



Annual Report 2021

The Currajong School is a registered Independent Specialist Primary School for children with social, emotional and behavioural disorders.

We take a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safe Standards as specified in Ministerial Order No. 1359 (2022)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.

About our school

The Currajong School invites a community atmosphere, with an inclusive and positive learning environment. At The Currajong School we have proud tradition in providing excellence in specialist education for students with additional learning needs around social, emotional and behavioural disorders and maximise every learning opportunity to shape our students' future through high quality, values enriched through teaching and learning.

As a Victorian Independent Specialist Primary School, The Currajong School has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of our learning community. The staff at The Currajong School are dedicated and committed professionals who are experts in their field of education. The Currajong School has provided assistance and expertise to primary and secondary schools within the local area through the Currajong Outreach Program.

At The Currajong School, the school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, to be independent and to value the pursuit of knowledge.

Student enrolment for 2021 was 32 students with results across formative and summative testing and growth against levels of the Australian and Victorian Curriculum showing students achieving growth in all outcomes. This is testimony to the quality education provided.

At The Currajong School, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves their own individual potential, but who is deemed successful within the context of his/her area of talent. To achieve this, we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through the commitment of our dedicated staff.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents, allied health professionals and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This holistic approach of building the foundations of academic, physical, social and emotional learning capabilities of our students, reflects our school's ethos.

Students are eligible to attend The Currajong School if they meet the criteria for enrolment:

Severe Emotional Disorder

Children who require special education provision as well as psychiatric or psychological treatment or monitoring in relation to the social, emotional and behavioural problems they are experiencing.

Age

Children should be the ages to attend primary schooling during their placement at Currajong. They should be no older than 11 years of age at the time of enrolment. In 2021 and previous years, The Currajong School has not offered enrolment to students in Foundation/Prep, this will be something new for the school in 2022.

Intellectual Ability

Children need to be functioning within or above the normal range of intelligence (as measured on a standardised test), in order to be able to benefit from the programs offered at Currajong. As the level of intelligence may be difficult to determine in very young children with social, emotional and behavioural difficulties, such children may be referred on to a more appropriate school placement following periodic review.

Prognosis for Change

There should be positive indicators of children's ability to sustain changes made and to reintegrate into mainstream education following placement at Currajong.

All documentation at the The Currajong School reflects the set of practices of the school. This includes organisational structures, teaching and learning practices and programs, internal and external interactions, School Board and community programs. A detailed list of school policies sits within this framework as part of VRQA quality assurance requirements. The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication. Our highly skilled staff provide programs based upon team curriculum design, evidence-based research and theories, school priorities and most importantly offering differentiated learning and instruction for the individual student needs.

Vision

The Currajong School believes in providing an inclusive and engaging environment which enables students to embrace learning and achieve their full potential. We do this by transforming the lives of children experiencing social, emotional, and behavioural disorders.

Mission

The Currajong School's mission is to provide a positive and therapeutic school environment for children whose social, emotional, and behavioural needs are unable to be met within mainstream education.

At The Currajong School, we aim to work intensively with children to develop the learning and coping strategies which will allow them to re-enter mainstream education with healthy self-esteem, established work habits, and acceptable behaviours. To achieve this goal, children are treated respectfully as individuals, given responsibility for their own behavioural choices, taught to be resourceful in solving problems, and accepted as

valued members of the school community. Children are encouraged at all times to seek positive rather than negative ways of belonging.

We nurture our students to develop self-belief, and a growth mindset that empowers them to live an abundant and successful life. .

Moral Purpose

We support students to become confident learners who achieve to their full potential. To accomplish this, we offer an education approach based upon the High Impact Teaching Strategies.

- We support all students to become literate and numerate.
- We foster curiosity by immersing students in problem solving and providing opportunities for invention and innovation.
- We empower students to discover their potential by offering a personalised learning approach, this means educational programs are tailored to individual abilities and accommodate students' interests.
- Our staff work collaboratively, in professional learning communities, to design and deliver education programs that are engaging and challenging.
- We nurture empathy and compassion through listening and sharing experiences.
- We promote honesty, trust and personal responsibility.
- We create relationships that are caring, supportive and encouraging.

