



## **Educational and Financial Report 2022**

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## Educational and Financial Reporting 2022

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### Annual Report

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## 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**

2022 was a year of many changes at Currumbena. We said goodbye to our long-time Coordinator, Julianna, in Term 2 and welcomed Daniel into the Business Management role, whilst the search began for an educational coordinator. We also welcomed Emma, Meg and Archana to the fold as well. Our community was still recovering from the aftermath of all the COVID lockdowns and things needed some time to warm up again. Over the year, we held a whole range of school activities to keep everyone engaged and to restrengthen those cross age/stage friendships again after all the lockdowns.

We started the year off in Term 1 with a pickleball demonstration, which ended in purchasing a set and is still taken out by the children and enjoyed on most Free Fridays. A Summerhill day was held every term, which included an array of fun activities that the children could choose from. Signing up for these activities on the morning of, was motivation for many to arrive at school early to ensure they were able to attend their most favoured activities. A mini musical concert was held in Wendy's classroom. This was attended by the whole school and several students were able to flex their musical abilities in front of our always enthusiastic school audience.

A power outage occurred in Term 2 saw the whole school off to the Powerhouse Museum for the day. Wendy's class performed at the Voices for Reconciliation in Lane Cove Plaza, an annual local council-run day. Wendy's group sang 'Beds are Burning' and Alex and Sophie gave speeches. Term 2 was rounded off with a whole school soup day which was orchestrated beautifully behind the scenes by Meg, our classroom assistant. The whole school music week saw some amazing performances from some of our own Currumbena parents: Brielle and Arne, Emily and Andy and Yaoming, Natania, Bec and Vidya. Music week ended in a school social which is always a highlight.

Term 3 saw Jump Rope for Heart work its way through the school and many children learned new skipping moves for this, not to mention the money raised for the cause as well. The whole school participated in a book week that consisted of loads of literacy activities, visits from published authors and the all-important book character parade. We held science week where all the classes organised science activities and experiments for their class. A dance party was held to celebrate "Wear it Purple Day", an annual LGBTIQ+ awareness event for young people in Australia.

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Term 4 was the term for camps in Sarah's, Leesa's and Wendy's classes. Wendy's class went to Jervis Bay as is tradition every year to enjoy the group dynamic and challenge comfort zones before the year 6's were farewelled before their new adventures in high school began. The big event for Term 4 was the school concert. The script writing, costume designs and rehearsals were met with enthusiasm and excitement from all. The learning and development that occurs through the play preparation and performance alone could cover most of the curriculum areas, not to mention the development in self-confidence through rehearsal and performance, working in bigger groups and honing their negotiating skills as well.

Now a bit about individual classes...

Preschool started the year off without Katrina thanks to COVID and all three of the staff got hit again with it in August. Despite the challenges this posed, preschool thrived, and the children enjoyed a year of fun, learning, and growing bigger and wiser every day. They participated in The Great Aussie Book Swap, learned all about Astronomy in ongoing sessions with Emma and Vinnie's class and performed with so much confidence and energy in the end of year concert. Michael and his partner welcomed their baby, Ellie, and the whole school fell in love with her immediately. The pre-schoolers spent their days going on adventures to the local park and the library. Back at school, they were all immersed in social play with their peers and developing their independence thanks to the support and encouragement of their families alongside the dedication and support of Katrina, Lisa and Michael.

Emma and Vinnie started team teaching in the 5–6-year-old cohort, which proved to be such an amazing experience for all involved. Not only did the children have two amazing teachers who had individual strengths, focus and personality; they also had the opportunities to develop strong relationships with both teachers and explore new and renewed friendships within the new group of children. Both Emma and Vinnie expressed the positivity they felt in team teaching and the constant critiquing and reflecting together that supported their development and led to a high amount of learning on both their parts. Term 4 saw a change again, for Vinnie as he moved into Leesa's class, and we said farewell to Leesa.

