



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report

2011

'a happy learning environment'

Foreword

Tambelin Independent School offers children and parents in the Goulburn and surrounding districts a unique alternative in education. Tambelin is an independent school with a current enrolment of 30 students from Kindergarten to Year 6. It provides an intimate and caring environment for children to learn and thrive in. 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 realise their full potential in a non-competitive atmosphere. Parents of the students together with the teachers run and administer the school. Tambelin is a registered school; our curriculum must follow the educational standards set by the Board of Studies. We aim to offer a sound understanding and knowledge in the areas of English and Maths for all students with a variety of experiences in music, foreign languages, computers and sport. The focus at Tambelin is the children, developing, extending and nurturing their needs educationally and emotionally. We strive to provide a 'happy learning environment ' for all our children

In 2010 /2011 Tambelin was selected to participate in National Partnerships. The school has 2 priority areas

1. Whole school approach to literacy to achieve improved student outcomes
2. Effective evidence based teaching of data

Under the National Partnership plan the school has a target that for matched students between Year 3 2009 and Years 5 2011 growth will be equal to or better than the state in reading. A full view of this plan is available on the school website

http://www.tambelin.com.au/info/index.php?option=com_content&view=category&id=38&Itemid=54

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

It is with great pleasure to present my fourth and last President's Report for Tambelin School, 2011.

2011 was another important year in the life of the school.

The school was selected to take part in the National Partnership for Literacy and Numeracy funding. This substantial funding for literacy has impacted across the school community, children and staff. Funding has been spent on professional development, resources for the children and Multilit. This input of finances has been a welcomed boost for the Tambelin community.

Unfortunately at the end of last year a grievance sub - committee became unclear of its purpose and role in dealing with a parent grievance. This arose as school policy and procedure was not followed, confidentiality was compromised and this issue was not dealt with professionally and promptly. It became clear to me that some committee members were unclear of their role.

Parents on a committee play such an important role in the life of developing Tambelin. They provide a governing body to ensure compliance and performance. This governing body's purpose is to govern the organisation and monitor the management. This parent overseeing committee are macro-governing rather than micro-managers. (AIS Effective School Boards June 2011). Tambelin is a parent involved school where parents are welcome to participate in reading programs, excursions and fundraising. This will be an area to be highlighted in 2012 as we move forward as a committee & School that as parents on a committee we are very clear what our roles are as a governing body. I recommend in 2012 that an AIS consultant visit our school and talk to our committee specifically looking at our school setting and our roles and responsibilities. This will help all school members be aware of the roles as employees, the role of the principal and the parent committee as a governing body.

Thank you to present committee members for their dedication and commitment to the running of the school. I would like to thank those committee members for their tolerance and dedication in holding their roles for the full term.

Thank you to all the fantastic staff at Tambelin. They have remained enthusiastic and totally committed to providing the highest quality education available.

Wendy and Andrew Maizey have tackled the time consuming task of Fundraising. This has included school lunches, a walk-a-thon, a chocolate drive and sunscreen drive. Thank you to all those parents that have support these fundraising efforts. This combined effort has seen some great results.

Parent support in Tambelin's education is vital. Whether it is cleaning, mowing, covering books, painting or helping with reading; going on school excursions everyone's contribution is appreciated and necessary in the running of this school.

In 2012 we will be focusing on increasing our enrolment numbers from the current 25, to more forward healthy 32.

Andrew Harborne

President

Principal's Report 2011

One of the great strengths of the Tambelin school community lies within the staff and their relationship with the children and parents. Staff spend time in building positive relationships with their students in a nurturing environment. It is about having “real” conversations with the children, teachers’ listening to children’s stories, experiences and valuing their contribution, thoughts and questioning. This goes in hand with a well thought out academic program for specific learning outcomes following the Board of Studies Syllabus, helping children to make progress and achieve. All children deserve many opportunities to participate, learn and thrive in this small environment.

Our end of year concert is a great example of all children having the opportunity to participate, practice a skill and be proud of their achievements. It’s about working together, playing a part, being a part of a team and making a positive contribution. Expectations are set, a clear purpose is given and a goal to be achieved. All these elements reflect school life. That if learning has clear expectations, a purpose and a real reason then it all becomes more meaningful and worthwhile.

