



Educational and Financial Report 2018

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Educational and Financial Reporting 2018

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Educational and Financial Report 2018

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

Currambena in 2018 was a year of stepping outside of Currambena- talking, meeting and sharing of ideas. Over the course of the year, our coordinator Julianna went to several events conversing with people who are fiercely passionate about children and their voices. At events, here in Sydney or visitors coming to Currambena, we were involved in conversations with Pahsi Sahlberg from Finland, Peter Hutton from Future Schools Alliance, Stephanie McConnell from Lindfield Learning Village and Tony Ryan from Tournaments of the Mind.

Going further afield, a group of our staff flew to Brisbane for the ADEC conference at The Pines School and towards the end of the year Julianna and Katrina attended IDEC in Bangalore, India. This was an intense week of workshops and multiple conversations with educational facilitators, parents, and young people, all committed to the journey of giving children a strong voice. Listening to a group of street kids who had their own union and were in the process of preparing a petition to take to Government House about improving sanitation was a jolting (very humbling) experience. This group of kids between 6 and 14 years had little in the way of possessions but they were strong, resilient, hugely caring of each other and all with eyes shining with intelligence and positivity. The question that was then running around in my head was "Are we giving that to our kids here in Australia or are we failing to allow them to develop these life skills?"

Back into the grounds of Currambena this solid, dependable place that moves to its own slow rhythm, never standing still, we continue with the journeys of all those little footsteps that are growing and blossoming into tomorrow.

It was a year of compliance meeting the requirements for our certificate of registration, financial audits, final acquittal actions for the Build Grant, of training in Child protection & mandatory reporting, Anaphylaxis, asthma and CPR for all our staff.

The continuing up-keep of our school saw the completion of the Western building with the installation of the operable door, acoustic panels on the walls and ceilings and A/Cs in all three rooms. A new kitchen has been installed in the Blue Umbrella, our security system has been upgraded, the plywood panels on the front

fence are slowly being replaced with oiled timber battens, and stand-alone bubblers are now a secondary watering system for our banana grove.

Across our classes we continued to enrich our kids' learning experiences with excursions to: Sydney Aquarium at Darling Harbour for our study of oceanic creatures, to Shelly Beach and Manly to learn more about how we can save our oceans, to the Royal Botanic Gardens for The Plants with Bite exhibition learning about the importance of plants and bees, Cockatoo Island for the Biennale exhibition and saw the amazing installation by Ai Weiwei which focused on the refugee crisis, the science exhibition and Sydney museum, incursions from Simon Shave (Joshua's father) who is a professional diver, a circus skills workshop where we learnt how to balance, juggle, wiggle a hoola hoop and spin plates, and a visit from a guide dog to name a few. The spin off from these activities contributes to our kids being more reflective, taking ownership of their own learning, of asking for help when necessary and being brave enough to tackle tasks independently.

Back in the classroom, the children shared facts they had learnt and reflected on the trip, looking at photos and giggling over shared memories. They tackled the big questions on pollution, sustainability, how to protect our oceans and forests and who were making a difference, and shared practical ideas on how we could limit our own footprint. We wrote letters to Sea World in Florida, expressing our objection to whales and dolphins being held in captivity. The children worked collaboratively, in small groups, to design, to organize, to write fantastic stories.

Within our classes we are challenged, delighted, inspired and continue to grow our resilience to push through the hard stuff, whether it be maths or literacy stations, graphic writing or observational drawings, research or performance, writing mini memoirs or haiku poems, project presentation or designing and creating in craft, experimenting with our newly learnt Spanish or the mastering of a difficult piece of music.

Always, inter-threading throughout all of these excursions, activities and play is the continual building and maintaining of relationships using our never ending honing of our conflict resolution skills.