Vinnie took Leesa's group to Mowbray Park with Sarah's class and a memorable time was had by all. This term also saw the reintroduction of "rafters time" in this class, which in the past had been a rite of passage for this group. This activity allows the students to reaffirm their own personal safety boundaries and support their physical abilities that have been practiced in the numerous outdoor tree and cubby climbing challenges in their previous years at Currumbena. Vinnie then became the teacher of the youngest Primary group in 2023 and completed his proficient teacher accreditation at the end of term 1 this year. At the beginning of this year, Caetano joined the team as this group's teacher, and he has been settling in with ease and a wonderful energy. Term 1 was full of exciting science activities and settling into the dynamics of the group.

Sarah and her class focused on Countries and the World in Term 1, 2023 and practiced being 'assertive' as their focus in conflict resolution and development of self. An addition was made to their morning routine called 'Stretch and Move' which allowed the children to become aware of their own bodies and ways to help themselves refocus when needed. Indigenous studies consisted of an excursion to Bush to Bowl in Terry Hills, to look at bush tucker and a welcome to country wreath was made along with the creation of their own dreamtime stories. The children investigated some coding strategies in Math and IT along with a whole range of cool science experiments too.

Wendy's class travelled to Canberra finally after an earlier cancellation due to COVID had occurred. They visited Parliament House, Questacon and the Arboretum to name a few. Jana and Maya ran a Chinese/Japanese Day for the class which was such a beautiful contribution to the whole group and really illustrated the connection and respect that the group felt with each other. The partnership with CSIRO was renewed and they participated in Science week and Music week. The group finished off the year with the camp to Jervis Bay, where they strengthened their already close group bond, with some fun and farewells to the Year 6 leavers before they headed off to high school. The class created some wonderful and high-quality

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personal interest projects, stories and maths work through the year and got to flourish in their confidence with time management, resilience and looking towards their future lives after Currumbena.

2023 has seen the addition of Susan as team teacher with Jess on Fridays and Amelia team-teaching with Sarah on Thursdays and Fridays; and the children have again proven resilient in the face of change and developing relationships with these teachers and extending their classroom communities even further. I also began my time as Educational Coordinator at the beginning of this year, whilst sharing this role with Wendy and starting this role off with incredible support and guidance, which is more than I could have asked for. We have continued our links with ADEC, IDEC and FSA, national and international educational organisations that align with Currumbena's philosophy and alternative education.

Although this time has seen some drama in the form of ongoing COVID, accidents (in the shape of broken ribs for Jess) and juggling with relief teachers when viruses have hit the school, we have skipped through these all because of our strong community, dedicated council and the incredibly passionate, professional and present staff members. I am so fortunate to be part of a beautiful village of humans that, every day, I learn from and carry the philosophy with me throughout all aspects of my life. A huge thank you for the families who make this place, through their hard work and respect for the staff; the staff who hold this place through thick and thin and to the Council members, current and outgoing who have spent countless hours making this place what it is today. Along with the council itself, a shout out to all the staff, council members and parents who have spent much of their precious spare time volunteering on various subcommittees including selection committees, the landscaping committee and the marketing committee as well. Also a mention of the wonderful asset that is The Blue Umbrella making a smoother transition from school to after school care for the community and the wonderful work that Valentina and playgroup in general does at getting our name out there in the wider community and providing a gorgeous first experience of Currumbena to many families in the area. I cannot wait to see what this place holds for the future and the memories we make for the children to take with them throughout their lives to come.

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

It has been a productive and event filled year for our school community, filled with accomplishments and growth. I would like to highlight some of the key developments from the past year.

#### **A Love of Learning:**

1. Currumbena continues to uphold its commitment to providing a nurturing and stimulating learning environment that prepares students to be lifelong learners, responsible global citizens, and agents of positive change. Our dedicated teaching staff have worked tirelessly to ensure that each child enjoys a learning experience that recognises their unique gifts and talents and inspires them to forge their own path. We have witnessed children flourishing and thriving across various subjects, thanks to our small class sizes, innovative and best practice teaching methods and a focus on individualised learning.