Philosophy

The Currajong School is committed to providing a positive and therapeutic school experience for children presenting with significant social, emotional and behavioural difficulties. The educational program at Currajong has been designed to meet the needs of these young students, with social-emotional learning as an integral component of the curriculum.

The Currajong School operates within the Positive Behaviour Support approach, where learning is understood developmentally, and all behaviour is viewed as communication. The classroom offers a safe base for vulnerable children whose complex social and emotional needs have become a barrier to both their learning and their wellbeing. With the nurture approach students' social and emotional development and learning is supported and enhanced, and the opportunity provided for them to reach their greatest potential.

Our school operates by asking a fundamental question, "Is this work or process in line with the school vision, mission values and beliefs?" This question guides and directs the practice of all staff in the school. The vision of the school will sit at the centre of our focus and there will be expectations about all work aligning with the vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

Enactment of the Philosophy

At the Currajong School, all documentation will reflect the set of practices of the school. This includes organisational structures, teaching and learning practices and programs,

internal and external interactions, School Board and community programs. A detailed list of school policies sits within this framework as part of VRQA quality assurance requirements.

The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication.

The Currajong School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.

Values

Using a model of collaboration and consultation, the staff and students created an agreed set of values that we aim to always demonstrate:

Respect

Treating people kindly, in a way that shows you care about their wellbeing and how they feel. Sometimes it means doing things for them or listening to their instructions.

Responsibility

Being honest and fair, having courage, and owning your actions.

Resilience

Bouncing back from challenges and difficulties, giving things a go, and trying your best.

Governance

The Currajong School Limited is a company limited by guarantee. The Board of Directors forms the School Board which acts as the governing body, appoints the school principal, and establishes and monitors the strategic direction of the school. The operation of the school is delegated by the Board of Directors to the school principal.

Board of Directors

Mrs Deborah Negri (Chair)

Ms Connie Linney

Ms Philippa Murray

Ms Elizabeth Pattison

Mr Stephen Carey

Mr Ron Mack

Ms Rachael Collier

Ms Clare Neeson

Company Secretary: Belinda Wright

Staffing

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high-quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit.

In 2021 the staff comprised 23 teaching, support and administrative staff, with a mix of full-time and part-time. One staff member identified as being of Aboriginal and/or Torres Strait Islander background.

Leadership Team

Principal

Susan Coull- Term 1

Edwina Aikman- Term 2 (Acting Interim Principal)

Rhett Watts- Commenced Semester 2

Business Manager

Belinda Wright

Assistant Principal

Julian Pharoah – Commenced Semester 2

School Psychologist

Sharon Crowley- Semester 2

Teachers

Paul Crick

Ruth Mangan

Cris Payne (Semester 1)

Sarah Hunt

Shaun Gordon (Commenced Term 4)

Travis Ott (Commenced Semester 2)

Carli Eikelis (Commenced Semester 2)

Lisa Dinan (Semester 1)

Michele Whitby

Teaching Assistants

Jamie Choon

Noelle Collado

Janine Hamilton

Susan Hughes

Georgia Koutina

Bernadette Young
Zac Wright
Sayeed Shah
Chloe Dixon
Nick Lee
Karin Bradford

Specialist Support

Psychology

Sharon Crowley

Speech Pathology

Aretha de Kretser

Music Therapy

Philippa Reid

Occupational Therapy (Commenced Semester 2)

Amelia Webster

External Service Providers

Dance – Fit2Move

Swimming – Ashburton Pool & Recreation Centre

Sports Coach- Monty's Multisport's

Strategic Development

The Strategic Plan was endorsed in November 2019 and will be implemented until December 2022. Five key areas were identified addressing the immediate needs of the school community, these are identified below, with some key actions that were achieved in these areas in 2021:

Our Learning and Wellbeing – improving educational and allied health services; enhancing transition into and out of the school; introducing Positive Behaviour in Schools.

- ✓ Finalised and implemented a whole school SWPBS matrix and expectations of learning.
- ✓ Re-designed the structure of the school timetable to include all areas of the curriculum and optimise students learning
- ✓ Transitioned to the Victorian Curriculum
- ✓ Developed a new reporting system on Sentral

- ✓ Increased the Allied Health Team, and an environmental and multidisciplinary model of delivery
- ✓ Introduced the SeeSaw platform to enhance remote learning and engage students

Our Staff – implementing a performance and development system with regular feedback; improving communication; documenting and increasing transparency of employment conditions.

- ✓ Increase human resources into the school with the appointment of a new principal in semester 2, fulltime assistant principal, part time administration assistant, fulltime occupational therapist and ensuring 2 x Teaching Assistants in all classrooms.
- ✓ Introduced staff 1:1 meeting each term to prioritise feedback and communication
- ✓ Restructured the whole school meeting scheduled to ensure professional learning was included on a weekly basis
- ✓ Developed a performance and development process to be implemented in 2022
- ✓ Professional development process developed for 2022

Our Community – increasing opportunities for parental involvement; engaging with external stakeholders; sharing staff expertise back into the community.

- ✓ Introduced the Seesaw platform to involve families in remote learning, and share student work
- ✓ Introduce online parent information sessions with the school psychologist
- ✓ Introduce small group parent meetings with the principal
- ✓ Develop a plan for school community events to be implemented in 2022

Our Facilities – developing a master plan to improve school facilities; improving technology supports and offerings.

- ✓ Developed a Reset Room
- ✓ Purchased green screen equipment
- ✓ New electronic locks installed on main doors
- ✓ New website developed

Our Governance – building the representation, skill sets and diversity of the Board members; planning for succession; ensuring turnover of Board members.

- ✓ Two new board members appointed
- ✓ Essential agreement established
- ✓ All school policies reviewed and approved

Teaching and Learning

Curriculum

Our school commenced the 2021 school year using the Australian Curriculum. The Australian curriculum informs the pedagogical direction for all students. It "sets the goal for what all students should learn as they progress through their school life – wherever they

live in Australia and whichever school they attend". We teach seven of the eight learning areas: English, Mathematics, Science, Health and Physical Education (HPE), Humanities and Social Sciences (HASS), The Arts and Technologies. As a specialist school, we are exempt from teaching a language.

However from semester 2 2021, the school transitioned to the Victorian Curriculum, so that our students learning was more streamlined to the outcomes of DET schools and other settings to which our students transition from and to. Our school uses the Victorian Curriculum as the basis for all programs.

The Victorian Curriculum has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students.

For more information visit <https://victoriancurriculum.vcaa.vic.edu.au/>

At The Currajong School, the school team ensure students experience a secure and supportive place to learn to the best of their ability. All classrooms foster an environment that is positive and productive. Through a curriculum that is supported by an integrated therapy team, positive behaviour support system and various specialist programs, all children are encouraged to develop their communication and independence skills, attempt new challenges and to accept responsibility for their learning and their behaviour.

The academic program at The Currajong School adheres to the belief that all students have a right to an education and all students will flourish with a comprehensive and strategic approach to support their individual learning needs. Our teachers follow differentiated teaching and learning strategies to tailor their methods effectively to reach every student, giving all students the opportunity to succeed in the Victorian Curriculum.

Curriculum programs have been developed which whilst reflecting VCAA policy and organised according to the Victorian Curriculum Learning Standards and Levels F-10 of the curriculum. We also recognise the very individual needs of our students. Specific programs have been developed in each domain. Through these programs the Teachers at The Currajong School develop the skills identified in students' individual learning plans (ILP).

At The Currajong School, literacy and numeracy skills are aimed at the level of each child through a differentiated program. Teachers reflect and evaluate programs to make sure they are directed appropriately to each child. Across the School learning is structured around Literacy (speaking, listening, reading and writing) and Numeracy programs. This involves a daily teaching block and ongoing assessment in subject areas, highlighting best practice and innovative and stimulating activities.

Our environmental model of allied health supports the classroom teachers and assistants with strategies and recommendations to apply a therapeutic model to learning along with interventions to assist all students in accessing all teaching and learning programs.

During 2021, the staff investigated and adopted use of Inquiry Based Learning. The Currajong School adopts the process of our own guided approach to Inquiry Based

Learning to engage the students in learning outcomes, enrich learning environments and aims to connect students learning to hands-on, real-world experiences.

Starting in semester 2 2021, we implemented a whole school approach to Inquiry based learning every term. All classes engage in the same Unit of Inquiry (UOI), however the investigations, activities and learning outcomes are levelled and age appropriately targeted to the students across the school. The units of inquiry are planned to incorporate a rotation of the various learning domains from the Victorian Curriculum and have an integrated approach to include outcomes from multiple learning areas.

In 2021, our school focused on ensuring consistency in pedagogy from one class to another, the staff enhanced their already strong understanding in an agreed gradual release of learning. Together the staff developed the following Instructional framework.

Our Instructional Model

'I Do You Do We Do' model

At The Currajong School, the 'I Do We Do You Do' is a model of teaching which is also known as the 'gradual release of responsibility' model. The aim is to show our students how to perform a task and give them a chance to test it out with support, before they embark on the work themselves.

What is the 'I Do We Do You Do' model of teaching?

Modelling is when our teachers demonstrate new ideas or techniques to their students who learn by observing what the teacher does.

'**i do we do you do**' is a method of modelling that starts with some demonstration by the teacher, then moves to supported practice, before finally turning into independent work. It is also known as the 'gradual release of responsibility' model because it begins with a very traditional style of teaching where the teacher has a dominance of the classroom and is doing most of the talking. And it ends with students busily working on the new tasks that they have just learned how to tackle.

To support teaching and learning at The Currajong School, our instructional model of 'I do, We do, You do' is supported by Learning Intentions and Success Criteria.

Learning intentions are statements that describe what our students should know, understand and be able to do by the end of a task. Success criteria are linked to learning intentions and describe what success looks like.

From implementing Learning Intentions and Success Criteria, Teachers at The Currajong School have found they:

- assist our teachers to articulate the purpose of a learning task and make judgements about the quality of student learning.
- support our teacher assistants in understanding the purpose and intention of the lesson/activity.
- help students to focus on the task or activity taking place, what they are learning and also self-reflect.
- At our school, this may be used for the whole class or differentiated for individuals or smaller groups within the class.

The Currajong School strives to continually maintain and challenge a high level of participation and achievement for students within the Victorian Curriculum. Teachers use both formative and summative assessment resources to support this process and record achievement.

At The Currajong School every student has an individual learning plan. This results in very high engagement in the learning process of all students. Staff set realistic learning goals for each student attending Currajong. Student results reflect the teacher's capacity to plan thoroughly and use appropriate pedagogical practices with continual monitoring. Continued improvement in student outcome progress is enhanced by student and staff competency in using new technology devices.

Teachers have been working on building capacity to provide differentiated learning, where the students are working and plan tasks which are both enjoyable but challenging for every student. By developing teacher knowledge through professional development & meetings, the school has been able to implement consistent and sustained high-impact teaching strategies.

Wellbeing and Engagement

An Individual Learning Plan is designed in consultation between the school, parents/carers/ guardians, and external services for every student. The ILP has specific goals developed that are aligned to personal and social capabilities.

A program of supports and programs is individualised for each student's needs to assist them managing and monitoring their behaviour. Every student has a Behaviour Support Plan (BSP) at The Currajong School. In 2021, the staff at Currajong, developed a new BSP template that supports students' behaviours of concerns with targeted and specific strategies.

Inclusion and engagement are the basic tenants that The Currajong School lives by. This is achieved through promoting our school values of Respect, Resilience and Responsibility. All the students who come to Currajong have a right to learn and be exposed to the full curriculum. While we do not measure student engagement explicitly, anecdotal evidence and the feedback we get from families inform us that student engagement is extremely high. In terms of having high expectations for our students we are constantly striving towards improvement in student learning, with the expectation that expanding of our social and emotional supports will give us greater clarity around this.

The social, emotional and behavioural disorders, along with other formal diagnosis such as ASD, ADHD etc of our students can limit their ability to significantly apply metacognitive strategies to their learning. We have found that with the expansion of the extra curriculum offerings the students' engagement has increased. This includes Transition programs, Sports Clinics, Cooking, Horticulture, Clubs, Swimming, Community access, Music and Dance.

The Currajong School consolidated the use the School Wide Positive Behaviour Support (SWPBS) to promote student safety, wellbeing and to support students to manage their behaviour. All though in its infancy, in 2021 the school community developed a matrix of whole school expectations that are clear for all students and SWPBS has started to

become consistent across the school. SWPBS awards were introduced at assemblies to celebrate the new certificate system to promote students' rewards aligned to the SWPBS values.

