from Boori; Indigenous Literacy day</p> <p>Voice to Parliament lesson in senior class</p>
Facilities and Resources	<p>Landscaping</p> <p>Renovation of cubby houses</p>	<p>A landscaping committee was organised and landscaping jobs were carried out around the preschool area.</p> <p>Playground renovations were carried out including the renovation of cubby houses</p>

	Cybersecurity enhancement	The school had undergone a review of its cybersecurity settings with AIS and recommendations from the review had been implemented
Staff development	<p>More focus on the wellbeing of staff, encourage peer support and take part in team-building activities as a group.</p> <p>To continuously focus on creating a safer environment for students through relevant and quality professional development aligned with the child protection legislations in NSW</p>	<p>Teachers held regular consultancy/oracle meetings to support and learn from each other.</p> <p>Group conferences such as APDEC</p> <p>An AIS seminar on child protection was held for staff and council members (in April)</p>

2024 Priorities for Improvement

Area	Priorities
Teaching and Learning	<p>Whole school art exhibition</p> <p>Focus on wellbeing activities and student connection between all ages and stages</p> <p>Centralised cross-stage units of work</p> <p>Cyber security courses for families of the school community</p>
Our Wider Community	<p>55th Currumbena birthday celebrations</p> <p>To include parent community on Summerhill Day's pottery making class</p> <p>To maintain connections with other alternative schools</p>
Cultural Awareness	<p>Continue to work on the RAP (reconciliation action plan)</p>
Facilities and Resources	<p>Maintenance of the buildings and fence</p> <p>Enhancement of marketing of the school</p>

	<p>Strategic planning to ensure long-term sustainability of the school</p> <p>Continue the connection with TAFE and universities for prospective teachers for Currumbena</p>
Staff	<p>More focus on the wellbeing of all staff member</p>

Theme 10: Initiatives promoting respect and responsibility

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

- a. Daily practice of conflict resolution amongst children and the whole community
 - b. Having open governance where decisions are made through:
 - Weekly class meetings chaired by the children
 - A weekly school meeting, each class taking turns to write up the agenda and chair the meeting
 - A School Council consisting of parents and teachers that meet regularly throughout the year
 - c. Being very active on reconciliation:
 - Incorporating class activities to acknowledge and celebrate NAIDOC week, National Sorry Day, Close the Gap Day and participating at the Voices for Reconciliation event in Lane Cove
 - Dreamtime story-writing session and Indigenous dance program in class
 - d. Incorporating diverse activities within our programme
 - Spanish language taught in all primary classes
 - Celebrated Carnivale day and Dia de los Muertos in Spanish class
 - Summerhill festival- a week of learning celebration, filled with diverse and creative activities offered to all students
 - Outdoor adventures at Mowbray Farm in Picton, Little River in Wiseman's Ferry and the Booderee National Park at Jervis Bay
 - e. Celebrating Wear It Purple Day at Currumbena
 - g. Various fundraising activities to support different charities:
-

- earthquake victims
- Heartland School in Nepal
- World Vision for a sponsor child in Uganda
- Jump Rope for Heart

h. Welcoming visitors from Korea and Peregrine School in Tasmania

i. Nurturing and caring for our environment through sustainable practices such as rubbish-free lunches and a whole school 'Sustaining Currumbena' effort on Fridays to maintain the school grounds, gardens, classrooms and library

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

Theme 11: Parent, student and teacher satisfaction

Parent Satisfaction

- The strength of our community spirit is a strong indicator of parent satisfaction.
 - Positive feedback received from parents
 - Verbal confirmation to the teachers, the Coordinator and our School Council
 - As 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 parents managing the production, videography and sound editing; the support from parents at buy-a-book fair and the film week
 - Day-to-day voluntary involvement inside and outside the classroom, e.g. reading stations, assisting in physical education activities such as swimming and volunteer parents coming in to speak about their cultures/ jobs, organising/managing the playgroup on Thursdays
 - Voluntary parent-run canteen days
 - Group of parents continuously caring for our school garden and library
 - A School Council made up of teachers and parents with open meetings happening twice a term
 - Carpooling for the numerous camping and day excursions
-

- Parent volunteers organising the weekly newsletter
- Parents volunteering to be members of various committees such as landscaping committee, marketing committee and staff recruitment committee

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 current Year 6 and the previous year's Year 6 students