#### **A Rich and Diverse Curriculum:**

2. Our school's curriculum has been enriched with a wide range of extracurricular activities, fostering creativity and promoting holistic development. Students have participated in various programs, including arts and crafts, music, drama, Spanish and Latin lessons, physical education, school camps at the Hawkesbury River, Picton and Jervis Bay and environmental awareness initiatives. Highlights include: excursions to see the musical performance of 'There's a Sea in my Bedroom', a trip to Madame Tussauds, a whole of school concert, and of course Summerhill days each term where the children were able to sample, and sometimes run, activities such as Pickleball, slime making, beading, bush walking, pancakes, Vietnamese rolls, coconut balls and burrito making, finger knitting, paper and balsa wood planes,

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woodwork, capture the flag, drama games and futsal. These activities have not only expanded their horizons but also instilled a sense of teamwork and community spirit.

#### Community Engagement:

3. Currambena strongly believes in fostering a sense of community and promoting positive relationships. This year, we have organised numerous community events, including fundraisers for the Ukraine, cultural celebrations such as performing in Children's Voices for Reconciliation at the Canopy in Lane Cove, and Currambena community socials. These events have not only strengthened the bond among our school community members but have also provided valuable opportunities for parents and teachers to collaborate and share experiences.

#### Infrastructure Upgrades:

4. Play is at the heart of all we do at Currambena. To ensure a creative and adventurous learning environment, we have invested in infrastructure upgrades and will continue to do so over the coming years. Our school facilities have been improved, including the updating of St Elmo's and the library, and the improving of our outdoor play areas. These improvements have enhanced the overall experience for our students and staff.

#### Our educators and support staff:

5. We recognize the importance of continuous professional development for our educators and support staff. Throughout the year, our teachers have engaged in various training programs and workshops to enhance their teaching skills and stay updated with the latest educational practices. Courses attended have included curriculum updates, child protection and, possibly most significantly, attendance at the ADEC conference last year. The Australasian Democratic Education Conference brings together like-minded educators from around Australia and NZ and is a highly valuable opportunity for learning and networking for our teachers. Currambena's investment in professional development has a direct positive impact on the quality of education our students receive.

#### Sustainability and Environmental Initiatives:

6. Environmental consciousness is an essential aspect of our school's ethos. We have continued to prioritise sustainability and environmental awareness through various initiatives such as 'Sustaining'. Our students are actively encouraged to connect with our natural surroundings and have participated in garden projects, recycling programs, and nature excursions to deepen their understanding of ecological responsibility and how to promote a sustainable future.

#### Our children:

7. Currambena delivers an educational experience that goes beyond academic excellence - it supports children to contribute and belong to their larger community and develop a sense of assuredness and confidence once they venture beyond primary school. As the parent of a child who finished year 6 last year and commenced high school this year, I can say that Currambena truly gifts children with leadership skills such as the ability to confidently express their opinions and ideas, resolve conflict and approach life with maturity, empathy and open mindedness.

I would like to take the opportunity to welcome the new staff that have joined the wonderful team at Currambena over the past year (or started in new roles). Firstly, welcome to Olivia McCarron who was appointed to the role of Educational Coordinator in December 2022. I would also like to welcome Daniel

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Martinez who took up the newly created role of Business Manager in July 2022. Finally, welcome to Caetano Lima as the new teacher in primary. It has been a pleasure working with you all over the past year and I look forward to the future of Currambena with you holding these crucial roles.

