



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report

2008

'a happy learning environment'

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Foreword

Tambelin strives to provide children with a firm foundation for life long learning.

To achieve this, all parents need to actively assist in the administration of the school and participate in school activities.

The philosophy of the school is for children to be happy in the learning environment. Crucial to this is that each child is regarded as an individual.

A low student to staff ratio and limited class numbers provides the opportunity for focus on the individual. Children are encouraged to develop at their own pace and to realise their full potential in a non-competitive atmosphere.

In this way, it is possible to extend gifted children and to reduce pressure on the less able.

Tambelin is a small school where children of different ages interact and learn within two classroom groups. The two groups are K-2 and Year 3-6.

President's Report

Message from the President - Tambelin Independent School's Parent Governing Body

It is with great pleasure I present my first President's Report for Tambelin Independent School, 2008.

2008 was another important year in the life of the school. The promotion committee came forth with a new school logo. A special thank you, to Dominic O'Flynn and Peta Thurling for their expertise and guidance in producing an outstanding logo, which we can look up to for years to come. Thankyou, to Tony and Megan Marks for the new school sign and T-shirt production. A special thank you to all those who contributed to our new look brochure. This brochure has been well received and a credit to all the people who made this possible.

This year the school has put in motion the final stages of the Investing in Schools Grant. The projects included a new boundary fence, air conditioning in the computer room, security shutter on the junior room classroom window and finalising Library spending. Another submission for grant money has been made for 2009.

I would like to thank the past President, Karen Lee and committee for their support. Thankyou to present committee members, for their dedication and commitment to the running of the School. A special thank you to the Treasurer Sally-Jane Perkins, who has given the school professional financial guidance and direction.

Thankyou, to all the fantastic staff at Tambelin. They have remained enthusiastic and totally committed to providing the highest quality education available. The test of the effectiveness came this year in the form of the N.S.W. Board of Studies mandatory five yearly inspection, which determines whether or not a school should be allowed to continue to operate. The report was complimentary. Not only was Tambelin compliant with all requirements for registration and accreditation, it was congratulated on being a very effective school and was commended on its work and directions. In particular the inspectors noted:

- The quality of staff and evidence of that quality in the documentation (programs, lessons notes, student work samples)
- Excellent student welfare programs and professional development strategies.

A special thankyou to Catherine who took a lead role in the many months of preparation for the inspection and to Melanie Winkler and Michelle McIntosh for their professionalism and support through this very challenging period. All Tambelin teachers mentioned contributed with scope and sequence documentation, programs and work samples. Importantly, their good planning and teaching, day by day, over time, guaranteed the success of the inspection.

We should all look forward to a very positive 2009.

Andrew Harborne
President

Principal's Report 2008

2008 has been an exciting and productive year for students and staff at Tambelin. The school started the year with 23 students and finishing with the prospect of 32 enrolments for 2009. It was wonderful to think we had a large intake of 7 children for kindergarten in 2008. These children have grown in so many ways; academically, socially, emotionally and physically. Once again, here at Tambelin the focus is the children. Their growth and development is our priority so their learning can flourish. This emergent learner and individual cannot grow with school alone. Parents play a very important role in the school.

Thank you, to those parents who have helped in class. Also to other parents who have given their time on excursions, proof reading, cleaning, mowing lawns, paying wages, school maintenance and attending meetings. All these activities contribute to the caring and nurturing environment we have here at Tambelin.

This year has been exciting for all students. We aim to give the children a variety of experiences in all the Key Learning Areas of the core curriculum. The children have experienced a variety of sport, which complements our existing 2 hour weekly program. Our high emphasis is placed on the 12 fundamental movement skills, swimming and team games. The children have had the opportunity of a four week ALF football workshop, a guest cricket player from NSW cricket, swimming lessons and a weekly visit of a specialised dance and gym teacher in Terms 3 and 4. Students have continued learning Mandarin and also have had the opportunity to learn music during school time by an outside tutor from the Regional Conservatorium. Other activities that have been a highlight of our year were excursions to the local art Gallery, a visit from the Top-to-Top Swiss Climate Change Ambassadors travelling the world through Goulburn, Life Education, Questacon, Canberra Space Centre, Goulburn's St Claire Historic House, Goulburn Sport and Cultural Expo and how can we forget our memorable trip to Sydney; the experience of sleeping at Taronga Zoo next to snakes and Yum Cha lunch in Sydney's China Town. All this has made for an exciting year but certainly would not have been possible without the help of the wonderful dedicated staff we have here at Tambelin.