If children can achieve this at school then hopefully they can become more meaningful and active members in the larger community outside school.

Tambelin has given all students many opportunities this year to fulfil elements of purpose, expectations and meaningful experiences. Some of these have been; public singing performance and work display at Centro, Camp quality puppet performance, rural fire talk, Taragla sports Carnival, walk-a-thon, numerous trips to the local art gallery, sketching the big Merino, swimming, gymnastics, tennis, jump rope for heart, University competitions, gateways programs at Radford College in Canberra, Museum in a box, Goulburn Show pop stick challenge, Mandarin lesson after school, simultaneous story time, school sleepover, and camp at Berry. All these activities were also flagged by students as highlights in their year. Making these events have sound connections with the school curriculum make learning very purposeful.

A huge thank you to parents and staff that have made all these activities possible. Parents for providing transport, funds and support. Staff for their extra time and committed to these extra activities.

Thank you to all the staff at Tambelin. Each member is 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. Melanie - for her leadership and guidance in the senior room, organising Seniors camp to Berry and NAPLAN. Sharon - for her commitment in her role as the Multilit specialist,

librarian, book club, role taking, office duties and assisting in senior room activities. David - for his ongoing computer teaching & support. David has said a very reluctant farewell to Tambelin but I am hoping that I just might be able to twist his arm to stay! Thank you to Claire Jones who has been very creative in orchestrating singing in the school and ukulele playing. Your talent and expertise is appreciated. Thank you to Michelle for her support in the junior room, sleepover chef & events coordinator, Centro mistro and display organiser, simultaneous story time and concert props expert.

This school is unique to all of us for many different reasons. But importantly we are the Tambelin School community – with a focus on all children and their love for a lifelong learning.

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 2011.

NAPLAN Area	% Below National Minimum Standard	% at or Below National Minimum Standards	% at proficiency
Reading			
Year 3	0%	0%	50%
Year 5	14%	29%	29%
Writing			
Year 3	0%	0%	50%
Year 5	14%	29%	14%
Spelling			
Year 3	0%	0%	50%
Year 5	29%	43%	29%
Grammar & Punctuation			
Year 3	0%	0%	67%
Year 5	0%	14%	29%
Numeracy			
Year 3	0%	0%	50%
Year 5	0%	14%	29%

Teacher Standards

Category	Number of Teachers
i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines (AEI-NOOSR) guidelines	3
ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
iii) Teachers not having qualifications as described in i) and ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to “teach” in NSW before October 1 2004 (either on a permanent, casual or temporary basis) and worked as a teacher during the last 5 years in a permanent casual or temporary capacity.	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.

Tambelin also employs one teacher assistants. Staff information is also available my school website <http://www.myschool.edu.au>

Professional Development for 2011

Course	Provider	No. Of Staff	Cost
Identifying The Gifted & talented	AIS	1	\$450.00
Computers in the classroom	AIS	4	\$1,200.00

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

All other professional development that took place in 2011 was linked to National Partnership funding please look at the school website for details.

http://www.tambelin.com.au/info/index.php?option=com_content&view=category&id=38&Itemid=54

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.

Student Attendance

Kindergarten	92%
Year 1	96%
Year 2	89%
Year 3	91%
Year 4	93%
Year 5	86%
Year 6	N/A

Whole school attendance rates can also be found on the My School website <http://www.myschool.edu.au> under Tambelin Independent School.

The average attendance rate was 90%

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.

By law, attendance at school is compulsory. Attendance record is kept at the school with names, addresses in accordance with instruction supplied within. This record is completed daily.

The law requires the school to keep detailed record of absences. If a child is absent from school a written note to the class teacher (or phone call) explaining the reason for the child's absence. If preferred, notice of absence forms can be found in the parents area of the Tambelin website or on request. If children are late to school parents are required to fill in the relevant details in the yellow book in the entrance hallway.

Children who turn five prior to the end of July may be enrolled in the kindergarten class at the start of the same year. Year 1 - 6 students may also enrol during the year. As Tambelin enrolls a maximum of 32 per year, a successful new enrolment application depends on class numbers.