Looking ahead, we have exciting plans to further strengthen our school community and continue to provide a nurturing, inclusive and best practice learning environment for our students. As many of you know, the Council has been developing a new Strategic Plan to guide Currambena for the next several years. Some key focus areas for the upcoming years include:

- Continued emphasis on the pursuit of a joy for learning and personalised learning approaches
- Further investment in professional development opportunities for our teachers so that Currambena can continue to ground our learning practices in research and the innovative pedagogical theory
- Ongoing sustainability initiatives and environmental education
- Enhancements to the physical learning environment including refreshed landscaping
- A clear, compelling and modernised marketing strategy to sustain the future of the School
- Enhanced integration of technology in the classroom to promote digital literacy

In conclusion, I would like to express my heartfelt appreciation to all the individuals who have contributed to the success of Currambena. Our students have thrived academically, creatively, and socially, and it is a testament to the collective effort of our dedicated teachers, supportive parents and guardians, and hardworking staff.

I would also like to extend a huge thank you to my fellow Council members: Jason, Merriden, Noni, Dina, Ashley, Daniel, Wendy, Sarah, Olivia and Katrina. We have had 13 meetings over the course of the year as well as exchanging many emails and WhatsApp messages in order to govern and steer the operations of the school. Thank you for your indefatigable efforts and for engaging with the topics that were raised each meeting with grace and dignity even when we did not necessarily all agree.

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.

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

The Financial Statements for the year ended 31 December 2022 have been finalised 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.

Last year we brought on board Daniel Martinez as Currambena's Business Manager. Daniel has come up to speed very quickly and has made a huge contribution to the business operations of the school.

### **2022 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

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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.

From a revenue perspective, our income is made up from school fees, government grants interest and other operating revenues.

1. From a top line revenue summary:
  - Our tuition fees revenue improved by \$100k
  - Our government grants revenue improved by \$160k
  - And our interest and other activities improved by \$40k
2. From an overall expense perspective, our 2022 expenses remained flat compared to 2021.
3. As a result, in 2022 the school posted a profit of around \$175k compared to a loss in 2021.
4. From a cash perspective, Currumbena maintains a reasonable cash position for large projects and for any future head winds on revenue.

In summary, the school is in healthy financial position.

#### 2022 Projects and Maintenance Items

In 2022 we completed routine maintenance items, with no large maintenance or school projects completed.

#### 2022 Capital Expenditure

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. Although budgeted for, no large CAPEX spending took place in 2022, with some of these projects being moved into 2023. Such projects include a new fence.

#### 2023 Budget

For the 2023 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 2023 budget we have allocated a \$150k fund to complete maintenance items including painting, a 10-year maintenance plan, gardening building works and some additional capital works.

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## 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 Currambena 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 Currambena and we work to create a caring and safe community that respects, trusts and treasures each individual child. In turn children actively contribute to the school and develop a sense of belonging to a community.

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

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

#### **Honouring the role of parents**

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

#### **Teaching and modelling effective communication**

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

#### **Open governance**

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

### **Characteristics of the student body**

Currambena had 88 students in primary school as reported on the government census held in August 2022. 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.

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### 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<br/>2 Middle school teachers</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                  |

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## 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 2022:

| <b>Description of the Professional Learning Activity</b>  | <b>Number of staff participating</b> |
|---|--------------------------------------|
| Identifying and Responding to Children and Young People at Risk   | 11                                   |
| Keep Children Safe AIS Training   | 11                                   |
| CPR Training for all staff  | 14                                   |
| Child Safe eLearning- NSW Office of the Children's Guardian   | 1                                    |
| Australasian Democratic Education Community (ADEC) 2022 Conference in Tasmania  | 4                                    |
| Using Evidence to Enhance Classroom Practice- AIS course  | 1                                    |
| NESA Briefing for School Registration- AIS course   | 1                                    |
| BeYou Mental Health Program- Currambena School facilitated  | 11                                   |
| Pre Reading and Writing ; Numeracy and Thinking Skills for 3-5 year olds  | 1                                    |
| Adjusting Teaching during COVID-19; Consolidating and Extending Teaching during COVID- 19   | 1                                    |
| Introducing the New NSW Primary Curriculum  | 1                                    |
| Online Security Awareness   | 1                                    |
| Building Listening Foundations to Support Vocal Development   | 1                                    |
| Autism Spectrum: Universal, Intensive and Targeted Supports   | 1                                    |
| MHS22 Mental Health Supports  | 1                                    |
| Early Childhood Inclusion: Observations and planning for inclusion, Strategies to support inclusion, and Developing and implementing ILPs | 1                                    |
| Transition to School for Children with Disabilities and Additional Needs  | 1                                    |