Thank you to Melanie and Michelle who started bravely at the beginning of the year and have tackled the challenges of small school life. Congratulations to Vikki Carmichael who is on maternity leave and has been blessed with little Liam. A huge thank you to Sharon Alessi, who has joined our school staff and is a fantastic support and help to the staff and children. Thankyou to the schools computer guru David, who is such an asset to our school. All Tambelin's staff commitment and dedication to each individual child is second to none.

Lastly, this was the schools year for registration. The NSW Board of Studies mandatory inspection, which determines whether or not a school should be allowed to continue to operate, happened in August. Much of the paper work was submitted in March with a visit from the Board Inspectors in August. The report was complimentary and the school was compliant with all requirements for registration and accreditation. The school was congratulated on all aspects of the school, in particular the inspectors noted;

- A high quality of leadership and staff qualifications at the school
- Exceptional programming and choice of programs
- Assessment of student work samples dated, marked and commented on and linked to syllabus outcomes was outstanding
- A unique school which should be shared with University under Graduates.

The Board of Studies inspectors granted the school the maximum period of 4 years of registration.

Tambelin School is committed to providing each child with the opportunity to develop their strengths and talents in a first-rate educational environment. The school acknowledges with sincere appreciation the collective philanthropy of parents, staff and friends.

Catherine Harborne

Principal

Educational and Financial Reporting

Policy

The school will maintain the relevant data and information and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the Annual Report to the Board of Studies and other stake holders as required;
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the 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 appropriate form to send to the Board of Studies;
- Setting the annual schedule for
 1. Delivery of information for each reporting coordinator
 2. Preparation and publication of the report
 3. Distribution of the report to the Board of Studies and other stake holders.

Request for Additional Data

From time to time the Australian Government, through the Minister for Education, Science and Training may request additional information.

To ensure that such requests are dealt with appropriately, the school will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The school will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to the DEST in an appropriate form.

Value Added Information

It should be noted that Tambelin Independent School is a small school, with a maximum student enrolment of 30-32 students, and the overall result when using percentages and averages can be overly influenced by the results of 1 or 2 students.

School Performance in NAPLAN

All students in Years 3 & 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in 2008.

Year 3:

- 50% of students were above the National Reading average
- 50% of students were above the National Writing average
- 50% of Students were above the National Spelling average
- 50% of students were above the National Numeracy average

Year 5:

- 100% of students were above the National reading average
- 100% of students were above the National writing average
- 50% of students were above the National spelling average
- 50% of students were above the National Numeracy average

Teacher Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	3
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
Teachers who do not have qualifications as described above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Professional Development for 2008

Course	Provider	No. Of Staff	Cost
LIN /LIEN Numeracy	Association of Independent Schools	3	\$1200.00
Child Protection Investigation	Association of Independent Schools	1	\$450.00
China Down Under: Preparing for the Olympics	Association of Independent Schools	1	\$160.00
Meeting the needs of Diverse learners	Association of Independent Schools	1	\$160.00
Managing Challenging Behaviour	Special Education & Disability Services	3	\$150.00

Teacher Attendance and Retentions Rates

Average Non-Attendance of Teaching staff: 0

Retention Rate: 50% (Due to increase in school enrolments another part-time teacher was employed and due to one teacher leaving, another full-time teacher was employed at the commencement of 2008)

Student Attendance

The average attendance rate was 13.25 days out of a possible 190 days per student.

It must be noted that when taking averages for a small school such as ours, extended periods of illness and families taking leave of absence does affect the overall attendance.

Enrolment Policy

Enrolment acceptance of a child depends on class numbers. A child is eligible for enrolment in the kindergarten class if they turn five years old prior to the end of July that year.

Pre-Enrolment

After initial contact with the school is made, the prospective parent/guardian is given information on Tambelin Independent School. If enrolment is sought, prospective parents/ guardians are advised to complete the Expression of Interest Enrolment form sent with the information package.

When a position is available and possible enrolment is imminent, the teacher will arrange a pre-enrolment interview.

Pre-Enrolment Interview

Ideally both parents/guardians and the prospective student(s) will attend the interview.

A Tambelin Parent Representative and a Teacher from the School Association will conduct the interview.

The interview will cover the history, philosophy and education structure of the school, as well as the child's educational developmental needs and previous educational experiences.