To summarise, our highlights were:

- School camps to Little River, Colloroy Sports Centre and a whole week at Jervis Bay, the concert, Leesa's class 1980's ball that was organised by a small group of her children as did also Wendy's class. Both being a great success.
- A Science Fair where each class presented a science activity for the rest of the school and other continuing fabulous experiments with Balloon rockets on different types of string, plotting the weather and making temperature charts, designing rain sticks, studying the science behind an EGG and what lies beneath the shell, astronomy with Preschool and Jess's class, a session on flying with Benji's parents who are both pilots, parachute making and getting very wet with bottle rockets.
- Year 6 leavers in collaboration with AllanSlade Construction, designed and built the Tree cubby as their leaving gift to the school.
- A whole school study of Shakespeare with each class performing a Shakespearean piece. Then tying all this together, we went to the Seymour Centre to watch a very theatrical pantomime/performance about Hamlet.
- BOOK WEEK with kids and teachers dressing up as a character and parading around the school, and in the last week of term, Sarah's, Marius' and Jess' class spent a day at Chinaman's Beach. The day was a beautiful & befitting end to a wonderfully, rich and enlightening year.

And so, I say a very heartfelt thank-you to all you wonderful staff, parents and kids who continue to make Currumbena the Happy Place it is.

Chairman of the School Board Report

What a great year that we have had since we last gathered in May 2018 for the previous AGM. This time last year we were privileged to receive a unique Chair Person report from Rachel Turner, a previous student and mother of her last child finishing their time at Currumbena, signifying the special place that this school has in our hearts. This is my 11th year at the school with two more left, which I will cherish, seeing my own children develop into strong, independent and resilient participants in our society.

This time last year I came to the AGM with one instruction from my wife, you cannot take on any more, especially the position of Chair, well twelve months on, hopefully I have served the school community well, but I need to listen to my wife in 2019.

From a personal perspective, my time to date and the next twelve months completes my journey on the school council; being this close to the day-to-day operations has been a truly enlightening experience. I have seen the best that our education system has to offer and have had the pleasure of working with some truly exceptional educators, coordinator, council members and volunteers. It takes a village to raise a child and a community like ours to run a school.

Regarding the year to date, again we have managed to fit in a lot and with APDEC and our 50th Anniversary, there is much to look forward to and keep us occupied. As a community I really would hope we all take advantage of the events this year to engage and support the school.

Works around the school have continued, with new toilets under construction by our great builders, Allan Slade. This represents the first phase of upgrading the school's toilets, with the remaining amenities scheduled to be addressed over January 2020 school holidays. The Blue Umbrella kitchen was also upgraded, creating a much more functional space. These works were closely coordinated and supported by volunteers. Again, I thank everyone from the community who has volunteered their time to support the school.

All the staff at Currumbena continue to play a critical role in the education of our children and I have really missed seeing Louise and Marius around, though we have gained Leesa and Rosie, who have helped continue our great culture. Importantly, the curriculum continues to be delivered in a way that connects children to the learning journey and sparks continued curiosity. Supporting learning is the founding focus on democratic education principles and the empowerment of our students. This is typified by challenging students to actively address issues and problems through effective conflict resolution and engaging them in decision making processes; thus preparing them for later in life when teachers are not there to direct and resolve any issues.

Finally, Currumbena continues to thrive into its 50th year supporting the core values set out in the Articles of Association, which I am privileged to be part of as Chair of the Currumbena School Council.

Treasurer of the School Board Report

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.

Financial Results

In 2018, the school continued the pattern of positive net cash inflows and recorded a surplus for the year, which will continue to be invested back into the school. We maintain a reasonable cash position for large projects and for any future head winds on revenue. This cash position also enables the school to embark on large maintenance projects for 2019.

Primary student enrolments were moderately down in 2018 compared to 2017. We averaged 95 Primary School students in 2018. In preschool, we averaged around 115 children per week.

School fees increased in 2018 in line with the rate of growth of salaries to ensure that a positive cash flow is maintained. The fee increase was also set based on the predicted 2018 inflation rate of around 2.0%.

Toilet Block Refurbishment

This year the school is embarking on a much-needed refurbishment of the toilet block. This has been staged for completion over the course of 2019 to minimise disruption.

CAPX

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.

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 sufficient funds to mitigate against any revenue declines.

The CAPX spending for the next 12 months will be focused on some of the larger maintenance projects such as refurbishment of the toilet block.

