



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report

2009

'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 to present my second President's Report for Tambelin School, 2009.

2009 was another important year in the life of the school. The launch of Tambelin's new look and interactive website, that allows all parents to login and keep up to date with all school activities has been welcomed. It is a fantastic information source about the school and will become increasingly beneficial for all parents and staff to use. Our new and updated Information booklet has been carefully reviewed to give new and existing parents an informative overview of the school. A huge thank you to Dominic O'Flynn and Peta Thurling for all of these updates. Your professional expertise, commitment and dedication to the website construction and information booklet have been greatly appreciated.

This year the school was successful in an *"Investing in Schools Grant."* This \$26,000.00 grant has allowed for a new water tank and pump, landscaping, toilet refurbishment and library supplies. Thank you to Megan Marks for being the key person to oversee these changes.

Thank you 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 and financial guidance. Thank you to Megan Marks for her active role as secretary.

Thank you to all the fantastic staff at Tambelin. They have remained enthusiastic and totally committed to providing the highest quality education available. Staff this year have also updated their first aide and participated in Asthma training that has made our school an "Asthma Friendly School" and attended many professional development courses.

Cathey Stanberg, Megan Marks, Michelle McIntosh and Sharon Alessi have tackled the time consuming task of Fundraising. This combined effort has seen some great results. Thank you to all other parents who have supported their efforts by ordering lunches, photos and ordering through catalogues. Parent support in Tambelin's education is vital. Whether it is cleaning, covering books, painting or helping with transport; everyone's contribution is appreciated and necessary in the running of this school.

We should all look forward to a very positive 2010.

Andrew Harborne
President

Principal's Report 2009

2009 has been another exciting year for students, staff and parents. Tambelin offers so much more than just the academics of the Board of Studies curriculum. Being independent allows us as a school to choose our own destiny and put in place programs and units of work that suit the children and our environment. This choice ensures a true love of learning and a happy environment so all children can excel and make progress at their own rate. Not only does this school provide a sound academic program but also strong values of pride and commitment. Students have the opportunity to explore, develop and clarify these values. Being a member in a small school community promotes so many values; respect, sharing, caring, integrity and encourages positive communication and develops responsibility. Having these values nurtures every child's independence - independence, to strive forward academically and as a valued member in our greater community.

Tambelin has provided many opportunities for children to grow and learn through different extra curricular experiences. Some of these activities for 2009 include; dance, gymnastics, cricket, tennis, swimming, Peter Morgan dance and drama workshop, Goulburn's Sports and Cultural Expo, Life Education, excursion to Canberra Zoo and War Memorial, Point Wolstoncroft Seniors Camp, Junior School sleep over, Author Visit, Music workshops, Taralga Sports and Swimming carnivals. All these activities compliment the existing curriculum and give each child a healthy variety in education.

Thank you to all the staff at Tambelin. Each member is truly committed to the school and the children. We all work together to give the children the very best in guidance and support in every aspect of their school life. I would personally like to thank each and every staff member for their duties above and beyond their role at school. Natalie - who has introduced and organised the Premiers Reading Challenge, is very patient and caring in nature and guides children in their learning. She also provided a comprehensive gymnastics program in term 3. Melanie - for her leadership and guidance in the senior room, book club, role records, camp and NAPLAN. Sharon - for her commitment in her role as a teacher's assistant, librarian, fundraising and camp. David - for his ongoing computer support and year book. Tracey - for her enthusiastic French lessons. A huge thank you to Michelle for her personal support during the last 6 months due to my illness. Her dedication and commitment to this school over this time has been fantastic.

It is this strong staff commitment to the children, school and it's community that makes Tambelin a unique place to work. I thank all the students, staff and parents for their support over the last twelve months and look forward to a much healthier 2010.

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 2009.

Year 3:

- 71% of Students were above the minimum standard for writing
- 100% of students were above the minimum standard for reading
- 85% of students were above the minimum standard for spelling
- 71% of students were above the minimum standard for grammar and punctuation
- 85% of students were above the minimum standard for numeracy

Year 5:

- 100% of students were above the minimum standard for writing
- 100% of students were above the minimum standard for reading
- 100% of students were above the minimum standard for spelling
- 100% of students were above the minimum standard for grammar and punctuation
- 100% of students were above the minimum standard for numeracy

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

The school has copies of qualifications for each staff member these are used to determine the suitability of each teacher it has employed and, where relevant, copies of Institute of Teachers accreditation documentation;

1. The program of study that meets the requirements of the NSW Institute of Teachers being undertaken by each teacher in category above, the qualification(s) of the supervisor(s) and the role of that/those supervisor(s); and details, including the qualifications, of all part-time and full-time teaching staff.