At the conclusion of the interview, the parents/guardians will be given an Enrolment Information package. This includes an Enrolment Application form, a Tambelin Membership Application form, Permission for medical treatment form, a Prohibited Employment Declaration, Acknowledgement of a "No Nuts" School Policy, a Tambelin Information Booklet and an Infectious Disease Information sheet.

When returning the completed forms parents are also required to give the school documentation on proof of age (eg; birth certificate) and a copy of the child's immunisation.

All forms are to be returned to the school for the enrolment process to continue.

Initial Enrolment

Upon receipt of the above of the above forms, the teacher will arrange a number of trial days. After the trial days, the enrolment application will typically be taken to the next monthly meeting general meeting for processing. The school will then write to inform the parent/guardian of the outcome of the enrolment application.

Orientation – Kindergarten Students

Orientation days will take the place of the trial days.

Children with Disabilities

Tambelin accepts enrolment applications from children with disabilities. Consultation is conducted with parents/guardians and support services, with regards to special needs and available resources, to determine whether or not Tambelin is the best physical environment for the child.

Pre-requisites for Continued Enrolment

School Disciplinary Procedures - consideration of any action, particularly to suspension, expulsion or exclusion, can be made at any time during the procedure. If necessary, a final decision will be made after consultation with parents, teachers, Tambelin's advisory body (Association of Independent Schools) and, if necessary, with the school committee.

Inability to Pay Fees by Due Date

Failure to make fee payments in accordance with written arrangements may result in the loss of your child's position at the school.

Student Population

Tambelin is a small school where children of different ages interact and learn within two classroom groups. The two groups are K-2 and Years 3-6.

Tambelin comprises a student population of 28 (2008) and is divided into two classrooms, Junior and Senior. In 2008, the Junior classroom comprised of 13 from years K-2 and the Senior room had 15 students from Years 2-6. The school came together 1 afternoon a week for part of the PDHPE curriculum. The school population consisted of 64% boys and 36% girls. Tambelin students come from a large range of backgrounds, including language background of parents with other than English, and students with special needs.

Policies for Student Welfare

Tambelin endeavours to promote a healthy, supportive and secure environment for all children. The school aims to minimise the risk of harm and ensure students feel secure. We raise an awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills. Tambelin supports the physical, social, academic, spiritual and emotional development of students.

Policy	Changes	Access to Full Text
Child Protection Policy:		
<p>The focus of Tambelin's duty of care is the protection of children from any form of abuse.</p> <p>Tambelin acts in accordance with all relevant legislation and takes into account other appropriate practices and guidelines aimed at the protection of children. The school's policy and detailed procedures will be amended from time to time to take into account amendments to the legislation and regulation.</p>	<p>The principal has been trained in child protection investigation course through the AIS.</p>	<p>Policy overview available in School Information Booklet & Child Protection Investigation procedure folder in the school's office.</p>
Security Policies:		
<p>The safe keeping of the school buildings and assets against misuse, theft and damage (which include fire & safety) is the responsibility of the parent body and staff members. Tambelin will provide a secure and safe environment that adequately protects the school's buildings and assets. A balance will be maintained between adequate security measures and reasonable access for authorized personnel to move freely about the school.</p>	<p>Maintenance booklet to keep record of school maintenance and who has provided the service.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school "<i>Policy and Procedure manual</i>"</p> <p>Copy of Procedures are available on request.</p>
Supervision Policies:		
<p>Play ground and School building Supervision Management Policy:</p> <p>The aim is to ensure that the playground areas and areas within the school are safe and pleasant for everyone and that all equipment, whether belonging to school or an individual, are treated responsibly.</p>	<p>Supervision of children at all times.</p> <p>Rules constantly reviewed with the children and integrated and taught across the curriculum.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school "<i>Policy and Procedure manual</i>"</p> <p>Copy of Procedures are available on request.</p>
<p>Travelling to and from school Safely Policy:</p> <p>Guidelines for safe pick-up/drop off, bike riding, parking are included in the curriculum.</p>		

