



Annual Report 2025

The Currajong School is a registered Independent Specialist 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*.

About our school

The Currajong School invites a community atmosphere, with an inclusive and positive learning environment. At The Currajong School we have a 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 inclusive teaching and learning.

As a Victorian Independent Specialist 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.

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, strive to achieve their best, be considerate and supportive of others, be independent and to value the pursuit of knowledge.

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 The Currajong School 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.

Student enrolment for 2025 at the time of Census was 41 students with results across formative and summative testing and growth against levels of the Victorian Curriculum showing students achieving growth in all outcomes.

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 the School's ethos.

The Currajong School caters to students that meet the following 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 age to attend primary schooling during their placement at The Currajong School. They should be no older than 11 years of age at the time of enrolment. The Currajong School offers enrolment for Foundation to Year 6 students.

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 The Currajong School. 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 The Currajong School.

Our Purpose

To provide compassionate, specialised education that supports children experiencing significant social, emotional and behavioural challenges. Empowering them to grow, learn, and thrive.

Our Mission

To provide a safe, positive, and therapeutic learning community for children whose needs cannot be met in mainstream education. We work in partnership with families and professionals to help each child build confidence, resilience and the skills to succeed in learning and in life.

Our Vision

To positively impact the growing need in our community by transforming the lives of children with social, emotional, and behavioural challenges through an inclusive and engaging environment where every learner feels valued, inspired and able to achieve their full potential.

Our Values



Respect

Resilience

Responsibility

Respect – *treating people the way you would like to be treated*

Resilience – being able to bounce back from challenges

Responsibility – taking accountability for your actions, words and behaviour

Behaviour Purpose Statement

At The Currajong School, we embrace the values of Respect, Resilience, and Responsibility, in a safe and supportive learning environment.

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.

Staffing

The School attracts 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 students. This is done within a collaborative culture, creating a strong sense of community and team spirit.

In 2025 the staff comprised 24 teaching, support, allied health and administrative staff, with a mix of full-time and part-time.

The table below provides a breakdown of staff numbers by category as at the end of the 2025 school year:

| Category | FTE |
|---------------------|-----|
| Principal Class | 2 |
| Administrative | 1.8 |
| Teaching Staff | 6.8 |
| Teaching Assistants | 8.8 |
| Allied Health | 2 |

Professional Development

All registered teachers at The Currajong School are required to engage in at least 20 hours of professional development activities each year in order to renew their registration. All staff participated in staff briefings, staff meetings, team meetings, whole school professional development and individualised and targeted professional development that aligns to the School Strategic Plan. Staff have accessed professional development delivered by Independent Schools Victoria (ISV) and other organisations that are experts in their relevant fields.

Teaching and Learning

Curriculum

The Currajong School uses the Victorian Curriculum as the basis for all programs. In 2025 Victorian Curriculum 2.0 was launched and implemented across the School to ensure that curriculum content and achievement standards enable continuous learning for all students.

At The Currajong School, all staff ensure students experience a secure and supportive place to learn. All classrooms foster an environment that is child centred, safe, 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 and supported to develop their communication and independence skills, attempt new challenges and to accept responsibility for their learning and their behaviour.

The academic program 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 employ differentiated teaching and learning strategies to tailor their methods effectively to reach every student, giving all students the opportunity to succeed.

Curriculum programs have been developed reflecting the Victorian Curriculum and Assessment Authority (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 (ILPs).

At The Currajong School, literacy and numeracy skill development is aimed at the level of each child through explicit teaching and differentiated learning tasks. Teachers assess, measure student learning growth, reflect and evaluate programs to make sure they are directed appropriately to each child. Across the School learning is structured around Literacy (Literacy, Language and Literature) and Numeracy (fluency, 6 strands, strategy and retrieval) 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.

In 2025, we continued to embed the implementation of a whole school approach to inquiry-based learning. Every term, all classes engaged in the same unit of inquiry. The investigations, activities and learning outcomes were levelled and age appropriately

targeted to the students across the school. The units of inquiry were planned to incorporate a rotation of the various learning domains from the Victorian 2.0 Curriculum and have an integrated approach to include outcomes from multiple learning areas.