Professional Development for 2009

Course	Provider	No. Of Staff	Cost
First Aide	St John's Ambulance	3	\$450.00
Visual Aides in the Classroom	Goulburn District Children Services	2	\$20.00
Handwriting & Fine Motor Skills	Goulburn District Children Services	1	\$10.00
Assessment & Programming	Association of Independent Schools	1	\$250.00
Managing for Better Parent relationships	Association of Independent Schools	1	\$250.00
Asthma Friendly School	Community Health	4	-
Story Telling	Peter Morgan	1	\$25.00
Singing & Music in the classroom	Australian University of Canberra	2	-
Sports Ability Workshop	Sport & Recreation	4	-

Note: Professional development days out of the Goulburn area staff are reimbursed by the school for travel costs.

Teacher Attendance and Retentions Rates

Average Non-Attendance of Teaching staff: 0

Retention Rate: 100%, all teachers at Tambelin continued their service from the previous year. The school did employ a Teachers Assistant for the junior room due to increase of enrolments in that room.

Student Attendance

The average attendance rate was 14.9 days out of a possible 187 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.

The Principal or 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 34 (2009) and is divided into two classrooms, Junior and Senior. In 2009, the Junior classroom comprised of 17 from years K-2 and the Senior room had 17 students from Years 3-6. The school population consisted of 68% boys and 32% girls. Tambelin students come from a large range of backgrounds, including 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>.Child Protection information & Policies are revised in Staff meetings throughout the year.</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>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
Supervision Policies:		
<p>Play ground and School building Supervision Management Policy: 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. Rules constantly reviewed with the children and integrated and taught across the curriculum. Yard has been landscaped with grass and ground cover for a safer surface.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school "Policy and Procedure manual" Copy of Procedures are available on request.</p>
<p>Travelling to and from school Safely Policy: Guidelines for safe pick-up/drop off, bike riding, parking are included in the curriculum.</p>	<p>Staff member on bus duty to wear bright colour vest and use a large witch's hat to show bus drivers that children are requiring pick up. Parents to use different gate to pick and drop off children.</p>	
<p>Excursion Policy: Safety issues during these excursions off campus are included in the overall policy.</p>	<p>Supervision of children at all times. Rules constantly reviewed with the children and integrated and taught across the curriculum & Risk assessments completed before activities</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. Rules constantly reviewed with the children and integrated and taught across the curriculum & Risk assessments completed before activities</p>	

Policy	Changes	Access to Full Text
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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>
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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>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>
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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.

Anaphylaxis and Food Allergies Policy;

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.

Policy	Changes	Access to Full Text
Pastoral Care Policies (continued):		
Sun Protection policy;	School Committee decided on a school hat with school logo. All children are issued with a hat that is to be worn at all times outside.	Policy available in school information booklet & comprehensive policy and procedure in school <i>"Policy and Procedure manual"</i> Copy of Procedures are available on request.
Absences and Illnesses Policy; 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.	If a child leaves the school and the destination is unknown, school reports to the DET home Liaison officer	
Injury & Illness Policy;		
Critical Incident Policy;		
Homework Policy; 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.		
Uniform and Dress Code Policy.	Introduction of School Hat for each student	

Policy	Changes	Access to Full Text
Communication Policies:		
Formal reports;	Format changed slightly to suit programs and units of work that have been taught during the year.	Information Booklet
Parent teacher Interviews;		
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.		
School Discipline Policies;		
All provide opportunities for communication between staff, parents and students.		
Grievance Resolution Policy.	Changed slightly to show a step by step procedure for both parties involved.	

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 2008 Annual Report

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>

Achievement Priorities for 2009

Area	Priorities	Achievements
Student Welfare	Maintain code of conduct, and integrate throughout the curriculum	Visit to Life Education Van. Units of work detailed:
Teaching and Learning	Primary Connections Science Units of work French Lessons Maintain and continue Assessment of Numeracy skills for all children LIN/LIEN. Outcome based assessment tool for staff to learn and implement to find out where children at. Learning to Swim program Tennis Senior Students Gymnastic K-6 Senior Camp Juniors	Very specific units of work where children really enjoyed the hands on approach to “real” Science and Literacy: All students participated in the swimming program that was held in Terms 1 & 2 All children were bussed to the local PCYC to have instructed gymnastics lessons. Point Wollstoncroft sport and rec camp. 1 week camp for senior students School sleep over