Policy	Changes	Access to Full Text
Supervision Policies (continued):		
<p>Excursion Policy: Safety issues during these excursions off campus are included in the overall policy.</p> <p>Occupational Health and Safety Policy: Tambelin Independent School is committed to maintaining a safe and healthy work environment for all staff, students and visitors.</p>	<p>Supervision of children at all times.</p> <p>Rules constantly reviewed with the children and integrated and taught across the curriculum.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school <i>"Policy and Procedure manual"</i></p> <p>Copy of Procedures are available on request.</p>
Codes of Conduct Policy:		
<p>All members of the school community – students, staff and parents - must accept that being part of this community involves rights and responsibilities for all parties.</p> <p>Policies include;</p> <ul style="list-style-type: none"> * Behaviour management *Anti Bullying & Harassment Policy * Staff code of conduct *Student code of conduct 	<p>Anti bullying is constantly revised and reviewed in our PDHPE program and specifically taught to children.</p> <p>Every year parents and students sign the Code of Conduct.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school <i>"Policy and Procedure manual"</i></p> <p>Copy of Procedures are available on request.</p>
Pastoral Care Policies:		
<p>Tambelin has a file containing lists of psychologists and counsellors available to Parents, Staff and Students. Tambelin has access to Community Health Services and the Child Development Unit.</p> <p>Medication; Any medications required must be discussed and negotiated with the Staff. It is important that such requests are managed in a manner that is appropriate, ensures the safety of students, and fulfils the duty of care of staff.</p>		<p>Policy available in school information booklet & comprehensive policy and procedure in school <i>"Policy and Procedure manual"</i></p> <p>Copy of Procedures are available on request.</p>

Policy	Changes	Access to Full Text
Pastoral Care Policies (continued):		
<p>Anaphylaxis and Food Allergies Policy;</p> <p>This policy ensures that any child with allergies is provided with an environment that is safe and allows them to be able to participate in all aspects of the daily program with minimum risk that they may be exposed to traces of their allergen.</p>		<p>Policy available in school information booklet & comprehensive policy and procedure in school <i>"Policy and Procedure manual"</i></p> <p>Copy of Procedures are available on request.</p>
<p>Sun Protection policy;</p>		
<p>Absences and Illnesses Policy;</p> <p>By law attendance at school is compulsory. The law requires the school to keep a detailed record of absences. In view of this, parents must inform staff in writing, an explanation for the reason of absence.</p>		
<p>Injury & Illness Policy;</p>		
<p>Critical Incident Policy;</p>		
<p>Homework Policy;</p> <p>Homework is not compulsory. It is an agreement between student, parents and teachers. Homework is designed to support and extend classroom learning, to develop positive study habits and to develop a responsibility for self-learning.</p>		
<p>Uniform and Dress Code Policy.</p>		
Communication Policies:		
<p>Formal reports;</p>	<p>Changed slightly, the format</p>	<p>Information Booklet</p>
<p>Parent teacher Interviews;</p> <p>Opportunity for informal interview is always available. Formal interviews can be requested by both parents and staff, but it is desirable that both parties are aware of the subject.</p>	<p>to include the new school logo.</p>	
<p>School Discipline Policies;</p> <p>All provide opportunities for communication between staff, parents and students.</p>		
<p>Grievance Resolution Policy.</p>		

Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people involved with authority delegated by the school. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student is based on procedural fairness.

The full text to the school's discipline policy and associated procedures is provided to all members of the school community through;

- The Parent Information Booklet
- Procedures and Policy Manual

Complaints and Grievances Resolution Policy

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principals of procedural fairness.

The full text of the school's policy and processes for complaints and grievance resolutions is provided in the school Information Booklet and Policies Manual.

Achievements of Priorities identified in the School's 2007 Annual Report

Area	Priority	Achievements
Student Welfare	Maintain the Code of Conduct, and integrate throughout the curriculum	
Teaching and Learning	Investing in school Grant	Fans and new windows in computer room. Fans installed in the office. Soft fall around tunnel (play equipment) and rebound wall with cement pad.
	Second Language	Mandarin continued with an outside tutor.
	Assisting students to obtain outcomes by providing extra staff & resources	Numeracy and Literacy grant were applied for and obtained through the AIS.
	Continued extension of students' computer skill	Maintained by outside tutor using quality resources.
School Parent Executive Committee	Continued enhancement to school building and surrounds	Fans and new windows in computer room. Fans installed in the office. Soft fall around tunnel (play equipment) and rebound wall with cement pad. New outdoor tables for children.
	Sub committee formed for promotion of school	In the process of changing logo, signage for school, brochure and promotion
Professional Development	Staff competence and motivation	See list in this report. Numeracy and Literacy grant allowed all teachers to be in serviced together in the area of Maths

Achievement Priorities for 2008

2008 was also the schools year for Registration. This is where the Board of Studies examines all learning and teaching programs, policies and procedures and visits the school. The school received a glowing report and is now registered until 2012.