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## Theme 5: Workforce composition

### Primary School Staff 2022

|   |     |
|---|-----|
| Teaching staff                          | 8   |
| Full-time equivalent teaching staff     | 5.7 |
| Non-teaching staff                      | 7   |
| Full-time equivalent non-teaching staff | 2.5 |

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

**SCHOOL STUDENT ATTENDANCE REPORT 2022** (taken from the attendance report submitted to ACARA for the first semester of 2022)

Year level data for Student Attendance:

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------|--------|--------|--------|--------|--------|
| 88.24% | 89.43% | 89.06% | 87.12% | 91.44% | 89.18% |

Overall data for Student Attendance as reported to ACARA

| Overall Attendance | Non Indigenous Attendance | Indigenous Attendance | Overall proportion of students attending at least 90% of the time | Non-Indigenous proportion of students attending at least 90% of the time | Indigenous proportion of students attending at least 90% of the time |
|--------------------|---------------------------|-----------------------|---|--|--|
| 88.91%             | 88.91%                    | --                    | 43.28%  | 43.28%   | --   |

Student attendance rate for the first semester of 2022 for **Year K: 87.45%**

### 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.

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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
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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.**

| <b><i>Policy</i></b>   | <b><i>Changes in 2022</i></b>   | <b><i>Access to full text</i></b>  |
|--|---|--|
| <p><b><i>Student welfare</i></b></p> <p>Currumbena seeks to provide a safe and supportive environment:</p> <ul style="list-style-type: none"> <li>• wherein the child may safely explore and extend through play,</li> <li>• which minimises risk of harm and ensures students feel secure,</li> <li>• supports the physical, intellectual, social and emotional development of students,</li> </ul> | <p>Attendance and Exemptions Policy has been updated to include a thorough procedure in recording late arrivals and strategies to improve student attendance.</p> | <p>The full text of Currumbena's student welfare policy can be accessed from the school website or by request from the School Coordinator.</p> |

|  |                                     |   |
|--|-------------------------------------|---|
| <p>and</p> <ul style="list-style-type: none"> <li>provides student welfare policies and programs that develop a sense of self-worth and foster personal development</li> </ul>   |                                     |   |
| <p><b>Anti-bullying</b></p> <p>Currambena rejects all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.</p> <p>Currambena aims to foster our children's development of confidence, empathy, compassion and strength, to instil lifelong skills of self-awareness and responsibility, empower children with the language to express ideas and opinions and with a range of strategies to actively use in difficult or threatening situations. We aim to minimise negative behaviours, both verbal and physical, violence, disrespect, use of 'put-downs', behaviours which prevent others from learning and playing, and bullying behaviours.</p> <p>Bullying behaviour and how it is managed at Currambena are further discussed in the school's policy on <i>Behaviour Management</i>.</p> | <p>No changes were made in 2022</p> | <p>The full text of Currambena's policy on Behaviour Management can be accessed from the school website or by request from the School Coordinator.</p>  |
| <p><b>Discipline</b></p> <p>All children at the school are taught conflict resolution strategies and are encouraged and supported in this process. A vital component of conflict resolution is the acceptance by the children of consequences for inappropriate behaviour. What constitutes inappropriate behaviour is discussed in every class on a regular basis and is formalised at school meetings in the process of making rules.</p> <p>Students are required to 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</i></p>   | <p>No changes were made in 2022</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> |