Area	Priorities	Achievements
School Parent Committee	<p>Sun safe</p> <p>Promotion of school to promote enrolments</p> <p>Application for investing in schools Grant</p>	<p>School hats for all children</p> <p>Teacher spoke at two local pre-school/childcare parent information nights about the school. Brochure placed in all local child care/pre-school facilities in the area.</p> <p>Advertorial with Local paper</p> <p>Completion of water tank. Landscaping, security fencing and toilet refurbishment</p>
Professional development	Staff competence and motivation	<p>See list in this report</p> <p>And the introduction of staff meetings, 2 per term (minimum). This gives all staff the opportunity to formally review policies and procedures and the general running and organisation of the school.</p>

Teachers Reports 2009 – Senior Room

2009 has been another busy year for the senior room. This year the senior room consisted of students in years 3 to 6 with a whopping 7 children in year 3. All the students in the senior room need to be congratulated for working together cooperatively and for looking after each other in the classroom and in the playground.

This year the senior room had a very Australian theme in the units of work studied in HSIE and creative arts. We studied the origins of democracy and how this was applied in Australian politics. We also learnt how Australia was colonised by the British, the living conditions of convicts on the First Fleet and the affects of British colonisation on the Indigenous people of Australia. We also studied a number of Aboriginal artworks and techniques used and created our own interpretations of Indigenous art.

We continued with our hands on Science and Technology units this year. We tried our hands at being scientific designers and created a design brief and portfolio of designing appropriate packages for fragile gifts. We also learned about the properties of movement such as friction, gravity and energy in our Smooth Moves unit.

The children also got into some fantasy literature this year where we read *Deltora Quest* and completed a literature unit based on these books. To coincide with *Deltora Quest* we also worked on a mythical creatures unit in Creative Arts which culminated with the children using a range of drawing techniques to create their own mythical creature. For P.E. this year we learnt and developed our skills in: swimming, aerobics, dancing, T-ball and cricket.

Literacy and Numeracy continued to be a main focus in the classroom with children working in levelled reading and writing groups, spelling groups, numeracy groups and problem solving groups. The text types we studied and wrote this year were: narratives, information reports, recounts and poetry. Our talking and listening skills are being perfected in Term 4 as we prepared for play night where the children will be performing *Cindy – Anna Bones and the Pimple of Doom*.

Camp this year was at Point Wolstoncroft where 9 senior children spent a fun filled hectic week participating in physical outdoor activities which included: BMX bike riding, kayaking, a high ropes course, sailing, a giant swing, bushwalking, saloeing, archery and rock climbing. The children, Sharon and I had a fantastic week. The children that attended camp: Angus, Will, David, Chris, Joel, Lilly, Jaxson, Draven and Samuel were a credit to our school and their families with their behaviour and enthusiasm for the activities we did. I would like to include a big thank you to the parents that were involved with fundraising for our camp.

Finally I would like to thank the staff at Tambelin: Catherine, Michelle, David and Nat for their encouragement and support this year. I would like to give a big shout out to Sharon who provides an enormous amount of support, humour and logical thinking to the senior room and helps to keep things running smoothly.

And last of all a big thankyou to the children of the senior room. Their many personalities, ideas and knowledge of a variety of things makes my classroom a very dynamic, interesting and often hilarious place to spend the day!

Melanie Winkler
Seniors Teacher

Teaching at Tambelin 2009

Well, what another great year spent in the junior room at Tambelin. This year I spent Mondays and Tuesdays learning alongside the kindergarten, year one and year two students. What a pleasure to teach such a lovely, vibrant bunch of individuals. Our English units allowed the integrated units of HSIE and Science to combine naturally to explore many and varied text types, both written and spoken. The children continued to develop their reading, writing, talking and listening skills as we shared stories, recounted personal experiences, recited rhymes and dramatised events. Of particular interest, was the introduction of our very cute class pets – Bubbles, Midnight and Rod Boots the fish along with Rice Bubble and Cocoa Pop our fluffy little rabbit friends. The children set up and maintained the environments and cared for them, We learned what they needed to survive and were reminded of the fragile life cycle of nature as we said goodbye to all three of our little fish. In Mathematics we continued to explore measurement through many practical investigations and practiced our number skills in skill and speed exercises. Musically we explored the features of beat, rhythm, pitch, volume and tempo and were treated to a wonderful presentation by Peter Morgan. Peter shared stories of his Maori heritage accompanied by song and traditional instruments.

Simultaneous Storytime “Pete the Sheep”, an author visit from Frances Watts and a percussion workshop performed by students from the ANU all provided great entertainment and valuable learning experiences for the children. And let’s not forget the Spooky Halloween Disco and Junior sleepover – both events were thoroughly enjoyed by all.

I attended the Taralga Sports Carnival with the students in Catherine’s absence and was so proud to be associated with such a lovely, enthusiastic group of children who all gave of their very best on the day.

This year saw Natalie Wade join our teaching team. Working with Nat has been such a pleasure. Her friendly and outgoing nature has touched all of us and she has such a knack of getting things done. “The amazing Catherine” continued to support and inspire me this year. I feel so very fortunate to work alongside these wonderful ladies. Together with Mel, Sharon, David and Tracey, we really do make a fantastic team.

And finally, but most importantly I think, thank you to the beautiful children. You make everyday fun (and funny!), busy (and chaotic!), interesting and so, so worthwhile!

Michelle McIntosh
Juniors Teacher

Computopia 2009

2009 was a year of big changes in Computopia. Thanks to a generous donation, Tambelin was able to upgrade our computers and network. With the purchase of many notebook computers, all students now have access to the schools secure wireless network from or anywhere on the school premises.

The school also funded the purchase of a heavy duty commercial laser printer, which can be accessed from anywhere in the school. This makes it easy for the students to take their notebooks out of the computer room, into the classroom or playground, and send their finished work to the printer over the wireless network.

Students now also have their own memory (flash drives) along with access to digital cameras and high definition movie camera. I have always placed a strong focus on data storage and retrieval. This is important as in this day and age, music, photos and a large proportion of students work are all basically computer files.

Juniors and Seniors are taught effective ways to protect and save their information and to transfer it from one device to another. With the addition of the new flash drives and the wireless network, the kids have done an outstanding job coming to terms with the new upgrades. We are also in the process of learning how to use some of the new software, so I would like to congratulate all the Tambelin kids on their attitude and patience with all the new changes.

Once again all the kids showed great enthusiasm in creating their own page for this year's yearbook. With so many new Junior students now at Tambelin, the Seniors and (Natalie) were a great help in assisting some of the younger students assemble their yearbook page. I think you will all agree that there are some very creative pieces of Artwork on display again this year.

Looking forward to another big year in Computopia in 2010. With our new system now up and running, the educational benefits for all the students (and teachers) will be enormous.

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

Tambelin Independent School Inc. Annual General Meeting

Treasurer's Report

It is my pleasure to present the audited financial report for Tambelin Independent School Inc for the year ended 31 December 2009. The financial report shows an operating deficit of \$6,833 (compared with a deficit of \$8,140 in 2008).

This is a fantastic result for the school following several years of large deficits, and an ongoing reliance on donations to meet operating costs in previous years. Significantly, the School's cash position remained stable during the year, and we are yet to receive reimbursement from the AIS for the latest Investing in Schools grant which was completed during 2009.

This year's result confirms my previous analysis that the school's break even point is an enrolment of 28. As I have previously stated, by far the majority of our income comes from the Federal and State governments. Our school fees are only a very small contribution to our running costs.

2009 saw a change in financial management with Ray Grant taking over the day-to-day management of wages and data entry, whilst Grant Pearce remains as our auditor. It is due to the timing of their respective invoicing procedures that the accounting fees appear higher in 2009 than in 2008. Grant invoiced us in March for the audit and the day-to-day management during 2007, whilst Ray invoices monthly for time spent. Accordingly, I expect accounting fees to reduce during 2010.

I would like to thank Catherine, Andrew and Megan for their support and stepping in for me when I have been unable to attend to various tasks as a result of my work commitments. I wish the incoming committee for 2010 all the best and will be happy to continue to provide advice when I can.

Sally-Jane Perkins

Treasurer

17th March 2010

Figure 1: Recurrent/capital income represented by pie chart

Income for year ended 31 December 2009

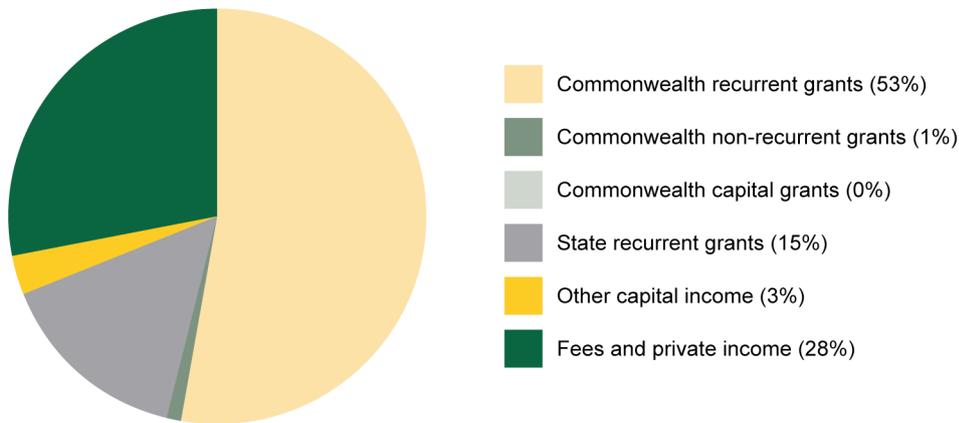


Figure 2: Recurrent/capital expenditure represented by pie chart

Expenditure for year ended 31 December 2009

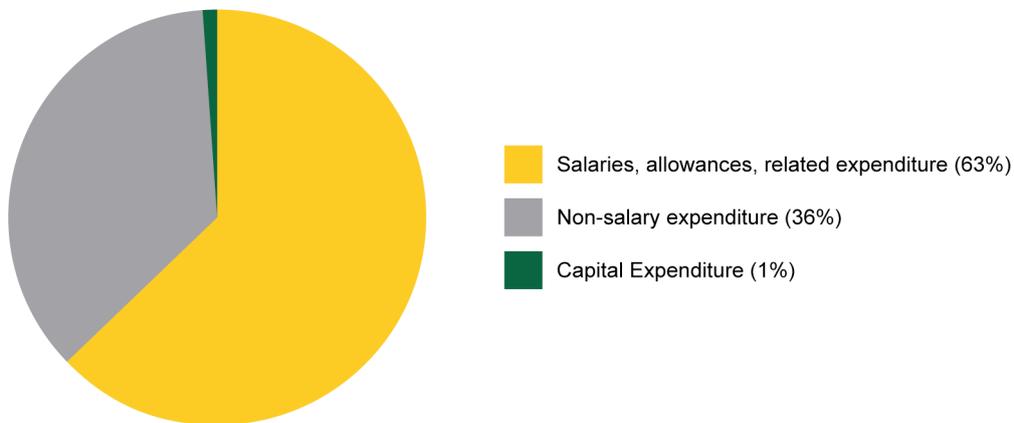


Figure 3: Recurrent/capital income

Income for year ended 31 December 2009

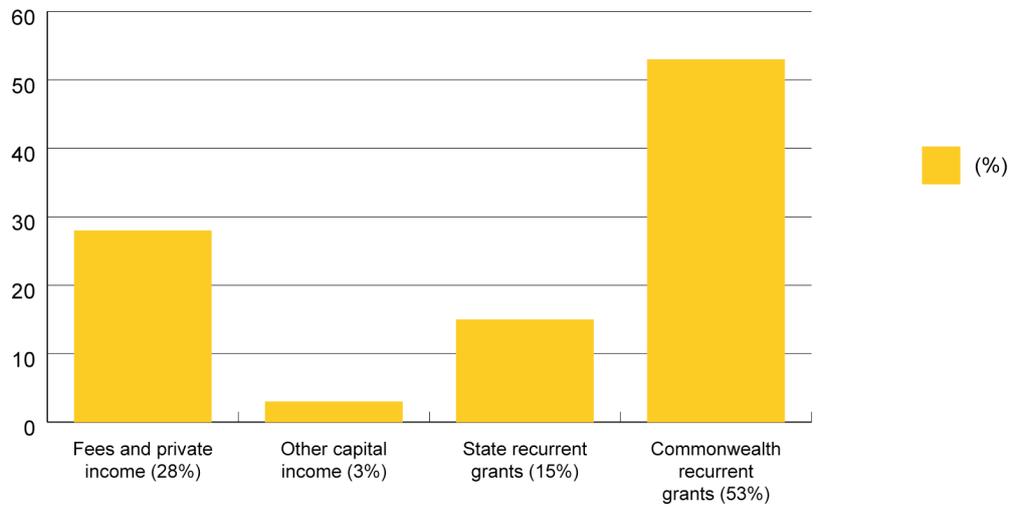


Figure 4: Recurrent/capital expenditure

Expenditure for year ended 31 December 2009