2019 Budget

We have set a conservative budget for 2019 and will continue to monitor the results on a regular basis. Student enrolments are similar to 2018 (Primary are at 96 as of May) and we are continuing to monitor and market to fill in any vacant positions. We are forecasting to make a small surplus in 2019.

Over the past three years, we have enhanced and modernized our education facilities and are creating a wonderful future educational platform for future generations.

Theme 2: Contextual information about the school

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:

The joyful pursuit of lifelong learning

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

Celebrating the uniqueness of each child

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

Developing a nurturing community to support children's development

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

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

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

Honouring the role of parents

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

Teaching and modelling effective communication

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

Open governance

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

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>	Year 3 children and Year 5 children worked on curriculum outcomes to stages 2 and 3 respectively	Achievements were assessed with each child's individual progress within the outcomes of the curriculum and the core values and beliefs of Currambena.		2 Upper school teachers 1 Middle school teacher

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 Council Directors completed a 4-hour governance workshop offered by AIS, and the staff attended various professional development trainings in relation to their child protection responsibilities. Below is a comprehensive list of professional learning activities undertaken by staff members in 2018:

Description of the Professional Learning Activity	Number of staff participating
AIS- Obligations in Identifying and Responding to Children and Young People at Risk	10
CPR and Anaphylaxis and Asthma Training for all staff	10
International Democratic Education Conference in India	2
Australian Democratic Education Community Conference at Pines Community School in Brisbane	5
AIS- Creating Safer Independent Schools	10
AIS- NSW Reportable Conduct and Allegations against Employees- online course	10
2018 Learning Environments Australasia Conference	2
AIS- Teaching Mathematics through Inquiry K-6	1
Robert Biswas- Diener Workshop- The Happy Educator Wellbeing at Work	1

Theme 5: Workforce composition

Primary School Staff 2018	
Teaching staff	7
Full-time equivalent teaching staff	6.2
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.0

Details above are as per CENSUS reported in August 2018

Theme 6: Student attendance and management of non-attendance

SCHOOL STUDENT ATTENDANCE REPORT 2018 (taken from the attendance report submitted to ACARA for the first semester of 2018)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
95.55%	89.44%	95.80%	94.19%	93.71%	95.02%	93.99%
Overall Attendance	Non Indigenous Attendance	Indigenous Attendance	Non-Indigenous proportion of students attending at least 90% of the time	Indigenous proportion of students attending at least 90% of the time		
93.99%	94.22%	81.43%	81.00%	69.29%		

MANAGEMENT OF STUDENT NON-ATTENDANCE

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

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

Theme 7: Enrolment policies 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.
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 95 students in primary school as reported on the government census held in August 2018. It consisted of 48 female and 47 male children, including 1 Indigenous female student in Year 1. 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.**

Policy	Changes in 2018	Access to full text
<p>Student welfare</p> <p>Currambena seeks to provide a safe and supportive environment in which:</p> <ul style="list-style-type: none"> • the child may safely explore and extend through play, • minimises risk of harm and ensures students feel secure, • supports the physical, intellectual, social and emotional development of students, and 	<p><i>Agreements with Children on their Choice of Clothing</i> has been added to our list of child protection policies.</p> <p><i>Overview of Reporting Process</i> has also been transcribed to explain how assessment and reporting each child's development and achievement are carried out at Currambena.</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>

<ul style="list-style-type: none"> provides student welfare policies and programs that develop a sense of self-worth and foster personal development 		
<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 2018</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>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 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</p>	<p>No changes were made in 2018</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>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>Process for Resolving Issues</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"> • parent to staff • parent to parent • staff to staff <p>For processes around issues with children, Behaviour Management Guidelines are followed. The Process for Resolving Issues uses, as appropriate, principles of procedural fairness and includes processes for raising and responding to matters of concern identified by a member of the Currumbena community and how the school will respond.</p>	<p>No changes were made in 2018</p>	<p>The full text of Currumbena'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 2018

