



Educational and Financial Report 2019

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Educational and Financial Reporting 2019

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Educational and Financial Report 2019

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

2019 marked an extraordinary achievement. It all started back in the late sixties when a group of doggedly fierce, passionate parents and University professors dreamed and plotted for an education system, centred around the child. From all those late nights, robust discussions and the endless paperwork, Currumbena was born. Fifty years later, it continues to stand, solid and thoroughly grounded, never wavering on the right for a child to have a voice.

2019 was a year to celebrate and in true Currumbena fashion, we did it in grand style!

The year started with two new teachers, Leesa and Rosie, and a Dutch intern PE student teacher, Eva. All new and current mingled for our first gathering with Breakfast on the Deck and then the kids quickly got into the swing of bush dance practice. This climaxed with a fabulous social to end the term complete with straw bales, a rollicking band and everyone dancing up a storm. We then went left field, when Currumbena teachers and kids decided to take the day off to attend the Strike for Climate. What an amazing event, sharing the streets and the domain with so many peoples, some coming all the way from the Northern Territory.

Our music over the year was a wonderful collection from our bush dance band, choir singing, African drumming, Maori harmony and the haka to individual instrument playing.

Our festivities continued throughout the year. There was a wonderful Art Exhibit week show casing kids' personal and group work. It started with a Friday social around a campfire and each family bringing a plate to share. Then as the evening fade into darkness, the very large bamboo sculptures, panda, spider, jellyfish, turtle, skeleton and swordfish, all elevated around the school, lit up with hundreds of tiny twinkling lights.

An old tradition was reinstated with Summerhill Days, which were so enjoyed by everyone. We raised money for the bushfire relief, took part in Jump Rope for Heart, celebrated book week with a parade in character

costume, had a whole day at Chinaman's beach, and a big adventure for the kids was a trip to the theatre to see Picasso and his dog. Boori, who has been part of our community since he was a young fellow himself, was able to join us on his usual yearly visit to be part of this momentous year.

The most magnificent birthday cake and our Saturday of celebrations were the highlight for this 50th year, seeing so many faces stretching back through the decades from our current littlest ones to our founders. Just to be sure we were truly busy for the year, Currumbena hosted the week long ADEC and APDEC conference with over 300 people visiting from Japan, Indonesia, China, New Zealand, Hong Kong to name a few. It was a wonderful success and many thanks to all those who made it possible.

Our classrooms continued to be busy, innovative and out there.

- Sarah and Leesa combined classes to complete a unit of work on Rainforests. They looked at the animals and plants that grow in the rainforest and worked in groups to research the lifecycle of chosen animals. This then led to an excursion to the Royal Botanical Gardens where they learnt about the use of plants by Aboriginal and Torres Strait Islander People.
 - Wendy's class topped their year with fabulous personal interest projects and covering all curriculum topics with ease. They attended the Lane Cove Children's Voices for Reconciliation event singing Solid Rock, were invited to Friendship Seed Day at Kinma, participated in an Environmental Education workshop creating a campaign on an environment issue, were away for three days in Little River, down to Canberra and a week at Jervis Bay escaping the dense smoke of Sydney. The year 6 kids' farewell to the school was the painting of a mural across all the doors on the shed.
 - Australian History and an excursion to the Museum of Sydney along with My Place learning tasks were the high lights in Sarah's class.
 - Sarah's class also joined up with Leesa's class and had a two-night stay at the farm in Mowbray Park enjoying a number of activities including, horse riding, canoeing, swimming, boomerang throwing, archery, whip cracking, milking a cow, watching a sheep being sheared and seeing all the farm animals. Fantastic skills in being independent and having a go; activities that they would have little chance in experiencing elsewhere.
 - In Jess's room, there was much fascination around sea creatures, in particular the Octopus. This then lead into jet propulsion and experimenting with balloons. They harnessed this curiosity to trek around the Gore Hill Cemetery visiting the graves and imaging the stories of those quietly silent people.
 - Jess' class joined up with Rosie's class and had a person come in with her dog to talk to the kids about appropriate etiquette and language around dogs to keep them safe.
 - Rosie, sadly for us all, was whisked off to Hong Kong with her husband at the end of Term 3. In her three terms, she managed to do lots with her class. They discovered lovely stuff about the world, learning heaps, using map skills, moved onto building their own volcanos, visiting the aquarium and going on a wonderful day to Wanna Be Play Centre.
 - Vince stepped into Rosie's class for Term 4 and did so well, even being thrown the daunting task of pulling together a class performance for the school concert.
 - In Preschool there was much excitement when the cubby house was delivered but the one that topped them all was when one of their dads came in and built a Mongolian Ger on the classroom roof deck, and why not! They continued their interaction with the other kids having buddies in Wendy's class, joining up with the kids in Jess's to study astronomy and then doing their own stuff. A slow meander up to the plaza and a tour around Woolworths was a big day!
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- The biggest event in preschool was the Rating and Assessment under the NQS in which they received an overall rating of exceeding the national standards.