Area	Priorities	Achievements
Student Welfare	Maintain code of conduct, and integrate throughout the curriculum	All the school participated in the Personal Health and Development Unit called "Challenge and Choice". This program was supplemented by the, "The Circus of Life" (a resilience and drug education resource for primary students, a Commonwealth Government initiative) and Life Education.
Teaching and Learning	<p>School trialled the Primary Connections Science Units of work.</p> <p>Assessment of Numeracy skills for all children LIN/LIEN.</p> <p>Outcome based assessment tool for staff to learn and implement to find out where children at.</p> <p>Learning to Swim program</p> <p>Overnight excursion for the whole school</p> <p>China Down Under program & Mandarin</p>	<p>Very specific units of work where children really enjoyed the hands on approach to "real" Science and Literacy:</p> <ul style="list-style-type: none"> - Spinning in space - Plants in Action - Weather in my world <p>All students participated in the swimming program that was held in Terms 1 & 2</p> <p>"Roar & Snore" excursion to Sydney's Taronga Zoo and China Town</p> <p>China Down Under program help integrate and explore the Chinese culture and supplement our existing Mandarin program.</p>

Area	Priorities	Achievements
School Parent Committee	<p>New logo</p> <p>School signage</p> <p>Promotion of school to promote enrolments</p> <p>Application for investing in schools Grant</p>	<p>New School logo & signage and t-shirts for students to wear (optional)</p> <p>Teacher spoke at two local pre-school/childcare parent information nights about the school. Brochure launched and placed in all local child care/pre-school facilities in the area.</p> <p>2008 grant finished, applied for 2009 and was granted money for tank, Library, upgrade of Juniors bathroom and school grounds.</p>
Professional development	Staff competence and motivation	See list in this report

Teachers Reports 2008 – Senior Room

It's been a busy year in the Senior Room. The class this year consisted of 15 students from Years 2 to 5. I would like to congratulate all the students in my room for working collaboratively together and adjusting to the demands of a small multi-stage classroom.

This year the Senior Room worked together on a variety of HSIE and Science and Technology units such as: Our Place, Spinning in Space, China and Plants in Action. These units provided plenty of practical hands on opportunities for us to do. We got to make things such as scaled representations of the Earth, Sun and Moon to figure out physically how far away they are from each other, planning and conducting an experiment with the sun's position during the day using compasses and shadow directions. Our budding scientists are currently monitoring their bean seeds growth in clear containers and documenting their experiments in their journals.

We have spent a great amount of time on Numeracy and Literacy, with children progressing well. Our text types studied this year were procedures, critical response, narratives, explanations, descriptions and expositions. The students have produced many fine pieces of writing this year based on these text types including: written recipes, critical reviews of their favourite books, descriptive stories, scientific explanations on how fog occurs and how stars are born and die, and expositions on upgrading the playground and the need to save water. Samuel's exposition on water saving was published in the Letters to the Editor section of The Goulburn Post. The children have also participated in the daily focused on, modelled and hands-on activities and games and Wednesday Measurement groups.

Fourth term we focused on talking and listening skills in preparation for play night where we performed Cinderella, a song and dance routine called Hats and honing our rapping skills for the Solar System Rap.

Lastly I would like to say a big thank you to Catherine who has been a great support and mentor to me this year and has made my transition to Tambelin a smooth one. I would also like to thank Michelle, David, Vikki and Sharon for all their help, support and friendship over the past year. Thank you to all my students who make my classroom a fun and often funny place to be.

I am looking forward to 2009.

Melanie Winkler
Seniors Teacher

Teaching at Tambelin 2008

It has been an absolute privilege to join the team at Tambelin this year. I feel very fortunate to be able to share in many wonderful learning experiences the school has to offer.

Each week I look forward to Wednesdays and Thursdays being as action packed as possible with fun, interesting and valuable learning activities.

Wednesdays provide a focus group of literacy activities aimed at enhancing spelling, reading and writing skills in Year Two while Melanie, Vikki and Sharon explored library and literacy skills with Kindergarten and Year One. Thursday's sessions included genre writing, reading and spelling activities. Of course the "ritual" of "Show and Tell" took out the prize for most popular activity each day.