Area	Priorities	Achievements
Teaching and Learning	Unit sharing/ team teaching	More integration between classes, with children learning together topics around wind and flying; students jointly studying about oceans and how to save our oceans; senior students buddying up and supporting younger students with their reading; whole school learning about Shakespeare's works; a creative art week across all ages; and various excursions attended by integrating classes, such as Bike Wise, 'Wind Things' at the Australian Museum, Rainforest Rescue, Biennale exhibition, etc.
	To hold a Shakespeare Week and a Book Week	<p>Various lessons and activities in relation to works of Shakespeare were undertaken in term 2: primary students watched the play 'Hamlet the Prince of Skidmark' at Seymour Centre, students recounted the story of a performance of Midsummer Night's Dream in Shakespeare's time, students learned the story of Hamlet and investigated its characters and plot, some read the book 'King of Shadows' wherein a young actor was transported back to Shakespearean England, and a whole school Shakespeare festival with each class performing creative and entertaining parodies of some of Shakespeare's more famous novels.</p> <p>A whole school reading day was held with peer-reading sessions between older and younger children. A local author, Aura Parker, author and illustrator of Twig, gave a delightful session on her book, and explained the process of becoming a book writer and illustrator. A book parade celebrating children's favourite books and characters was held at the end of the week.</p>
	To have agreements recorded in a centralised book/PDF	A centralised book for school rules and agreements is kept in the staff room. These agreements have been formulated with more involvement from parents and the Blue Umbrella (out of school hours care).
	Cubby day amongst Year 6 students	Year 6 leavers, in collaboration with AllanSlade Construction, designed and built the Tree cubby as their leaving gift to the school

	PD surrounding the new PDHPE curriculum	A consultant from AIS came in to hold an afternoon workshop on the new PDHPE curriculum with the teachers.
	To offer a new list of activities for Friday choices	Coding, sewing, knitting and painting were added to the list of activities offered for Friday choices.
	To revisit essential elements of Currambena teaching philosophy and share it with other educators across Australia	Currambena teaching philosophy was reflected on practices and pedagogies in relation to the kids and their voice in the school. Currambena shared this philosophy with visitors from other schools, including the school principal for Lindfield Learning Centre, early childhood Coordinator for All Saint's College in Perth, 25 Masters Degree university students and a number of student teachers undertaking practicum to complete their degrees.
Our Wider Community	To host a philosophy and direction session for staff and parents	A philosophy and direction induction was held for parents enrolling into Kindergarten, and a parent information night for all parents and guardians of children attending Currambena School.
	To support IDEC and ADEC, and start the preparations for hosting the Asia Pacific Democratic Education Conference in 2019	Two teachers attended IDEC in India and five teachers attended ADEC in Brisbane. Preparations for 2019 APDEC started in early 2018. A committee was formed to plan and organise the event, with a target of about 200 delegates from the Asia Pacific region. Senior students worked towards a logo for APDEC.
Cultural Awareness	To extend cultural learning opportunities through incursions and excursions	Students had various lessons covering different cultures including Indigenous studies with Aboriginal book author, Monty Prior; the plight of the refugees, life aboard a convict ship coming to Australia complemented by a trip to Cockatoo Island; bush dance workshops; circus workshops; rainforest rescue and guide dog incursions
	To continue fundraising for communities around the world	Fundraising for various communities in the world continued, such as Jump Rope for Heart, Sea Shepherd, Ugandan orphanage Esuba Kids, The Centre for Learning and Children School in Nepal, World Vision sponsor child and an orphanage in Mombasa
Facilities and Resources	To finish the renovations of the western building and the covered walkway linking the main building to the west building	The completion of the Western building with the installation of the operable door, acoustic panels on the walls and ceilings, A/Cs in all three rooms and covered walkway linking the main building to the west building.
	To expand and organise the	The sports equipment had been expanded and a

	sports equipment	large cabinetry dedicated solely for sports equipment was constructed.
Staff development	To organise and centralise registration documents	Currambena's registration with the NSW Education Standards Authority has been renewed for another 5 years following an inspection process.
	To create a safer environment for students through quality professional development programs aligned with the child protection legislations in NSW	Currambena staff attended various professional development trainings that focused on child protection, such as the AIS seminar on Creating Safer Independent Schools, an AIS online course on NSW Reportable Conduct and Allegations against Employees, the AIS program for all NSW Independent Schools on Obligations in Identifying and Responding to Children and Young People at Risk and the annual training on first aid, anaphylaxis and asthma management.