In 2021, the Sentral well-being platform was explored further, and further modules were developed and implemented to ensure that both documentation and incident recording was on a digital platform for student management and accountability. The well-being platform has been extremely successful with all staff using it to log major incidents that occur at school. This has been a significant change in practice for staff at Currajong, where prior to 2020 there was no digital platform and incident reporting was inconsistent and behaviours could not be tracked.

To support students social and emotional learning, in 2021 the school introduced, the Rights, Responsibilities and Respectful Relationships Program.

Respectful Relationships supports school settings to promote and model respect, positive attitudes and behaviours. At The Currajong School, we have an ongoing commitment to ensure our students and school community are taught all components of the Respectful Relationships program. We have found it teaches our children how to build healthy relationships, resilience and confidence.

Program background

The Royal Commission into Family Violence identified the critical role that schools, and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, respectful relationships education became a core component of the Victorian Curriculum from Foundation to year 12 and is being taught in all government and Catholic schools and many independent schools.

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

At Currajong, Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students. Together, we can lead the way in saying yes to respect and equality and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.

Allied Health at The Currajong School

During 2021, The Currajong School expanded the Allied Health Team. The Allied Health Team is a multidisciplinary team that provides our school-based therapy services that supports students, as well as family and teacher professional learning.

The team consists of four passionate staff:

Speech Pathologist, Occupational Therapist, Psychologists and Music Therapist.

They are dedicated to providing the highest quality school-based intervention services to our students to support their emotional, social, behavioural needs so they can access personal goals and achievements with their learning.

The team brings years of experience working in the child's context of learning to support and enhance academic skills, build self-esteem, persistence, resilience, and social skills. The individualised and school specific focus of our practical, rigorous, and proven intervention approaches allows for action-based learning which brings about sustainable change that supports our teachers and support staff to continue and apply in their teaching and learning every day.

Psychologist Support

Our school psychologist is the leading mental health expert in our school, and can assist students, families, and staff to support a young person to get the best out of life at The Currajong School.

Psychologists are experts in human behaviour. They have studied the brain, memory, learning, human development, and the processes that determine how people think, feel, behave and react.

The School Psychologist provides professional expertise and support to assist students in achieving positive educational, developmental, and learning outcomes through the delivery of counselling services.

In collaboration with relevant staff members, our School Psychologist recommends and supports the implement programs for students that have a focus on preventative and early intervention strategies; that are responsive to identified personal, social, emotional, and educational needs; and aim to foster resilience and personal, social and emotional skills development.

Occupational Therapy

The overall goal of Occupational Therapy is to maximise a student's ability and potential to independently participate in a variety of activities across the school day. This may be through improving the child's skills and/or adapting the environment to increase independence. Activities may be academic, such as writing skills as well as non-academic, including the development of social skills, sensory processing, emotional regulation, and self-care skills.

Our Occupational Therapist works in classrooms and small groups. They also support teachers, assistants, and students in the following areas:

- Assessments
- Developing fine motor skills
- Developing gross motor skills
- Incorporating sensory processing skills into daily school life and promoting regulation skills
- Increasing independence with self-care skills
- Adapting school programs to increase independence and participation
- Prescription of adaptive equipment

- Play skills through the Play Program (lower primary)
- Supports for regulating behaviours and de-escalation strategies

Speech Pathology

In 2021, the Speech Pathologist at our school supports the development of students' communication skills to enable them to access the school curriculum to the best of their ability. Speech pathology is run primarily in the classrooms in collaboration with the teacher and assistant.

- Assessments
- AAC (alternative and augmentative communication systems, such as; iPad's, communication books or picture systems, as required.
- Who school visual communication systems across the school
- Pragmatics (social use of language)
- Language (understanding and use)
- Articulation (speech clarity)
- Fluency (stuttering)
- Play skills through the Play Program (lower primary)

Music Therapy

At The Currajong School, Music Therapy focuses on meeting therapeutic aims, which distinguishes it from musical entertainment or music education.

Music Therapy is a professional allied health discipline that uses music as a tool to address a range of emotional, physical, social and cognitive needs.

It draws on the power of music to arouse emotions that can be used to motivate and engage students towards achievement of their therapeutic goals.

