



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and Financial Report

2012

'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 27 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

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

Message from the President –

It is with great pleasure I present my Presidents report for Tambelin School 2012.

2012 Was another important year in the life of the school. Thank You to the present committee members for their wonderful commitment to the running of the school. I would also 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. Special thanks must go to Catherine and Michelle for all the voluntary time put in on days off and after hours. This has not gone unnoticed and is much appreciated.

Sincere thanks must also go to Wendy Maizey, Sue Pearce and Tanya Chapman for tackling the time consuming task of fundraising.

This has included school lunches, Mothers Day stall, Fathers Day stall, raffle and walkathon.

Thank you also to all our wonderful parents for supporting these fundraising efforts. This combined effort has seen some wonderful results.

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

In 2013 we will be focusing on increasing our enrolment numbers from the current 25 to a more healthy 32.

Andrew Maizey
President

Principal's Report 2012

2012 has been another exciting year for Tambelin Students. I always like this time of year when I can reflect on what Tambelin students have achieved individually or together as the Tambelin school family.

Recently, I was asked what inspired me to become a teacher. When I reflected on this question I did not really think of one teacher that was outstanding but rather the opposite. These teachers loved rote learning, times tables, spelling lists, mental for homework, no talking and the strap. Thank goodness now there is evidence to support other strategies to engaged, challenge and explore learning and pedagogy. We continue to question and research best practices to give our students at Tambelin the best possible education.

The other main source of inspiration to become a teacher came from my parents. They have modelled and fostered a relationship that only I can be so grateful for. They have given me many opportunities and set expectations, and support my smallest achievements in all that I do from day to day. So, Thank you, to all the Tambelin Parents, firstly, choosing Tambelin for your child, supporting me as a teacher and a principal and most importantly guiding and supporting your child.

The other most influential and inspiring people in my life are my friends. They listen, talk, laugh, cry and give advice even if I did not ask for it!

So, this then made me question who is the most important inspiration in our learning life? School, parents or friends? I am sure there is an answer out there in the copious amounts of research, but, I am sure it is different for every one of you sitting here tonight.

Tambelin offers a combination of all three – school – parents and friends. A family environment for children to learn, grow and be challenged in all aspects of their learning. Mutli aged classrooms which foster a family environment conducive to individual learning. Parents are involved in this learning journey and friendships are created on so many levels here at Tambelin.

Farewell to year six, Will, Angus, Phoebe and Chris as your learning journey continues we wish you all the very best. Thank you, Michelle & Mel for your support during 2012. Thank you, Mel for helping out with the year 6 speeches & technical support. Thanks Sharon for your help the first three terms of the year. A huge Thank you to Michelle for tonight as this concert has been a huge project to undertake.

Tonight is a time for family, friends and teachers to celebrate the children's success' - academically, socially and emotionally. Congratulations Tambelin children we are so proud of each and every one of you. Well Done and Congratulations.

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 2012

All students in Years 3 & 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in 2012.

NAPLAN Area	% Below National Minimum Standard	% at or Below National Minimum Standards	% at proficiency
Reading			
Year 3	*	*	*
Year 5			100%
Writing			
Year 3	*	*	*
Year 5	33%	34%	33%
Spelling			
Year 3	*	*	*
Year 5		50%	50%
Grammar & Punctuation			
Year 3	*	*	*
Year 5	33%	33%	34%
Numeracy			
Year 3	*	*	*
Year 5	33%	33%	34%

*Only three children sat NAPLAN in Year three. Not enough to report.

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 2012

Course	Provider	No. Of Staff	Cost
First Aide	Local Provider –St Johns	4	\$450.00
Teaching in Multi staged Classroom	AIS	2	\$1,200.00
Employment Matters and an Update on Current Issues	AIS	1	-
Work Health and Safety Seminar	AIS	1	-

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: 75%, all teachers at Tambelin continued their service from the previous year.

Student Attendance

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 94%

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 together or in small groups.

Tambelin comprises a student population/enrolment of 25 students (throughout 2012) 32 % girls and 68% boys.