Pre-enrolment

After initial contact with the school, the prospective parent/guardian is given information about Tambelin School and, if enrolment is sought, advised to complete an Expression of Interest in Enrolment form.

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

Pre-enrolment Interview

Ideally both parents/guardians and the prospective student(s) attend the pre-enrolment interview, conducted with a Tambelin teacher and parent representative from the school association.

The interview aims to cover the history, philosophy, and educational structure of the school as well as the child's educational development/needs and previous educational experiences.

Before or during the interview, an *Enrolment Information Package* will be made available to parents/guardians. This includes an Enrolment Application form; a Tambelin Membership Application form; a Permission for Medical Treatment form; a Prohibited Employment Declaration; a Tambelin Information Booklet; an Infectious Diseases Information sheet, an '*Acknowledgement of Awareness*' that Tambelin is a nut free area and Enrolment checklist.

When returning the completed forms, you are also required to give the school documentary proof of age (e.g. birth certificate/passport), and a copy of the child's Immunisation record.

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

Orientation/Trial Days

Kindergarten orientation usually takes place at the beginning of December. This is usually 3 consecutive half days at school, from 9am to 12 midday. During this time, children are introduced to school routines and have a chance to make friends and experience school life. These days are very beneficial to the students as they begin school the following year with friendly faces in a familiar environment.

When enrolling new students in Year 1 and above, Tambelin will arrange a number of trial days. Trial days usually span a week. This allows the student, parents/guardians and Tambelin to further consider enrolment of the student. The school will then contact you regarding your application.

Materials such as stationery, pencils, scissors, and workbooks are provided at Tambelin.

Finalising Enrolment

The enrolment is endorsed at the next (parent committee) school meeting. For any enrolment to be endorsed, all enrolment forms and documents must be completed and submitted.

Children with Additional Needs/Disability

Tambelin accepts enrolment applications from children with additional needs. Consultation with parents/guardians and support services with regards to additional needs and available resources, determine whether or not Tambelin is the best 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/enrolment of 35 students (throughout 2011) and is divided into two classrooms, Junior and Senior. In 2010, the Junior classroom comprised of 15 from years K-2 and the Senior room had 20 students from Years 3-6. These population figures are less than the stated number due to enrolments varying throughout the year. However these numbers above were not constant due to a moving student population. The school population consisted of 57% boys and 43% 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.

Values Education

Tambelin teaches & integrates Values Education into the Curriculum. Each value: Care & Compassion; Doing Your Best; Fair Go; Freedom; Honesty & Trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance & Inclusion are dealt with and used throughout the curriculum and for solving everyday problems.

Students sign a Code of Conduct, which is proudly displayed at the school. All behavioural incidents are related back to 'Code of Conduct' agreement. Other programmes in use, ie: Peer Support/Life Education further foster these values.

Policy	Changes	Access to Full Text
<p>Child Protection Policy: 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>Updating of Policy to include <i>Keep Them Safe</i></p>	<p>Issued to all staff members and school committee</p> <p>Policy overview available in School Information Booklet & Child Protection Investigation procedure folder in the school's office.</p>
<p>Security Policies: 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.</p> <p>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</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>Supervision Policies: 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>Travelling to and from school Safely Policy: Guidelines for safe pick-up/drop off, bike riding, parking are included in the curriculum.</p>	<p>#Changes to departing & entry gates to school. #Kitchen use on Fridays #Collecting balls from neighbouring property not allowed.</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>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>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 & Risk assessments completed before activities</p> <p>Discussed & Document – 1 parent committee meeting and staff meeting per term Animal Officer – C.Harborne</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>Policy</p>	<p>Changes</p>	<p>Access to Full text</p>
<p>Codes Of Conduct: 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>
<p>Pastoral Care Policies: 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>Making sure contact numbers are correct and up to date information on children with anaphylaxis</p> <p>Diabetic information updated and reviewed</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>

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 Grievance Resolution Policy

Tambelin Independent School strives to provide a positive, constructive, open and inclusive school environment for students, teachers and parents. Its Complaints and Grievances Resolution Policy is closely aligned with its Mission Statement and Philosophy, in that Tambelin strives to provide a happy learning environment where students' individual needs as well as those of the school community are core priorities.