Chairperson of the School Council Report

Who remembers our 50th birthday celebrations? Or the APDEC conference? The word “extraordinary” is often used to describe life under COVID-19 – and justifiably so – but many happy events are still visible in Currambena’s rear-view mirror.

July 2019 saw the Australia Pacific Democratic Education Conference (APDEC) hosted by the Australasian Democratic Education Community (ADEC) in Sydney. Currambena hosted one day of the conference, and international visitors with a passion for democratic education visited our gorgeous school. The conference theme was Student Voices, aligning with our values of respect, listening, and equality – and we were so proud of our own students who gave speeches or participated on panels. The Currambena APDEC committee created an inspirational and joyful day for their dedicated work, generating a sense of shared purpose, and great connections with people from all over the world.

September saw Currambena’s 50th birthday celebrations. We held an open day during the week, with past students and teachers joining us, and a recognition of Wendy’s phenomenal contribution to the school. Saturday 21st was the main event. It was a joy to meet so many alumni and even some of the school’s founders, and to revisit photographs and stories from previous decades. I, personally, spent far too much time looking at old photos of myself and my class mates from the 1980s. Once again, the success was testament to our amazing community, because every speck was achieved by our own volunteers (cleaning, organising, contacting alumni, conducting interviews, baking, tour guiding, putting up displays, archiving, speeches, singing, graphic design, gathering photos and films, managing catering, stalls and merchandise – so much!).

We also improved our infrastructure over the last 12 months. Acoustic panels in the Western building have vastly improved sound management in those classrooms. We have renovated all the toilets near Sarah’s, Leesa’s, and Crafty’s, and can now make pees in peace. Sky lights were replaced in the craftroom, and new timber sourced for the front entrance Currambena sign. Oh, and we updated the St Elmo’s kitchen. Phew!

November saw the onset of bushfires that ravaged Australia for months. Parents and teachers took a break from encouraging children outdoors, and kept them inside for morning tea and lunch. Luckily, all the scheduled camps were able to go ahead, but many of us had our eyes glued to that NSW Fire App.

On the staffing front, we have been overjoyed to welcome Charles to our teaching staff. He is loved by the children, parents, and teachers alike. Sarah joined us in March as a teaching assistant, and it is wonderful to have her officially on board. More generally, we are actively broadening our pool of relief staff to ensure exceptional teaching of our kiddies.

That brings me to COVID-19. This has been a difficult time for our community. Some of our members have suffered financially, others are physically vulnerable, and all of us have experienced enormous upheaval. Our uncertainty in what the future held was huge, particularly in March and April as cases escalated worldwide. Currambena council has met frequently during this period, usually once or twice each week. At the outset, with no certainty how long the pandemic would last, our main goal was to ensure Currambena survived. A few months on, it has become clear that we will flourish. Those who were able, chose to pay the full fees for this term, and some have donated fees to suffering families. As we entered the phased return to school, support and suggestions have flowed from parents. Our children, despite missing their friends, have adapted, as children do.