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><i>Child Protection Policy:</i> 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. 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 Safety Policy: Guidelines for safe pick-up/drop off, bike riding, parking are included in the curriculum.</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>Rules constantly reviewed with the children and integrated and taught across the curriculum & Risk assessments completed before activities</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>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; 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; Homework is not compulsory. It is an agreement between student, parents and teachers. Homework is designed to support and extend classroom learning,</p>		<p>Policy available in school information booklet</p>
<p>Communication Policy;</p> <p>Formal reports;</p> <p>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.</p> <p>School Discipline Policies; All provide opportunities for communication between staff, parents and students.</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 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”	

Giant Christmas raffle

Achievement Priorities for 2013

Area	Priorities	Achievements
Student Welfare	Integrated Health program K-6 "On The Move Drug Education"	Visit to Life Education Van. Units of work detailed:
Teaching and Learning	Primary Connections Science Units of work Implement a whole school spelling program 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. Premiers Reading Challenge Learning to Swim program Tennis & Fundamental movement skills Computer lesson Integrated into the curriculum UNSW Computer test Gateways for Gifted & Talented. Formal assessments for reading DIBELS – Whole school	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 bussed to the local PCYC to have instructed gymnastics lessons.

National Partnerships 2013
Principals as Literacy Leaders –
professional development
Registration

School Parent Committee Woolies “Earn & Learn”
Fundraising 5c
Mother’s & Father’s day stall
Walk-a-thon

Parent, Student and Teacher Satisfaction

At the end of 2012 as part of preparing for National partnerships the parents filled out a survey.

Results below

1. Student satisfaction:

100% of parents' survey indicated that their children enjoy going to school.

10% of parents indicated said their child was bored at school.

90% of parents strongly agreed/agreed that Tambelin School was a safe and positive place.

100% of parents indicated that they have a good relationship with their teacher, that teachers are there to help and that teachers are there to help if they are having problems in the playground

90% of children enjoy reading and writing

2. Parent Satisfaction:

100% of parents agreed or agreed strongly that teachers

put a lot of effort into teaching well and improving their teaching practice.

100% of parents agreed or strongly agreed that resources are applied to the conditions of learning.

100% of parents agreed or strongly agreed that children are learning about a wide variety of subjects.

10% of parents thought that teachers are not looking for innovative ways to improve student outcomes.

10% of parents thought that teachers are not teaching children that will equip them for their life as an adult.

11% of parents thought that the school does not celebrate staff and student successes.

Things the School could do better	Things the school does really well
<ul style="list-style-type: none"> • Parent Teacher interviews • Maybe a little more info on key learning areas and what is being focused on and how we can support at home • Improve on organisational skills – notes home earlier • More newsletters • Home work so we can tell how our child is going. • Maybe move the sports carnival to a warmer to a warmer time of year – Taralga was quite cold 	<ul style="list-style-type: none"> • Extra support for children who need it • Supporting interpersonal skills • Developing friendships based on mutual respect • Creating an environment where children are excited to learn. Both my children are really happy at Tambelin • Interacting well with all children and make learning fun. • Make school a happy and safe environment

<ul style="list-style-type: none"> • Provide more notice of activities • Do not assume use of internet • More cooking in the curriculum • More streamline communication • Inform parents earlier of excursions /events • Making parents aware of their responsibilities to the school. • Organisation of senior room children’s books and resources, etc. 	<ul style="list-style-type: none"> • Zero tolerance for bullying • Parent involvement – working bees are great • Caring for students – great student and teacher relationships • Excursions are fantastic • My children both enjoy going to school. They are happy and feel safe in a friendly environment. • Peer respect between children • Good student teacher ratio • Teachers think outside the square • Understands my child • Support educationally and emotionally • Ant bully program • Good friendship between all years • Extra-curricular activities • Practical learning skills /applications • Group learning – well done • Gaining grants/funding
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3. Teacher satisfaction:

“I feel high expectations are held and are nurtured and supported through explicit teaching of well researched programs and these include clearly articulated learning goals and learning structures”

“I feel the principal leads by example and is directly and passionately involved in teaching/learning process and offers constructive feedback, modelling & support & guidance to teachers regularly – formally and informally and takes on ideas of others”

“Whilst networking with other schools is quite limited in our local area in regard to curriculum objectives, I feel we network well in extracurricular activities & curriculum objectives with other independent school at AIS professional development days regularly

“Professional development opportunities for all staff is encouraged. What is learnt is communicated to all staff”

“Due to no admin time principal sees teachers in action in passing or if working collaboratively with teachers. The principal always encourages us to improve our literacy teaching through professional development and the changes in our student population”

Financial Report

Figure 1:

Recurrent/capital income represented by pie chart

Income for year ended 31 December 2012

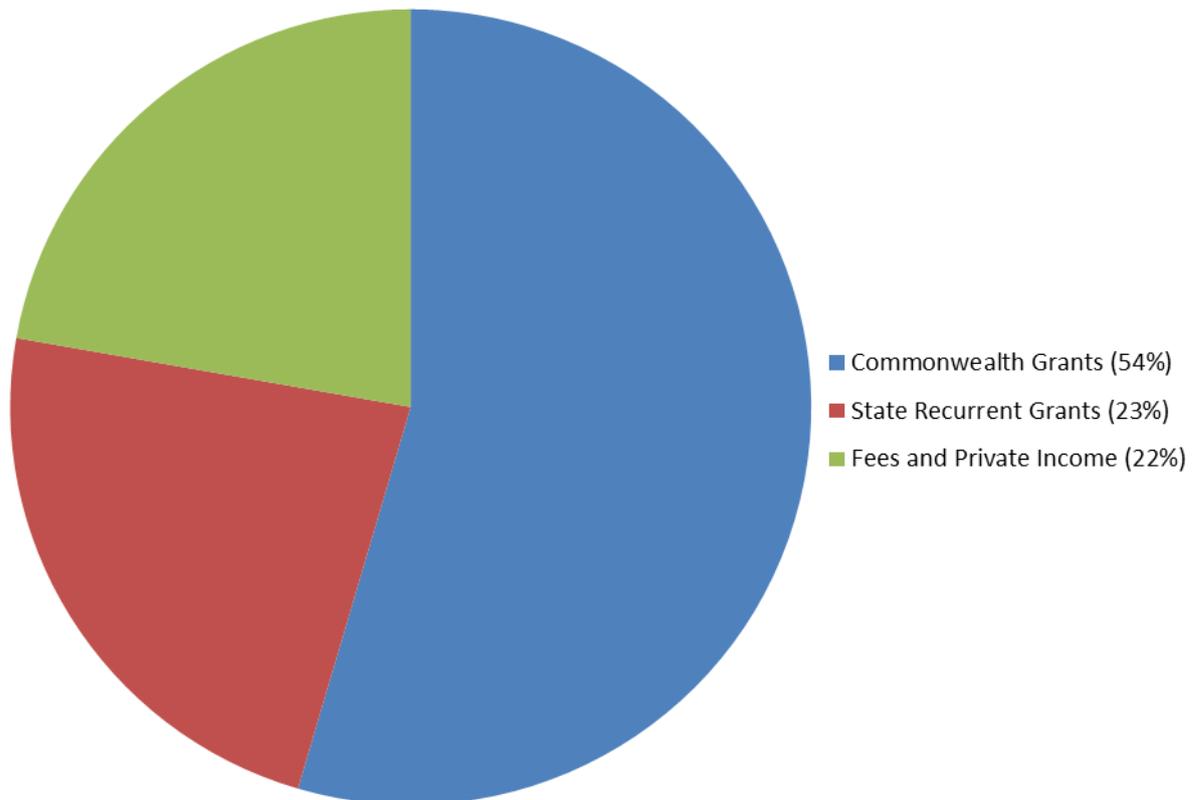


Figure 2:

Recurrent/capital expenditure represented by pie chart

Expenditure for year ended 31 December 2012

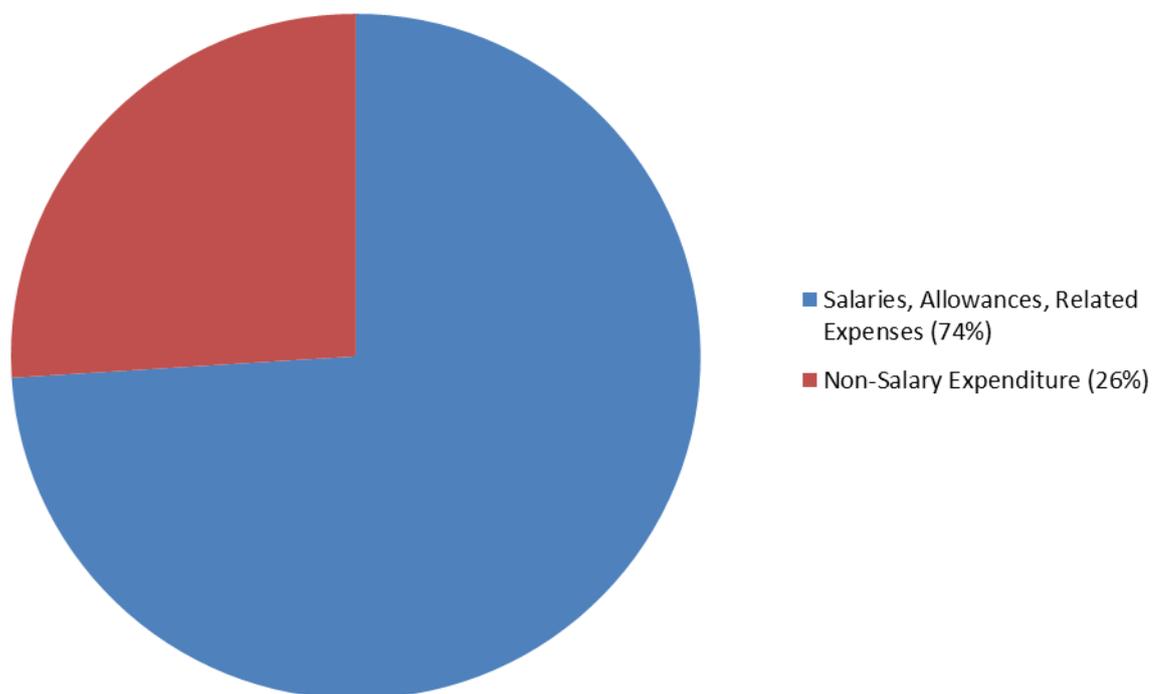


Figure 3:

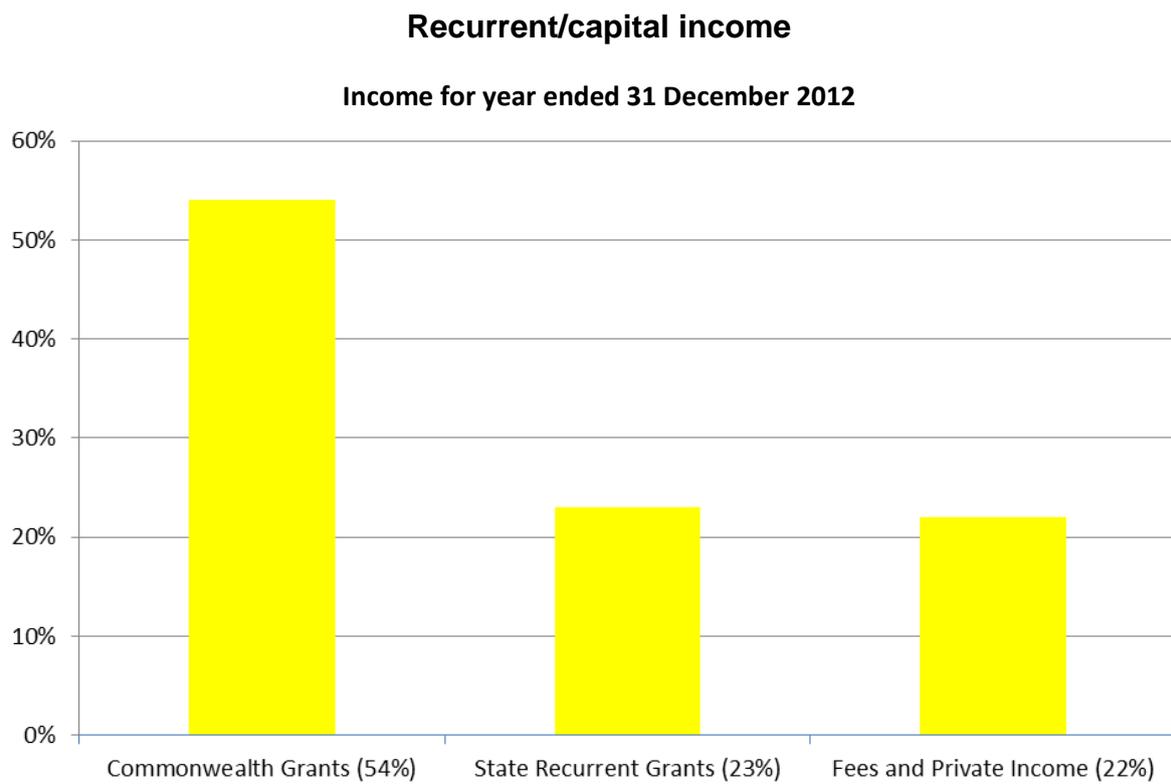


Figure 4:

Recurrent/capital expenditure
Expenditure for year ended 31 December 2011