It is important to resolve any concern, comment or grievance about any aspect of the school, regardless of size, promptly in a communicative and confidential setting.

The school endeavours to achieve outcomes for students, teachers and parents in a fair and impartial manner, based on the following stepwise process and clear and transparent guidelines.

Grievance Resolution Procedure

1. Verbal or written notification of the grievance or issue is given to the parties involved (eg: teacher). A formal meeting is then arranged to discuss the issue in detail. The time of this meeting is arranged to suit both parties and to ensure confidentiality. *If resolution is not achieved by undertaking Step 1 of the Grievance Procedure;*
2. A confidential meeting can be arranged with the senior teacher and all other parties involved in order to reach resolution of the issue, *Where the party that initially raised the issue is not satisfied with the resolution outcome of Step 2 of the Grievance Procedure;*
3. The party that raised the issue can choose to address a confidential meeting of three Executive Committee Members, during which a decision on resolution of the issue is made. All parties are also encouraged to have support person at this meeting. The Executive Committee may consult with the Australian Independent Schools Association to verify that the above steps have achieved a satisfactory outcome for all parties, with the benefit of the school community in mind. A formal complaint is required to be addressed to the President of the School Committee.

Achievement Priorities for 2011

Area	Priorities	Achievements
Student Welfare	Maintain code of conduct, and integrate throughout the curriculum Staff Trained in Identifying and treating Anaphylaxis	Visit to Life Education Van. Units of work detailed:
Teaching and Learning	Primary Connections Science Units of work Implement a whole school spelling program Strategic planning for National Partnerships 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	Very specific units of work where children really enjoyed the hands on approach to “real” Science and Literacy: All children participate in spelling mastery for 4 x 25 minutes sessions every week Follow strict guidelines and implement changes to improve student outcomes All students participated in the swimming program that was held in Terms 1 & 2 All children were bused to the local PCYC to have instructed gymnastics lessons. Excursion to Sydney & Stay a night at Cockatoo Island
School Parent Committee	Apply for National Solar Schools Grant	

Achievement Priorities for 2012

Area	Priorities	Achievements
Student Welfare	Peer Support Program	Visit to Life Education Van. Units of work detailed:
Teaching and Learning	Primary Connections Science Units of work	Very specific units of work where children really enjoyed the hands on approach to “real” Science and Literacy:
	Implement a whole school spelling program	All children participate in spelling mastery for 4 x 25 minutes sessions every week
	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.	Follow strict guidelines and implement changes to improve student outcomes
	Premiers Reading Challenge	
	Learning to Swim program	All students participated in the swimming program that was held in Terms 1 & 2
	Tennis & Fundamental movement skills	All children were bussed to the local PCYC to have instructed gymnastics lessons.
	Whole school	Excursion to Sydney. NSW Art Gallery Picasso & Zoo Snooze at Taronga zoo.
	Computer lesson Integrated into the curriculum	
	UNSW Computer test	
	Maths Groups – Children divided into three groups stage or ability to have specific maths learning.	

School Parent Committee

Veolia Mulwaree Community Grant – application

Coles for school vouchers

Woolies “Earn & Learn”

Fundraising for air conditioners

Parent, Student and Teacher Satisfaction

At the end of 2011 the school had a number of workshops. This included workshops with the children, staff and parents. These workshops had a focus for input from all levels at Tambelin, looking back and looking forward to 2012.

Parent/Staff & Children Workshop Preparing for 2012

In 2012 we are predicting a “top heavy” enrolment numbers for the senior room. Staff/parents were concerned that we still need to meet the needs of the students, whilst our overall enrolment is predicted at about 30.

Firstly Staff thought about what’s important in an education.” What skills does a 25 year old need in an ever changing world?”

These thoughts were document below

Staff	Parents	Students
Communicative Versatile Expressive Resilient Reliable Consistent Flexible Respected Confident Tolerance Compromise Proud empathy Committed Passionate Adaptable Take risks Striving to achieve Responsible Interested Intrinsic Motivated Valued Opinions Heard Supported	Well rounded Grasp of own self worth Confidence Flexibility Social skills Empathy Self discipline Optimism Resilience Life skills choice	Students were asked “Why do we learn the things we do at school?” Exercise Entertain Fun To learn Work so you can get smarter So you Know what to do Get smarter to get a good job so you can then buy a house and car! High school scholarship Shopping understand money Read billboards, signs Fill out forms Read Spell Understand speech, emails Respond to emails

Staff at school have been thinking of this top heavy school for a long time. We wanted to change things not just for this reason but for the following reasons.