In Mathematics we revised number work and focused on the Measurement Strand. The units of Volume, Length, Area, Mass and Time gave us opportunities to explore mathematics in practical ways while developing our skills at working both independently and in small groups.

The creative arts provided many and varied opportunities to express ourselves creatively. Elsbeth visited from the Conservatorium to teach music and we all enjoyed playing the percussion instruments, singing and listening to different styles of music. We also enjoyed getting active during fitness, stretching and brain gym activities each day and participating in dance lessons with Kaela. Visual Arts and poetry allowed us to create some fantastic art and craft projects which were compiled in a scrapbook that the children were very proud of.

Thank you to everyone who has made me feel so very welcome. Team teaching with Melanie and Catherine has been a source of great inspiration to me and I look forward to continuing this professional relationship in 2009.

Most of all.....thank you to the children. Your smiles, questions and answers and discussions we shared made coming to work a real pleasure!

Michelle McIntosh
Juniors Teacher

Computopia 2008

Well it was an exciting start to the school year in Computopia, with so many new faces at Tambelin. The new Kindergarten students quickly settled in, and have produced some great computer based art work over the year. They all worked well and many “David handshakes” were received for their efforts.

With four separate small class groups, (Kindergarten, two Junior groups and the Seniors) the computer lessons focused on extending the students knowledge beyond the usual expected skills, and yet again Tambelin students performed exceptionally well (and I think they had some fun along the way).

The Power Point presentation based “Treasure Hunt”, in which both the Juniors and the Seniors participated, was enhanced by the use of a new notebook computer and wireless network. The students did a great job in taking the digital photos and there were some tricky clues to be found.

The Seniors produced some very “inventive” animated morphing cartoons and digital artworks. I have been teaching the current Senior group since they started in Kindergarten and they have all worked very hard to maintain their high computer skills. Good luck to Tess & Ella who are leaving; they have both been great contributors to Tambelin.

All the students were a big help in producing this year’s Yearbook. Each student was responsible for creating their own page to feature some of the skills and work they have achieved over the course of the year.

A big thank you to all the staff at Tambelin. It is great to work with a group of people who have such a positive outlook and show such professionalism in their work.

I look forward to Computopia in 2009 where we can have some more fun and learn a great deal along the way.

David Edworthy
Computers Teacher

Parent, Student And Teacher Satisfaction

Parent satisfaction:

- Open communication and friendliness of parents, staff and students.
- Small classes.
- Close relationship between staff and students.
- Composite classes which allows all ages to mix and learn from each other.
- Students enjoy coming to school.
- No uniform policy.
- Good teaching practices and flexibility of curriculum.
- Participation in both Computer and Mandarin classes for all students.

Student Satisfaction:

- It is easy to make friends and that all school members become your friend.
- Tambelin has an air of calm, which is relaxing, both in the classroom and playground.
- Students have the opportunity to advance at the pace that best suits their ability.
- Being different makes it special.
- There are no uniforms.
- The teachers are nice and there isn't a gap between Teachers and Students.
- We feel that the Teachers look after us.
- The school isn't overcrowded; its size allows a variety of activities and subjects.
- We like the fact that there isn't an official Office or Principal. We prefer the Teachers to deal with us rather than be sent to a Principal.
- An increase in student numbers would please some students who feel they would like more friends.

Staff attributed satisfaction in their employ at Tambelin to the following:

- Low student/teacher ratio.
- Flexible staffing.
- Good communication between staff for problem solving and sharing of ideas.
- Relationship and openness with the School Parent population.
- Support given by Parents for the School and Staff.
- Respect given to Staff by both Parents and Staff.
- Freedom to program for the needs of specific students.
- Teaching same students through stages rather than years.
- Commitment by Parents to update resources.

Both Staff and Parents are experiencing a much greater workload with the increasing commitment to satisfy current demands. Being a small school this has its difficulties, but both Staff and Parents believe that this commitment is worthwhile to provide an alternative schooling in this district.