|   |                                     |   |
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| <p><i>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><b>Process for Resolving Issues</b></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 Currambena 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"> <li>• parent to staff</li> <li>• parent to parent</li> <li>• staff to staff</li> </ul> <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 Currambena community and how the school will respond.</p> | <p>No changes were made in 2022</p> | <p>The full texts of Currambena's Process for Resolving Issues and Behaviour Management Guidelines can be accessed from the school website or by request from the School Coordinator.</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 2022

| Area                            | Priorities   | Achievements  |
|---------------------------------|--|---|
| <b>Teaching and Learning</b>    | <p>Use of Inquisitive as online learning planning tool</p> <p>Lessons on empathy, resilience and connection</p>  | <p>Online tool Inquisitive was used in Stage 1 classes</p> <p>Lessons on friendships, importance of being connected and what make a person powerful had been explored in classes.</p> <p>The child protection unit in the youngest class included: who to trust, the warning signs/ body clues when feeling uncomfortable and the need to talk to a trusted adult</p> |
| <b>Our Wider Community</b>      | <p>To offer conflict resolution course to school staff and community members</p> <p>To host community gatherings focussing on art, music, story-telling and drumming</p> <p>To host student teachers from local universities</p> | <p>Conflict Resolution weekend course was offered in term 2</p> <p>The school hosted various community events including a parent/teacher evening, Art week social, Music evening social and a film presentation evening of Regenerate</p> <p>Currambena teachers offered placements to student teachers completing their practicum in 2022</p>                        |
| <b>Cultural Awareness</b>       | <p>To include more activities focusing on the Aboriginal and Torres Strait Islander culture</p>  | <p>'Nyumbar' dance incursion- Ngahri, an Aboriginal dance program whereby Wiradjuri words for animals and the moves representing these animals were learned</p> <p>Bush to bowl excursion in Terrey Hills</p> <p>Celebration of NAIDOC week and participation at the 'Children's Voices for Reconciliation' in Lane Cove Plaza</p>                                    |
| <b>Facilities and Resources</b> | <p>To upgrade the school's IT system</p> <p>To continually maintain the school's grounds and buildings</p>   | <p>IT technical capability and security were upgraded in 2022</p> <p>Painting of St Elmo's building</p> <p>New umbrellas on top decking installed</p> <p>Installation of air filtration system in each classroom</p>  |

|                          |  |  |
|--------------------------|--|--|
|                          | <p>To update school's readers system and implement a whole school decodable system</p> <p>To improve sporting equipment and free-play opportunities</p>  | <p>Decodable options for take-home and in-class reading were investigated in 2022 and implemented in 2023</p> <p>New basketball surface and hoops/nets were installed</p> <p>Pickleball set purchased and demonstration classes for each age group provided</p>  |
| <b>Staff development</b> | <p>Recruitment, induction, management and continuous support for new staff</p> <p>Child protection induction with AIS</p> <p>Restructuring of roles and responsibilities for Currumbena staff</p> <p>Professional development of all staff and accreditation of relevant staff</p> | <p>Four new Classroom Assistants were employed at the start of 2022 school year. Induction, management and continuous support of new staff were carried out</p> <p>Teachers and teacher assistants attended Child protection training sessions with AIS: <i>Identifying and Responding to Children and Young People at Risk and Keep Children Safe</i></p> <p>A review of the school structure was carried out and restructuring of roles and responsibilities of staff was implemented</p> <p>One teacher has completed her accreditation, moving from Conditional to Proficient level, and another teacher is in the process of completing his accreditation to Proficient level</p> |