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

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

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

Their eyes that sparkle with enthusiasm, curiosity and enjoyment

Teacher satisfaction

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

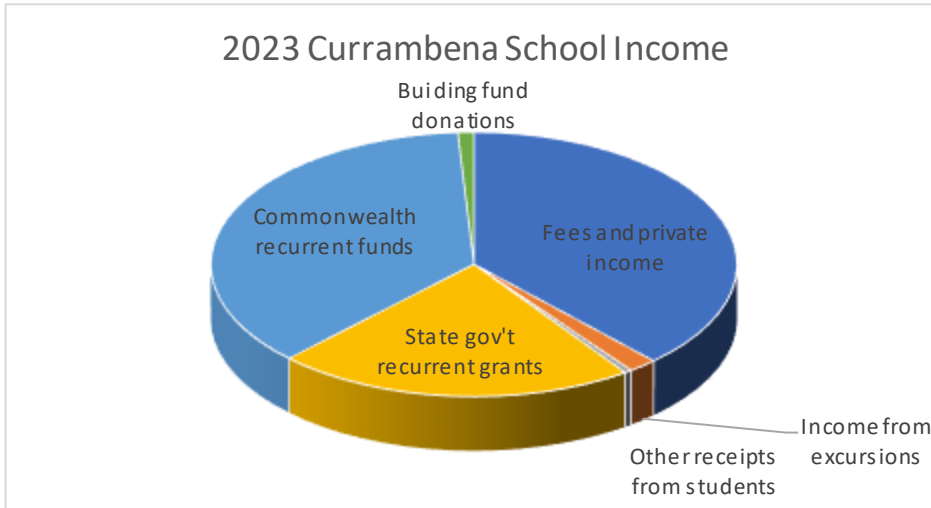
Their own pursuit for knowledge and personal growth in democratic education

Theme 12: Summary financial report

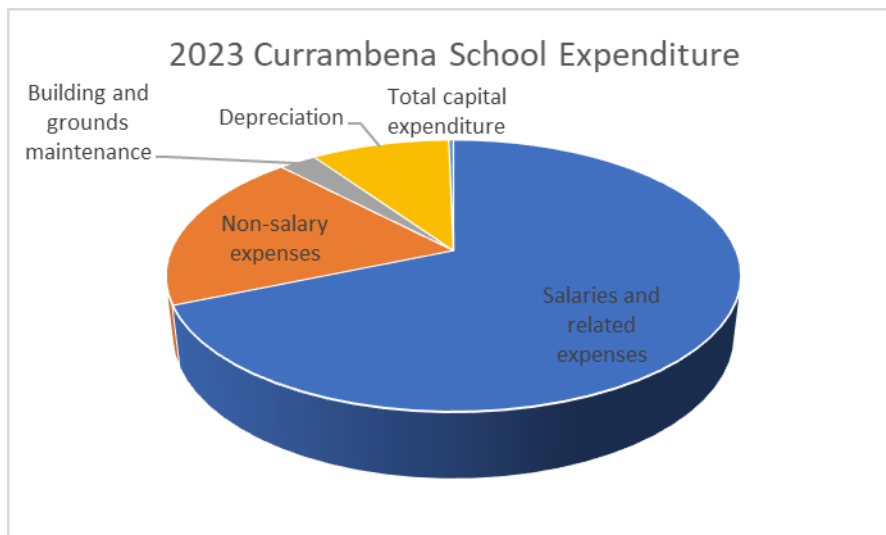
Graphical representation of income and expenditure using percentages only

Currambena has met reporting requirements by providing percentages for each required income and expenditure category in pie charts. This information has been taken from the 2023 Australian Government Financial Questionnaire.

(a) Graphic one: Currambena's recurrent/capital income for 2023 represented using a pie chart



(b) Graphic two: Currambena's recurrent/capital expenditure for 2023 represented using a pie chart



Theme 13: Publication requirements

Policy

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

be requested by the Minister from time to time.

Procedures for annual report

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
- for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the School Coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an online or appropriate electronic form to provide to the NSW Education Standards Authority (NESA) through RANGS Online
- the annual schedule for:
 - delivery of information for each reporting area to the School Coordinator
 - preparation and publication of the report
 - providing annual report requirements in electronic form to NESA on RANGS Online by 30 June 2024
 - 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.
-