Treasurer of the School Council Report

The Financial statements for the year ended 31 December 2019 have been finalized and a copy is available in the office for anyone interested in reviewing the financial results in detail. The accounts have been audited by an external and independent firm - Forsyth Chartered Accountants. No issues were identified by the auditors during the audit process.

Financial Results

1. In 2019, 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 enabled the school to complete several maintenance projects for 2019.
2. Primary Student enrolments was at 91 in August 2019. In Preschool we averaged around 22 children per day. This was similar to 2018.
3. School fees increased in 2019 in line with the rate of growth of salaries to ensure that a moderate positive cash flow is maintained. The fee increase was also benchmarked against the predicted forecast 2019 Inflation Rate of around 2.3 %.

2019 Projects and Maintenance Items:

The following list tops the waves of maintenance and projects completed in 2019.

1. Toilet Block: In 2019 the school is embarking on a much-needed refurbishment of the toilet block. This has been staged to be completed over the course of 2019 to minimize disruption.
2. Currumbena 50th Birthday Celebration Maintenance: We embarked on a freshen up of the school for the 50th Anniversary. Jobs completed included painting, new timber sign at the front of the school, and repairs to the library such as a new sliding door.
3. Roof Repairs: Repairs to Sarah and Leesa's classroom roofs.
4. Western Building: Acoustic paneling installed inside the Western Building.
5. Technology refresh: New overhead projectors in some of the classrooms and device replacements.

Capital Expenditure

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

2020 Budget

Due to the COVID-19 event, we have regularly reviewed and refined the 2020 budget and have set a very conservative fiscal plan for 2020. With potential unforeseen impacts on revenue, we will continue to monitor the results throughout the year. Primary student enrolments are similar to 2019 with 93 students as of April.

Closing

In closing, our historical prudent financial management and consistent student fee income has enabled Currumbena to be in a steady position as we navigate the COVID-19 impact into the later part of the year.

In these very strange and stressful times we have all experienced since the early part of this year, it is highly comforting and reassuring that the Currumbena community spirit, that has shone through over the past 50 years, is stronger than ever as we collectively help each other through these extraordinary times.

Theme 2: Contextual information about the school

History

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

Philosophy

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

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

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

Core values and beliefs

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

The joyful pursuit of lifelong learning

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

Celebrating the uniqueness of each child

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

Developing a nurturing community to support children’s development

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

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

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>Currumbena 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>Currumbena 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 Currumbena.</p>		<p>2 Upper school teachers 1 Middle school teacher</p>

Theme 4: Professional learning and teacher standards

PRIMARY TEACHING STANDARDS/ QUALIFICATIONS

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	7
(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 staff attend various professional development trainings and below are some undertaken in 2019:

Description of the Professional Learning Activity	Number of staff participating
Australian Democratic Education Community Conference hosted by Currambena School	10
CPR and Anaphylaxis and Asthma Training for all staff	10
Reportable Conduct and Mandatory Reporting Currambena Staff Induction and Discussion	11
Rock and Water by Lighthouse Education	1
Cyber Safety workshop	10
Principal's workshop on emergency response hosted by the Australian Police	2

Theme 5: Workforce composition

Primary School Staff 2019	
Teaching staff	8
Full-time equivalent teaching staff	6.3
Non-teaching staff	3
Full-time equivalent non-teaching staff	1.9

Details above include a teacher who substituted in Term 4.

Theme 6: Student attendance and management of non-attendance

SCHOOL STUDENT ATTENDANCE REPORT 2019 (taken from the attendance report submitted to ACARA for the first semester of 2019)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
92.07%	94.61%	91.82%	92.99%	94.16%	90.73%	92.78%

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
92.78%	92.74%	93.81%	68%	100%

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 may result in a mandatory report being lodged. All meetings with the parents and student will be documented and kept in the student's file.

Theme 7: Enrolment policies and characteristics of the student body

Currambena is a comprehensive co-educational secular K-6 school providing an education underpinned by democratic values and operating within the curriculum guidelines of the NSW Education Standards Authority (NESA). Currambena is very limited in places that occasionally become available in our primary classes. The enrolment process aims to be fair and equitable, and as open and transparent as possible.