Financial Report

Figure 1: Recurrent/capital income represented by pie chart

Income for year ended 31 December 2008

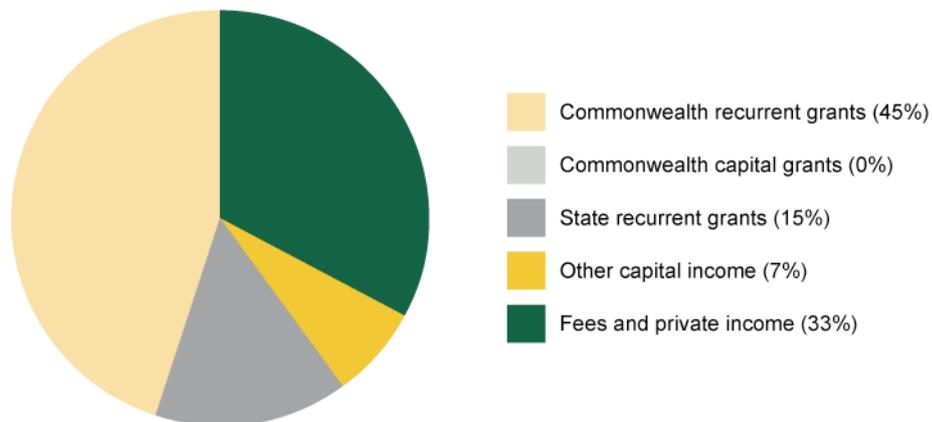


Figure 2: Recurrent/capital expenditure represented by pie chart

Expenditure for year ended 31 December 2008

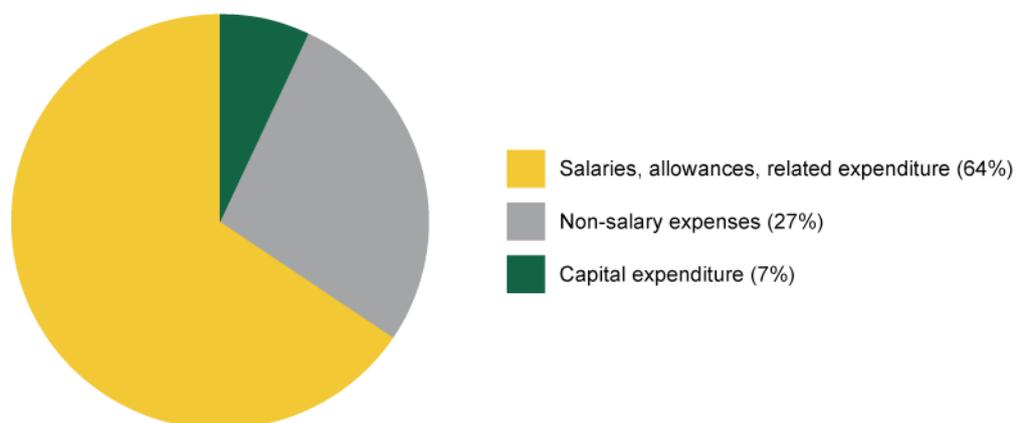


Figure 3: Recurrent/capital income
Income for year ended 31 December 2008

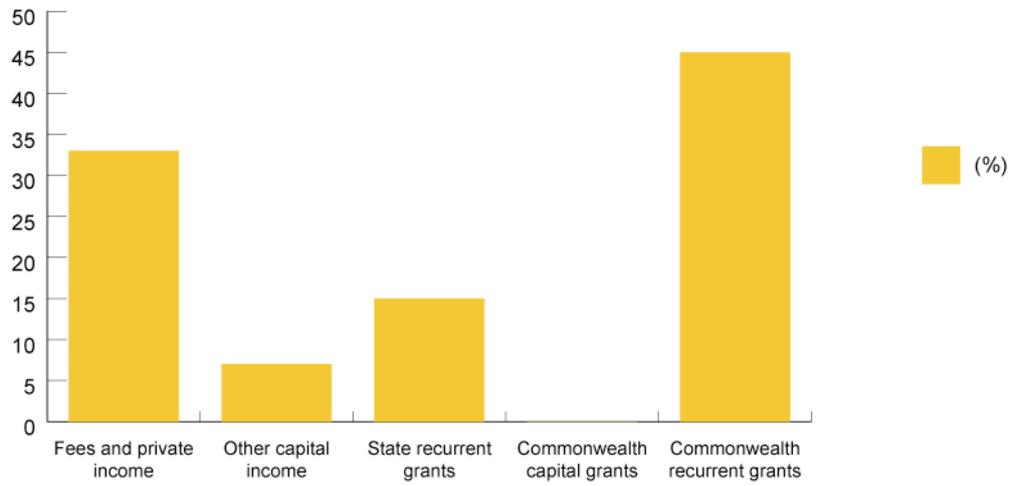


Figure 4: Recurrent/capital expenditure
Expenditure for year ended 31 December 2008