The School implemented a whole-school synthetic phonics program, strengthening our existing Reading to Learn approach. Teachers introduced decodable texts and delivered explicit instruction in segmenting, blending, phoneme manipulation, and morphology to build students' decoding, spelling, and handwriting fluency.

To extend comprehension and writing, staff used mentor texts and structured scaffolds that supported students' thinking, oral language, and written expression. Learning occurred through whole-class instruction and targeted small-group sessions facilitated by teachers and education assistants.

These purposeful, engaging literacy experiences ensured students practised and applied foundational skills in meaningful contexts such as shared reading, discussion, and guided questioning- resulting in stronger engagement and growing confidence across the school.

Every student has an ILP which results in a very high engagement in the learning process of all students. Staff set realistic learning goals for each student. Student results reflect the teacher's capacity to plan thoroughly and use appropriate pedagogical practices with continual monitoring.

Teachers have been working on building student capacity by providing differentiated learning opportunities, where the students are working and engaged in planned activities/tasks which are both enjoyable yet challenging for every student. By developing teacher knowledge through regular professional development and meetings, the school has been able to implement consistent and sustained growth in the understanding and implementation of high-impact teaching strategies.

Wellbeing and Engagement

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

Individualised supports are implemented to cater to each student's needs, to assist them in managing and monitoring their behaviour. Every student at The Currajong School has a Behaviour Support Plan (BSP). This provides a consistent proactive approach for staff to manage students' unmet needs as they may arise, implement strategies to assist students in regulation and then re-engage with social, emotional and academic learning. Students with identified medical and health care needs also have a Student Health Care Plan.

Inclusion, engagement and equity are imperative to The Currajong School. This is achieved through promoting the School values of Respect, Resilience and Responsibility. All the students who come to The Currajong School have a right to learn.

Having high expectations for our students, we are constantly striving towards improvement in student learning. With the focus on social and emotional learning we see growth in the personal and social capabilities of our cohort of students.

The Currajong School continues to consolidate the use of the School Wide Positive Behaviour Support (SWPBS) to promote student safety, wellbeing and to support students to manage their behaviour. A matrix of whole school expectations has been developed, with clear weekly focuses for all students and SWPBS consistently applied across the School.

The Respectful Relationships program supports schools to promote and model respect, positive attitudes and behaviours. At The Currajong School, we have an ongoing commitment to ensure our students, and the wider 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.

There has been a whole school focus on upskilling staff in Trauma Informed Practices with all staff progressively completing training in the Berry Street Educational Model Trauma Informed Practices. This has seen staff refine their practices, increasing student sense of belonging, student wellbeing and engagement in the classroom. All staff are progressively trained in responding effectively to and supporting student behaviour through Team Teach.

The School has continued with implementation of the Interoception Curriculum to further expand staff knowledge and better support and develop student personal, social and emotional learning and development.

The Currajong School's allied health team is a multidisciplinary team that provides school-based therapy services that support students, as well as family and teacher professional learning.

The team consists of four passionate staff; one Occupational Therapist, two Social Workers and a Student Counsellor. They provide the highest quality school-based intervention services to our students to support their emotional, social, and behavioural needs so they can access personal goals and achievements with their learning.

Student Progress

As a registered Specialist School, The Currajong School ensures that each student works towards individualised goals which are included in their ILP. Parents, external specialists and school staff work together to determine the student's needs and how they are best met.

The Currajong School Curriculum is informed by the Victorian Curriculum. The Essential Assessment Platform is used to assess student progress in English and Mathematics. 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.

Eligible students are entitled to undertake the annual NAPLAN assessments. NAPLAN testing was undertaken in 2025 and a total of six students participated. Many students are eligible and are granted exemption from NAPLAN testing.

Student Attendance

The overall attendance rate for 2025 as measured during the DET collection period was 88.82%. The reasons for non-attendance related primarily to illness and/or medical needs, external therapy services and counselling appointments.