### 2023 Priorities for Improvement

| Area                         | Priorities  |
|------------------------------|---|
| <b>Teaching and Learning</b> | <p>To enhance teacher collaboration in relation to class agreements and academics</p> <p>To employ a Music teacher</p>      |
| <b>Our Wider Community</b>   | <p>To include more lessons on regeneration and sustainability</p> <p>To promote connection amongst the school community</p> |
| <b>Cultural Awareness</b>    | <p>To instil a deeper understanding of Australian Indigenous history and culture</p>  |

|                                 |  |
|---------------------------------|--|
| <b>Facilities and Resources</b> | Landscaping of the school grounds<br>Renovation of cubby houses<br>Use of a streaming service for educational resources  |
| <b>Staff</b>                    | To continuously create a safer environment for students through relevant and quality professional development trainings aligned with the child protection legislations in NSW<br><br>More focus on the wellbeing of staff, encourage peer support and take part in team-building activities as a group |

## Theme 10: Initiatives promoting respect and responsibility

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

- a. Daily practice of conflict resolution amongst children and the whole community
  - b. Having open governance where decisions are made through:
    - Weekly class meetings chaired by the children
    - A weekly school meeting, each class taking turns to write up the agenda and chair the meeting
    - A School Council consisting of parents and teachers that meet regularly throughout the year
  - c. Being very active on reconciliation:
    - Incorporating class activities to acknowledge and celebrate NAIDOC week, National Sorry 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
    - Class visits from our culturally diverse parent community and teachers
    - Spanish language taught in all primary classes
    - Summerhill festival- a week of learning celebration, filled with diverse and creative activities offered to students of all ages
    - Outdoor adventures at Mowbray Farm in Picton, Little River in Wiseman's Ferry, the Booderee National Park at Jervis Bay and Bush to Bowl excursion
-

- e. Celebrating Wear It Purple Day at Currambena
- f. Visiting the Parliament House in Canberra to learn about Australian history and Australian government
- g. Various fundraising activities to support different charities:
  - Heartland School in Nepal
  - World Vision for a sponsor child in Uganda
  - Jump Rope for Heart
- h. Learning about being safe online especially with online gaming
- i. Nurturing and caring for our environment through sustainable practices such as rubbish-free Wednesdays and a whole school 'Sustaining Currambena' effort on Fridays to maintain the school grounds, gardens, 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 who responded to our end-of-year survey
  - 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
    - 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
    - Voluntary parent-run canteen days
    - Group of parents continuously caring for our plants, animals and school library
    - 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
- Carpooling for the numerous camping and day excursions
- Parent volunteers organising the weekly newsletter, helping out with IT systems at school, helping with this year's class photos and video-recording the school concert

## **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**

Long retention rates

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

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

Their commitment to Currumbena as a community

Their own pursuit for knowledge and personal growth in democratic education

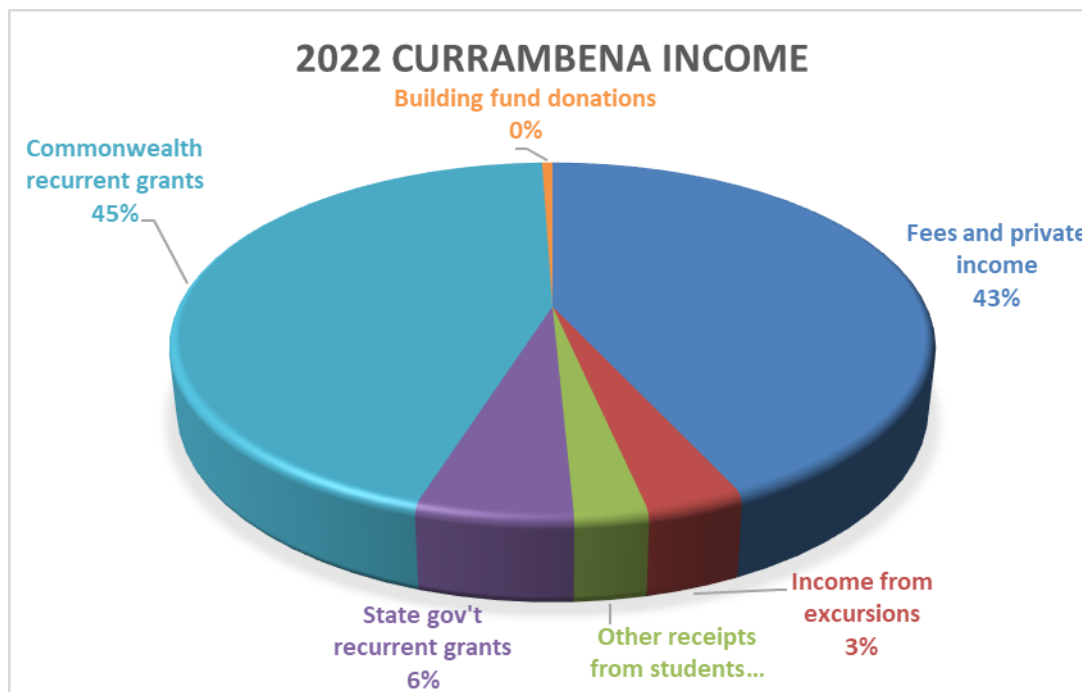
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## Theme 12: Summary financial report