Music Therapy assists our students in strengthening abilities and developing skills so they can be transferred to other areas of a student's life. The goals of Music Therapy can include using music to:

- facilitate communication and social skills
- develop emotional expression
- build self-confidence
- increase awareness
- develop motor skills
- provide opportunities for stimulation
- improve quality of life

The music therapy activities used to meet these goals can include:

- Singing and vocal activities

- Use of music technology
- Music listening
- Educational/instructional songs.
- Song writing
- Improvisation
- Instrumental playing
- Movement to music
- Recording

The Music Therapist works across all classes both group and individual sessions and collaborates with other allied health members and teaching staff to provide a consistent and holistic approach to learning across our school.

Student Progress

Each student works towards individualised goals which are included in their Individual Learning Plan. Parents, external specialists and school staff work together to determine the student's needs and how they are best met.

During the 2021 school year it was difficult to assess the learning of the students due to the ongoing disruptions of remote learning, lockdowns and how this impacted the students' behaviours and engagement in tasks. Our students already require specialised approaches to assessments as many will often refuse to participate, the main goal for all our students in 2021, was ensuring they were able to integrate to onsite learning and relearn the social and emotional skills to engage with others and learning, as many students' stamina to learning and resilience was impacted by the pandemic.

In 2021, students were assessed on the Woodcock-Johnson IV Tests of Achievement for reading, mathematics and spelling. This was completed in Term 4 when students returned to onsite learning. As many of the students are reluctant to engage with this assessment and it can take up to 15 hours per student, the teachers at the Currajong researched and explored alternative assessment platforms that can be used to evaluate students learning against the curriculum. These new platforms such as Essential Assessment will be introduced in 2022.

Throughout 2021, we had around 60% of students show improvement, however the majority of the students remained at the same levels of learning through the changes between remote and face to face learning. All of the students at Currajong are funded under NCCD. All teachers differentiate learning and assessments for the students based on the programs and scope of learning mentioned above. Our student's learning growth is measured on the achievement standards in the Victorian Curriculum. Teachers will use this data to set individual learning goals in 2022 and use it to plan activities at the students point of need.

Eligible students are entitled to undertake the annual NAPLAN assessments. NAPLAN testing was undertaken in 2021, three students participated.

During 2021, the staff at the Currajong school also developed a style guide for reporting and ILP's, as well as an assessment schedule to ensure consistency in reporting on student achievement and outcomes. The Assessment and Reporting Schedule at The Currajong School is a guideline used to observe and measure learning to inform teaching practice and classroom curriculum design. It requires teachers to regularly reflect on the curriculum delivered to students ensuring that a consistent and informed learning and teaching cycle is implemented. Mandatory assessments occur throughout the year.

Student Attendance

Student attendance data for 2021 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

In 2021, families were required to notify the school of an absence either in person or by telephone, email or note. In 2022, the school will introduce the Sentral Parent Portal to make absence notifications easier. Regular attendance is heavily promoted as consistent participation in programs is a key to ensuring progress.

Students at The Currajong School have relatively high attendance and enjoy coming to school. We have a few students that have higher than usual non-attendance records and individual support plans are put into place with the students and their families. This is focused regularly at leadership and care team meetings, then further communicated with relevant staff across the school.

For the general cohort of students, reminders are made at assemblies and in the school newsletter about attendance. Student absence is also shown at the front of the school reports at the end of each semester. The principal also monitors student attendance records on Sentral and communicates this with families and students when attendance becomes a concern. If a student is absent for a number of days, an absence plan is created, and the teachers send a work pack home for the student to complete.

Staff work closely with parents/guardians/carers, psychologists, and other therapeutic support staff to enable regular school attendance for each student.

Improved School Facilities

A number of improvements were implemented according to the changing needs of the school community:

- ✓ A new security system of electronic locks installed on doors for occupational health and safety.
- ✓ A small renovation of painting and purchased resources were made to develop a 'Reset Room' for students when they are dysregulated.
- ✓ The school invested in developing a brand new website with new layout and information.

A donation of \$10,100 from the Rotary Club of Chadstone/East Malvern provided financial assistance bursaries to be provided to two students.

School Operations

Income 2021

Government Grants	1,730,866
Fees and levies	376,408
Interest	20,877
Donations	15,500
Capital Grants	0

Expenditure 2021

Salaries and Associated Costs	1,986,278
Operating Expenses	181,978
Depreciation	101,696
Contingency	184,284

The Currajong School

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