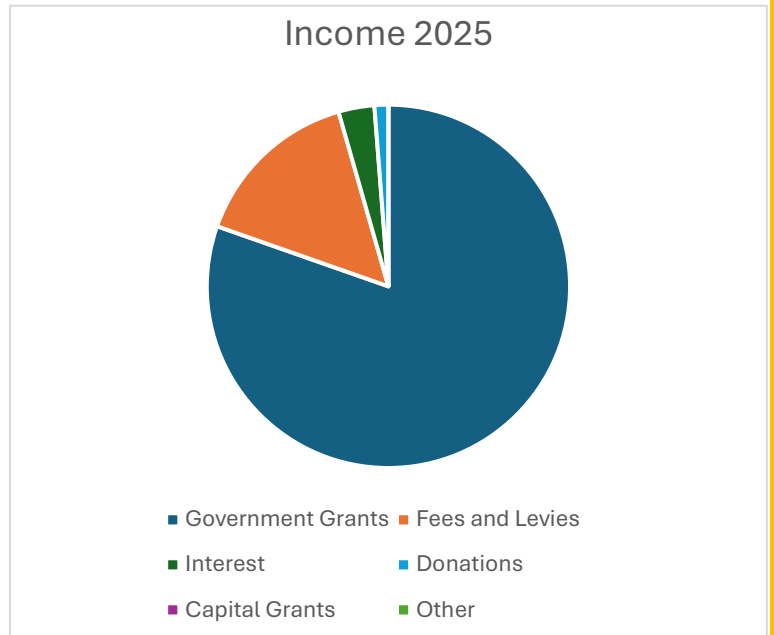
In 2025, families were required to notify the school of a student absence by using the Sentral Parent Portal, telephone, email or written note. Regular attendance is extremely important as consistent student participation in the academic, social and emotional learning program is key to ensuring progress.

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

School Operations

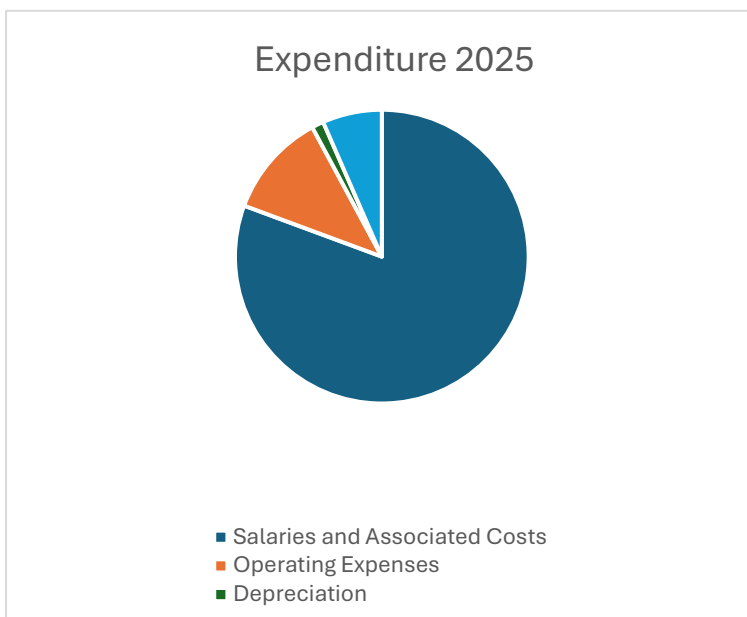
Income 2025

| | |
|-------------------|-------------|
| Government Grants | \$2,491,810 |
| Fees and Levies | \$471,337 |
| Interest | \$99,014 |
| Donations | \$38,360 |
| Capital Grants | \$0 |
| Other | \$18,677 |



Expenditure 2025

| | |
|------------------------------|-------------|
| Salaries and Associated Cost | \$2,329,336 |
| Operating Expenses | \$332,366 |
| Depreciation | \$37,725 |
| Contingency | \$189,752 |



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