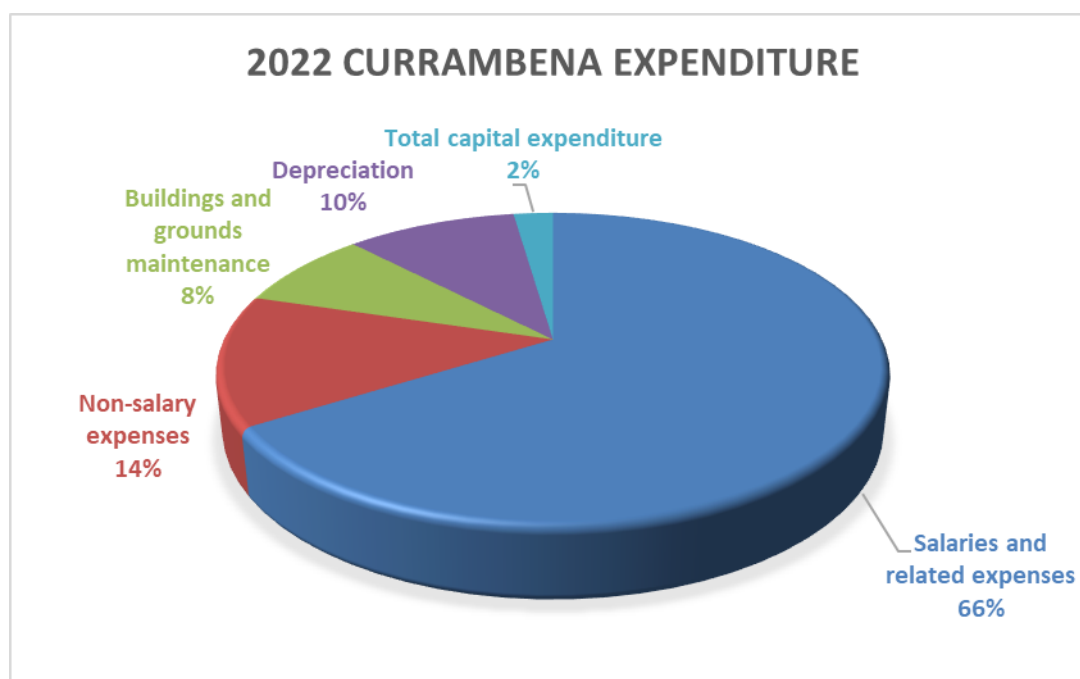
### Graphical representation of income and expenditure using percentages only

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 2022 Australian Government Financial Questionnaire.

#### (a) Graphic one: Currambena's recurrent/capital income for 2022 represented using a pie chart



#### (b) Graphic two: Currambena's recurrent/capital expenditure for 2022 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 NESAs 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 2023
  - 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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