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

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

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

Procedures

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

Currumbena had 91 students in primary school as reported on the government census held in August 2019. It consisted of 44 female and 47 male children, including 2 Indigenous female students, one in Kindergarten and one in Year 2. As Currumbena 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 Currumbena, 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

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.**
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Policy	Changes in 2019	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 • provides student welfare policies and programs that develop a sense of self-worth and foster personal development 	<p>From 2019, all parents assisting in any way with child-based activities in school must hold a current “working with children check” clearance.</p>	<p>The full text of Currambena’s student welfare policy can be accessed from the school website or by request from the School Coordinator.</p>
<p>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 2019</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 agreements which are democratically agreed at class or school meeting. <i>Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student including consequences, suspension or expulsion provides processes based on principles of procedural fairness and involve parents in the processes.</i> Suspension/expulsion procedures transpire only after having followed the Behaviour Management Guidelines and when all the avenues have been exhausted.</p>	<p>No changes were made in 2019</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>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 Currambena community and how the school will respond.</p>	<p>No changes were made in 2019</p>	<p>The full text of Currambena's policy on resolving issues can be accessed from the school website or by request from the School Coordinator.</p>

Theme 9: School determined improvement targets

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

Achievement of priorities for 2019

Area	Priorities	Achievements
Teaching and Learning	To revisit the school's philosophical balance between rights and responsibilities in democratic school	<p>Teachers and students participated in a Cyber Safety workshop at school; similarly, Currambena hosted an evening session on Cyber Safety and managing safe use of internet at home for parents of the community.</p> <p>Conflict resolution courses were offered to the community and the newly appointed teachers.</p> <p>The School Coordinator attended a Peter Hutton forum on putting focus on all students driving their own learning.</p> <p>Reinstating Summerhill Days- a day in the term filled with diverse and creative activities offered to students of all ages</p>
	To impart Currambena's philosophy and core values with other democratic and progressive schools around Asia Pacific	Currambena hosted the 2019 Asia Pacific Democratic Education Conference in July.
Our Wider Community	To reconnect the whole Currambena community and exhibit how the school has evolved over 50 years	Currambena opened its gates to alumni and past Currambena families during its 50 th Anniversary Celebrations in September.
Cultural Awareness	To instil in students a deeper understanding of Australian Indigenous history and culture	<p>The children had lessons on reconciliation, with videos and discussions looking at themes of togetherness, diversity, unity and equality, and an insightful discussion on how to bring people together.</p> <p>Students in years 3 and 4 looked into the Aboriginal perspective on Australian colonisation.</p> <p>The senior class participated at the Lane Cove Children's Voices for reconciliation, with brief speeches on this year's theme 'Grounded in truth-walk together with courage' and a group song 'Solid Rock'.</p> <p>A whole school Indigenous Games festival was held at the Pottery Green park.</p>
	To continue fundraising for	Fundraising for various communities in the world continued, such as Jump Rope for Heart, Bushfire

	communities around the world	Appeal, The Centre for Learning and Children School in Nepal, World Vision sponsor child, amongst others.
Facilities and Resources	<p>To renovate the toilets in preparation for upcoming events- APDEC and 50th Anniversary celebrations</p> <p>To regularly improve infrastructure around the school</p>	<p>Renovation of the eastern toilet block was completed in Term 2. Painting of the posts, lockers, and door and window frames outside the classrooms were also carried out in time for the school's hosting of APDEC and alumni homecoming.</p> <p>Acoustic panels in the western building had been installed for improved sound management, sky lights in the craft room were replaced and kitchen in the main building was updated.</p>
Staff development	To continuously focus on creating a safer environment for students through relevant and quality professional development aligned with the child protection legislations in NSW	<p>A comprehensive discussion on the school's child protection policies was held at the first Staff Coordination Day of the school year. It covered important policies such as the teacher's responsibilities as mandatory reporter, what constituted reportable conduct and the initial response to medical emergencies.</p> <p>From 2019 onwards, all parents volunteering with child-based activities in Currumbena are required to hold current Working with Children Checks.</p> <p>The School Coordinator and a senior teacher attended a Police workshop on responding to crisis in schools.</p> <p>Currumbena staff attended courses on first aid, asthma and anaphylaxis management.</p>