2019 Priorities for Improvement

Area	Priorities
Teaching and Learning	To revisit the school's philosophical balance between rights and responsibilities in democratic school
Our Wider Community	To impart Currambena pedagogical philosophy and core values with other democratic and progressive schools around Asia Pacific
Cultural Awareness	To instil in students a deeper understanding of Australian Indigenous history and culture
Facilities and Resources	To renovate the toilets in preparation for upcoming big events- the Asia Pacific Democratic Education Conference and the 50 th Anniversary celebrations
Staff	To continuously focus on creating a safe environment for students through relevant professional development and school policies associated with the child protection legislations in NSW

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 throughout the whole community and continuously offering Conflict Resolution Courses to all members of the community

b. Having open governance where decisions are made through:

- Weekly class meetings chaired by the children
- A weekly school meeting, each class taking turns to write up the agenda and chair the meeting
- A School Council consisting of parents and teachers that meet twice a term

c. Being very active on reconciliation:

- Participation at Lane Cove Children's Voices for Reconciliation
- A whole day visit from Aboriginal writer and storyteller, Monty Pryor, with stories, dance, music and a topic on Aboriginal sand
- Dreamtime story writing

d. Incorporating activities from other cultures within our programme

- Class visits from our culturally diverse parent community and teachers
- Spanish language is taught in all primary classes
- Annual Friendship Day with Kinma School in Terrey Hills
- African drumming sessions with Rachel and Yacou
- War on waste session
- A visit to the Biennale art exhibition on the Cockatoo Island, with interesting pieces depicting the plight of the refugees
- Students in Years 3 to 6 went away for various camping trips and outdoor adventures- at Mowbray Park in Picton, Little River in Wiseman's Ferry and Jervis Bay
- Years 5 and 6 went to a 3-day educational excursion in Canberra
- Various day excursions and incursions such as the Australian Museum Science Week, theatrical production of 'Hamlet, Prince of Skidmark', Bike wise, Circus workshops, rainforest rescue, Guide Dog session, Bureau of Meteorology visit, bush dance lessons, etc.

e. Various fundraising activities to support different charities:

- Heartland School in Nepal
 - Sea Shepherd
 - Jump Rope for the Heart
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- ESUBA Kids Orphanage in Uganda
- Mombasa Orphanage
- A Fiver for a Farmer
- and sponsor child from Uganda through World Vision

f. Nurturing and caring for our environment through sustainable practices such as rubbish-free Wednesdays tied in with War on Waste session and a whole school 'Sustaining Currambena' effort on Fridays

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

Theme 11: Parent, student and teacher satisfaction

Parent Satisfaction

- The strength of our community spirit is a strong indicator of parent satisfaction.
 - This is manifested in the attendances and participation at:
 - Weekend maintenance days
 - School social functions which are largely organised by the parents, such as the Welcome Breakfast, official opening ceremony for the renovation and construction of building project, Drumming Night, the Annual Concert, school community social 'Rock of all Ages, Shakespeare performance for the whole community, Art exhibit, and weekly playgroup
 - 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 constructing an irrigation system for our raised gardens and continuously caring for our plants around the school
 - Currambena Community Liaison Committee, a voluntary committee that lends support to new families especially during transition into preschool and the introduction to our larger communities through social events and preschool morning teas
 - A School Council made up of teachers and parents with open meetings happening twice a term
 - Class photos managed by a parent volunteer
 - Car pooling for the numerous camping and day excursions
 - Verbal confirmation to the teachers, the Coordinator and our School Council
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- Positive feedback received from parents who responded to our end-of-year survey
- Attendances at the *Parent Information Evening, Moving to High School* forum and the *AGM*
- Big turnout at the annual school concert
- Parent volunteer organising and producing the weekly newsletter
- 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: a forum attended by the present and the previous year's Year 6 students