Staff	Parents
<ul style="list-style-type: none"> • Best interests of all students • Catering for current level of achievement • Time productive – using resources more effectively • Socially – peer support/peer learning/variety • Activities based for like minded children • Learning – stretch • Learn from peers • Teaching to become more specific and impactful • Staff skills – at the moment constraints of structure • Change – “not to solve a problem” but rather continue to be proactive • Flexible long term planning – economically viable and flexible • Education evolves – change for the future not just 2012 • Trial / change & evolve • Learning to be dynamic, create inquiry, interesting, stimulating not just about “content” <p>We want to give our students the BEST education.</p>	<ul style="list-style-type: none"> • Computers & cyber safety • Sport • Lack of dynamics in small classes, (junior room not having enough children) <p>Adapt to high school – past students to return to school and share experiences with year 6</p>

A wish list for 2012

Parents	Students
<ul style="list-style-type: none"> • Enrichment activities • Extra curricular with other small schools • Small group challenges – cafe • Community responsibility/ leadership projects • Budget and requirements re staffing • Technology • Language • Sport • House keeping 	<ul style="list-style-type: none"> • Monkey bars • Book day – book week completion • New equipment • iPads/macs • Tickets to buy things • Updated computers • Cooking – spiders/milkshakes/donut day/separate desks

Students also told me what they “love “about school

Lunch * painting * sleepover * know everyone * free time * all play together * more attention * only 2 classes * less trouble here * running around the block * singing * outside play * friends * computers * Science * swimming * Internet * all seniors go on camp other schools it is just Yrs 5 & 6 * Mathlectics * kitchen * Lunches less restricted * Microwave * hot food * young teachers * no assemblies or church or scripture * Play after school no bus line * call teachers by their first name * play equipment * plays at the end of year * no uniform * same teachers * respect peoples allergies * teachers that teach us.

So after thinking about all these ideas and the realisation that we do have a common goal what will be our plans for 2012 and how are we going to cater for a Top heavy classroom and also take on board parent suggestions.

Children are currently being grouped for spelling mastery (4 groups) and writing groups term 4 2011 and we will start maths, handwriting, grammar groups in 2012. Children will be grouped with like minded students. We will carefully look at the group dynamics, stage and year levels for each child. This grouping may change from time to time and also be very different for writing, spelling and maths. Students will still have a home room, but we will think of the school more like a whole rather than two rooms. That will mean that the teacher to student ratio is equally shared over the entire school.

Other things that we plan to focus on

- Computers with a budget of \$10,000.00
- Past students come and talk to year 6 about high school.
- More cooking at least once at term
- Continue with enrichment activities – Gateways
- Year 6 can run a cafe/milkshake bar/spiders – maths activity & selling for a profit that can go towards their chosen charity/ or something they may like to but for the school
- Book Day – continue with simultaneous story time.
- Dress up day – book week event
- Sport – tennis/swimming Term 3/fundamental movement skills/
- Extracurricular with other small schools – Swimming carnival, Taragla sports day and organise another activities day. (This we will keep planning as the other schools are not so willing!)
- Continue that students take pride in keeping their school tidy – afternoon clean ups
- Community responsibility - ? open for suggestions (singing at the local nursing home, sponsorship of local park to keep it clean??)
- Languages – \$\$\$