2020 Priorities for Improvement

Area	Priorities
Teaching and Learning	<p>To develop cohesion and collaborative learning between classes</p> <p>To set aside a week of creativity, innovation and fun through a whole school construction of outdoor playground structures</p> <p>To exercise 'democracy in action' in the classrooms</p>
Our Wider Community	<p>To hold a parent information session focussing on the educational value of composite classes</p>
Cultural Awareness	<p>To continue building a profound relationship between Kinma and Currumbena</p> <p>To extend students' understanding of other cultures</p>
Facilities and Resources	<p>To reinforce involvement from parents in maintaining the school's facilities and resources</p> <p>To continue maintenance and refurbishment of buildings and toilet blocks</p>
Staff	<p>To increase the number of staff meetings throughout the year to discuss the philosophical educational values of Currumbena and develop a more collaborative teaching</p>

Theme 10: Initiatives promoting respect and responsibility

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

- a. Daily practice of conflict resolution amongst children and the whole community, 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
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- 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:

- Participation at Lane Cove Children's Voices for Reconciliation
- A whole day visit from Indigenous writer and storyteller, Monty Pryor, with Aboriginal stories, dance and music, and an informative theme on Aboriginal sand
- Dreamtime story-writing session in class

d. Incorporating activities from other cultures within our programme

- Class visits from our culturally diverse parent community and teachers
- Spanish language taught in all primary classes
- Annual Friendship Day with Kinma School in Terrey Hills
- African drumming workshops
- Over-night outdoor adventures for students in Years 3 to 6 – including Mowbray Park in Picton, Little River in Wiseman's Ferry and Booderee National Park in Jervis Bay
- A 3-day educational excursion in Canberra for students in Years 5 and 6.
- Various day excursions and incursions such as the Museum of Sydney's 'Whose Place', 'Kids in Space' program at the Powerhouse Museum, Glen Street Theatre production of 'Picasso and his Dog', Bike wise, Australian Entertainment 'Wannabees', Rainforest Rescue, Guide Dog session, Bureau of Meteorology visit and bush dance lessons.

e. Various fundraising activities to support different charities:

- Heartland School in Nepal
- Bushfire Appeal
- Jump Rope for the Heart
- World Vision for a sponsor child in Uganda

f. Nurturing and caring for our environment through sustainable practices such as rubbish-free Wednesdays and a whole school 'Sustaining Currumbena' effort on Fridays with some help sought from parent-volunteers to maintain the school gardens and the library

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

Theme 11: Parent, student and teacher satisfaction

Parent Satisfaction

- The strength of our community spirit is a strong indicator of parent satisfaction.
- This is manifested in the attendances and participation at various activities.
 - Weekend maintenance days
 - School social functions which are largely organised by parents, such as the Welcome Breakfast, the Bush Dance evening social, the Annual Concert, Art Exhibition, end-of-year community social and weekly playgroup
 - Currumbena parent-volunteers spearheading the hosting of APDEC and the 50th homecoming anniversary
 - Day-to-day voluntary involvement inside and outside the classroom, e.g. reading stations, assisting in physical activities such as swimming and soccer, and volunteer parents coming in to speak about their cultures/ jobs
 - Voluntary parent-run canteen days
 - Group of parents continuously caring for our plants, animals and school library
- Currumbena Community Liaison Committee, a voluntary committee that lends support to new families especially during transition into preschool and the introduction to our larger communities through social events and preschool morning teas
- A School Council made up of teachers and parents with open meetings happening twice a term
- Carpooling for the numerous camping and day excursions
- Verbal confirmation to the teachers, the Coordinator and our School Council
- Positive feedback received from parents who responded to our end-of-year survey
- Attendances at the *Parent Information Evening*, *Moving to High School* forum and the *AGM*
- Big turnout at the annual school concert
- Parent volunteer organising and producing the weekly newsletter
- School photos for the newsletters, the 2020 calendar and for archiving managed by parent volunteers
- Parent volunteer teaching Coding and Extension Maths weekly

Student satisfaction

A high attendance level

Their passion and level of participation

The Year 6 and 7 annual reunion: an evening forum and get-together attended by the present and the

previous year's Year 6 students

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

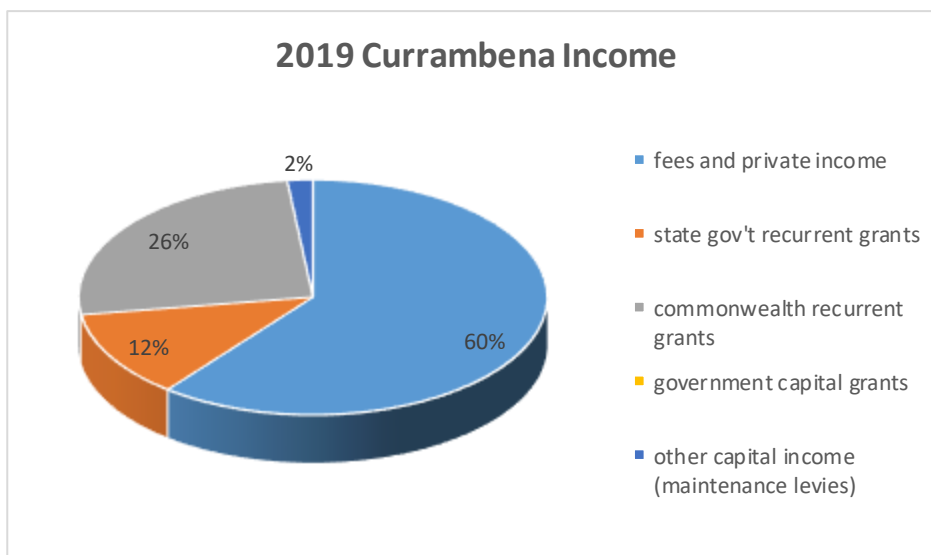
Their own pursuit for knowledge and personal growth in democratic education

Theme 12: Summary financial report

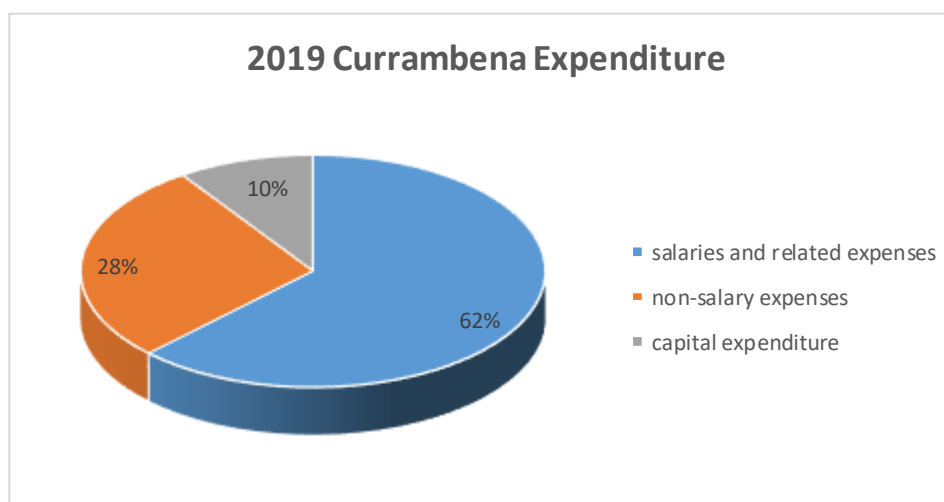
Graphical representation of income and expenditure using percentages only

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 2019 Australian Government Financial Questionnaire.

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



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



Theme 13: Publication requirements

Policy

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

Procedures for annual report

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required
 - for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the School Coordinator for inclusion in the report
 - determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
 - 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:
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- 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 2020
- 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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