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

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

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

Their eyes that sparkle with enthusiasm, curiosity and enjoyment

Teacher satisfaction

Long retention rates

The dedication and passion they give to encouraging and nurturing every child

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

Their commitment to Currumbena as a community

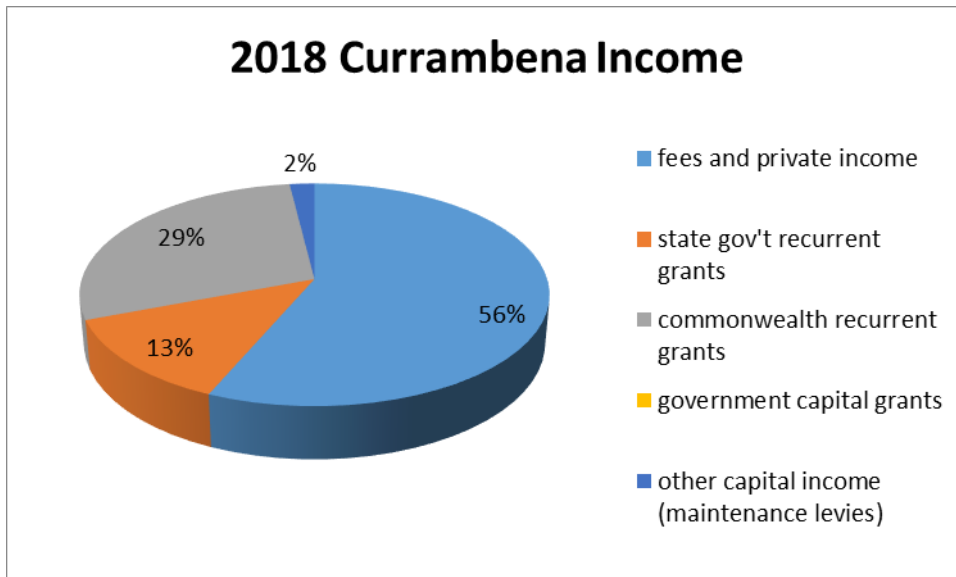
Their own pursuit for knowledge and personal growth in democratic education

Theme 12: Summary financial report

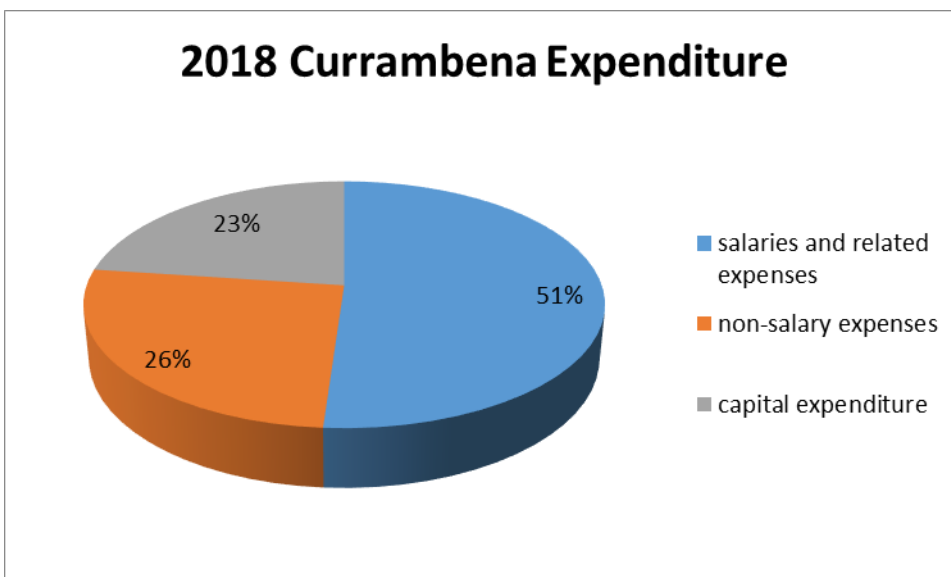
Graphical representation of income and expenditure using percentages only

Currumbena has met reporting requirements by providing percentages for each required income and expenditure category in pie charts. This information has been taken directly from the 2018 Australian Government Financial Questionnaire.

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



(b) Graphic two: Currumbena's recurrent/capital expenditure represented by 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 2019
 - 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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