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 2011

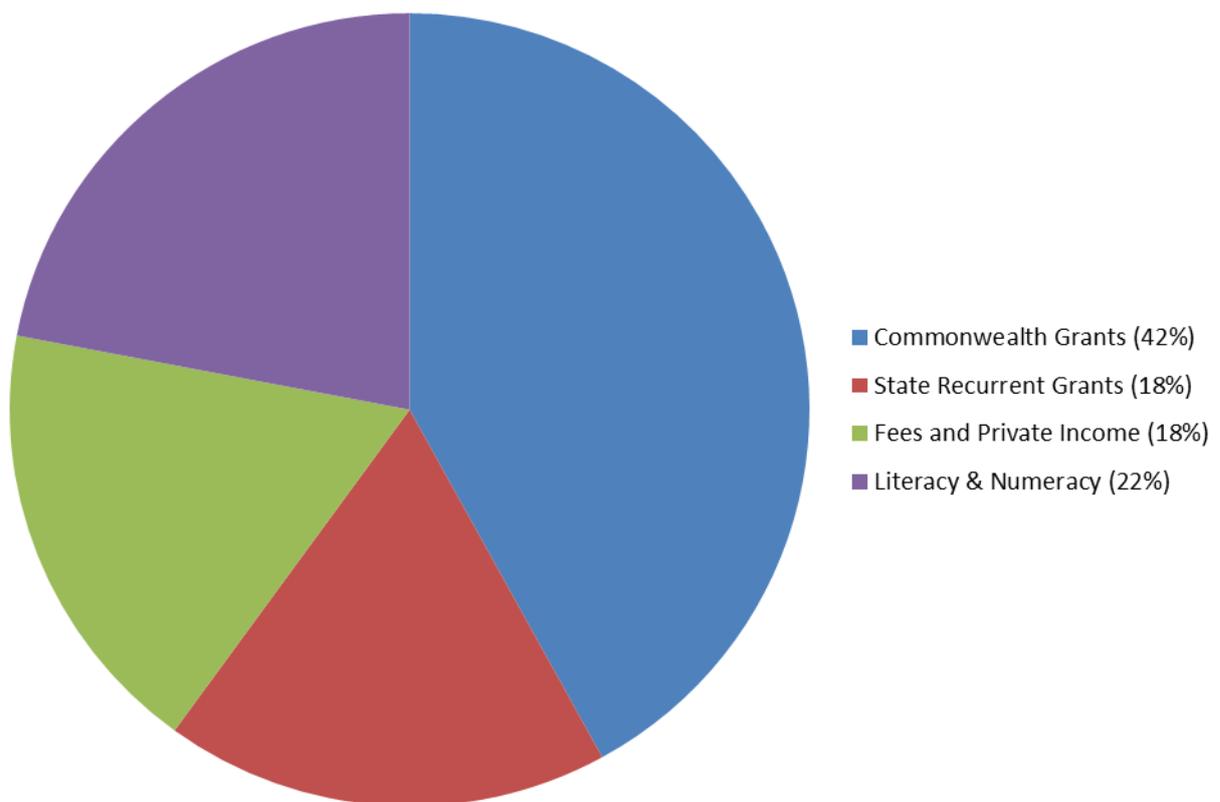


Figure 2:

Recurrent/capital expenditure represented by pie chart

Expenditure for year ended 31 December 2011

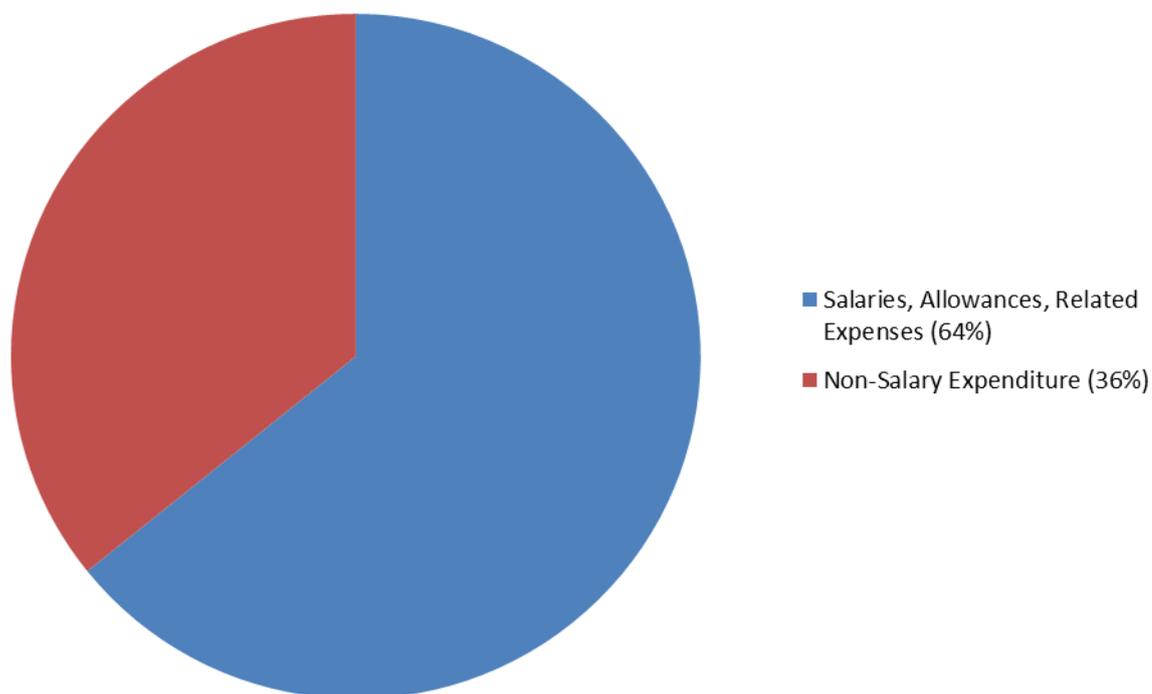


Figure 3:

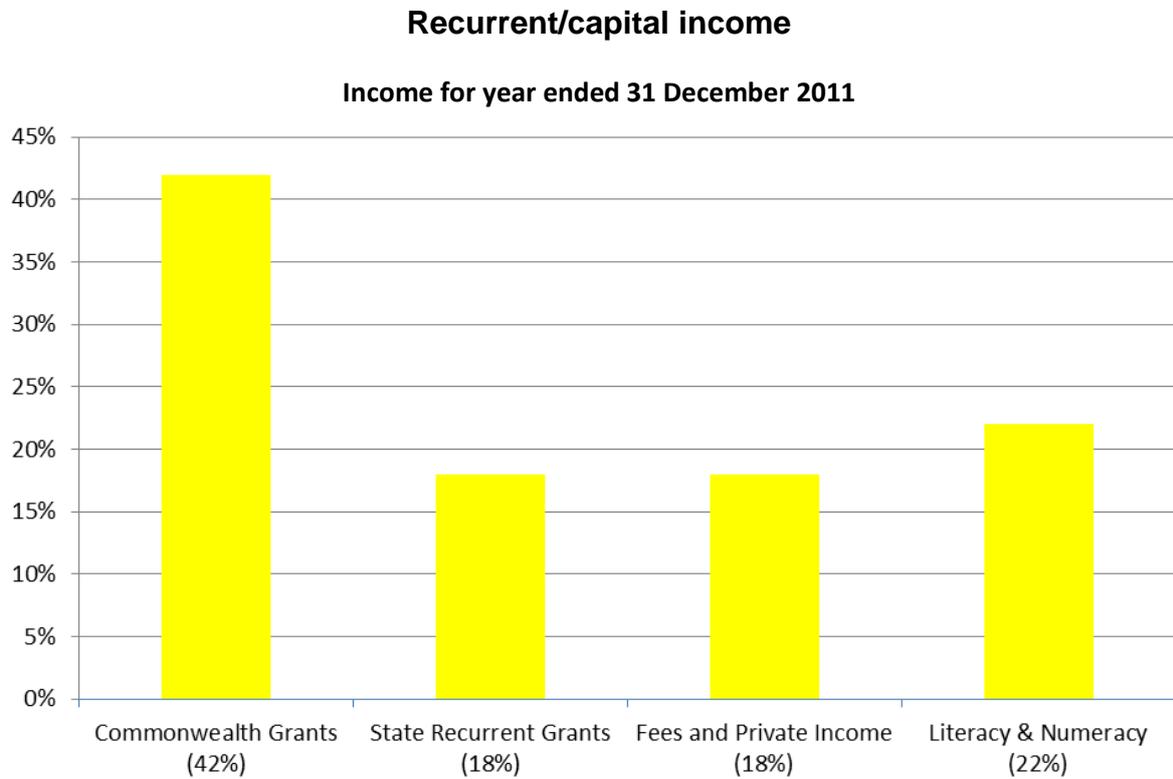


Figure 4:

