



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report
2015

'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.

Tambelin 2015 Participated in National Partnership funding:

NSW Literacy and Numeracy Action Plan Mandatory Reform Elements:

1. Effective and evidence-based teaching of literacy and numeracy
2. Implement a three tiered K-2 literacy and numeracy intervention based on initial (diagnostic) assessments and personalised learning
3. Instructional leadership and whole school engagement with literacy and numeracy through the Principals as Literacy Leaders Program (PALL)
4. Monitoring student and school literacy and numeracy performance using reporting tools required by the State to identify where support is needed to track student progress.

2015 NSW Literacy and Numeracy Action Plan Priorities:

NSW Literacy and Numeracy Action Plan Ongoing Priorities:

1. The introduction of a daily block of numeracy and mathematics for Kindergarten to Year 2
2. Strengthen the focus on whole-school instructional leadership
3. Continue to explicitly assess the learning needs of students especially on entry at Kindergarten
4. Focus on school-based professional development for teachers in personalised learning and diagnostic assessment
5. Use tiered interventions in literacy and numeracy for those children who need special attention with evidence being gathered on their efficacy and cost-effectiveness.
6. Extend programs that strengthen home, school and community partnerships and support literacy and numeracy, in particular programs aimed at Kindergarten to Year 2.
7. Adoption of the common tool for reporting achievement of learning outcomes Kindergarten to Year 5, using the DEC Literacy and Numeracy Continua as the framework for valid and reliable judgment of student achievement.

Targets:

1. 90% of K-2 students are above or at bench mark in Numeracy according to LIEN by November 2015.
2. 75% of students in K-6 are above or at bench mark in reading DIBELS assessment in Term 4, 2015.
3. Principal to lead in Numeracy and Literacy and strengthen home, school and community partnerships measured by parent attendance at school events and comparison of information given in parent surveys.

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

President's Report 2015

It is with great pleasure to present my final President's Report for Tambelin School, 2015.

2015 was a personal highlight as my youngest son completed his primary years of schooling at Tambelin. Both boys have attended their entire primary schooling at Tambelin. They reflect on this time with affection and fond memories. This small school truly equipped them both with all the academic and social skills required in a large secondary school. Whilst the step from year six to Year seven is a huge step regardless of background or schooling, Tambelin has equipped both boys with all the life skills and confidence they face on a daily basis in secondary school.

In 2015 the school continued to take part in the National Partnership for Literacy and Numeracy funding. This substantial funding for literacy and numeracy has had a positive impact across the school community, children and staff. Funding has and will be spent on professional development, Spelling Mastery workbooks, Elementary Math Mastery, Junior Math Mastery, Assessment Resources for both Numeracy and Literacy. Most importantly the funding has given teachers the knowledge, skills and time to effectively assess individual children and plan meaningful programs to improve education within the school. This funding will make the school a better place for literacy and Numeracy learning.

Enrolments in the school throughout the year have been reasonably strong however, we continue to promote and encourage new enrolments in all years. I personally think the best form of advertising is by word of mouth. We must continue to support the school and spread the good word and highlights of our school. Whilst our enrolment numbers have been steady we continue to maintain staff, three-part time teachers and a teacher's assistant.

Thank you to present committee members for their dedication and commitment to the running of the school. Thank you to those parents who help out in many other ways, transport on excursions, supporting fundraising, laying turf and painting the school Library

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

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

As a parent I will be forever grateful for the experience this school has offered my two children.

Andrew Harborne
President

Principal's Report 2015

Good evening Ladies and Gentlemen welcome to Tambelin's End of Year Concert. Firstly I might just think I have made it to the end of year alive – but I am always thankful for nights like this as I see so many parents and children performing and celebrating the year. It is not only about parents and children but a time for reflection a years' worth of education and learning for everyone involved with Tambelin.

Tambelin is one of a kind. There are a number of reasons and facts why this is so. Firstly it is an Independent School. There are three school sectors in NSW: Government sector - Catholic sector, and Independent sector. The independent sector accounts for slightly more than 16 per cent of student enrolments.

The independent sector is so-called because each school is independent of government or Catholic system ownership. It is made up of individually operated schools as well as small groups or systems. Independent schools vary widely in size from schools with fewer than 20 students to large schools with up to 2,000 students. Independent schools are located in all areas of NSW covering metropolitan, regional and rural and remote areas of the state.

All independent schools in NSW are registered by the NSW Board of Studies and are educationally and financially accountable to the Board and to the Australian and NSW Governments.

Many independent schools are operated along religious lines, however Tambelin does not affiliated with any particular religious philosophy or church while others follow certain types of educational philosophies such as Rudolf Steiner Schools and Montessori Schools.

Independent school numbers have increased significantly in NSW over the last 30 years. According to ABS *Schools Australia* data, there were 227 independent schools in NSW in 1983, increasing to 330 in 2009.

Secondly, we are unique, because Independent schools account for almost 10% of all primary school enrolments in NSW.

So if you add to this Tambelin being in a regional area, in a large country town with a maximum enrolment of approximately 32 children. No wonder it is hard for the general public to even begin to understand our school.

Some may classify Tambelin School as unique, rare or even different for the above reasons, however most of us do not want to be different, we strive to fit in, be included in the norm and be part of the group. What we do strive to be is the best. The best in what we do every day, providing the best primary education, with the best educational programs with the best learning environment.

We are all fortunate to be part of this wonderful school community and privileged to be here tonight. To see these children have every opportunity to perform, present and speak. This is a reflection of what happens every day in class. Students have a number of opportunities to be heard, conference, learn, discuss, model and express themselves. It truly is the best learning environment when we have excellent teachers, great resources, evidence based and well researched based programs. To enhance that education in the classroom we have had many opportunities this year to compliment the curriculum in the classroom. These excursions include Narrabeen Sport and Rec Camp, Count us in, Tennis, Swimming Lesson, Swimming carnival, Netball, Boorowa Touch football, Taragla Sports Carnival, Rural Fire Service Talk, Canberra Theatre - Monkey Magic/ Stripey / Storm boy, Goulburn Art Gallery – Chinese Whispers, A salute, Questacon science circus visit, Jamine Oliver Food Revolution, Simultaneous Story time, Australian War memorial, SPACE expo, The Juggler of Gravity at the Tuggeranong Arts Centre & Book week.

Wow this certainly is a long list of expeditions – but, how worthwhile are these experiences. The conversations that these excursions create, the links to previous learning in the classroom and an

opportunity to make learning meaningful and worthwhile. At this point I think it is especially important to thank the parents for covering the cost in most of these excursions and helping with transport.

I would personally like to make a special thank you To Jess who has been on work experience this term. Thank you Jess for helping out with Spelling Mastery groups, making play dough, setting up for painting and classroom set up, Math Mastery lessons – just to mention a few things. Your help has certainly been appreciated.

Thank you to the parents as your role at Tambelin is vital. Whether it is on the school committee or parents meetings, turning up for parent teacher interviews, working bees, covering books, cooking – it is greatly appreciated an makes a difference.

I huge thank you to all the staff at Tambelin. Michelle, Meredith and Penny. This school would not be the school it is if it wasn't for your dedication, commitment, nurturing nature, and strength. You all work beyond and above what is expected. So thank you for your dedication to the School, children and parents. A personal thank you to the staff from me as you support me in my principal duties, as a teacher and a hearing board for all life issues beyond the classroom. I am forever thankful for your friendship, mutual respect and professionalism.

I wish every family a happy and safe holiday and we look forward to a very grassy green school yard in 2016.

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 2015

All students in Years 3 & 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in 2015.

<http://www.myschool.edu.au/SchoolProfile/Index/96590/TambelinIndependentSchool/43905/2015>

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 2015

Course	Provider	No. Of Staff	Cost
Using the RTI Model to improve Numeracy Assessment and Intervention	AIS	1	\$385.00
LIN/LIEN Numeracy Assessment	AIS	2	#3,600.00
Anita Chin – numeracy K-3	AIS	3	\$4,500.00

All costs for 2015 professional development were covered by National Partnership Funding.

Teacher Retention and Attention Rates

Average Non-Attendance of Teaching staff: 0

Retention Rate: 3/3 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/StudentAttendance/Index/96590/TambelinIndependentSchool/43905/2015> under Tambelin Independent School.

The average attendance rate was 96% in 2015.

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. For extended periods of leave parents/guardians are encouraged to apply for exemption. Parents make a request for exemption forms and returned to the Principal for consideration of exemption from school.

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 during Term 3 & 4. 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 27 students (throughout 2015) 33% girls and 67% 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>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 at the beginning of each year or when a new staff member arrives.</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>Governance Policy</p>	<p>All directors/Tambelin School Parent committee to attend 4 hours of professional learning.</p>	<p>Policy available in school information booklet & comprehensive policy and procedure in school "<i>Policy and Procedure manual</i>"</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>The school community reviewed this policy Term 1, 2015.</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</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 &</p>

<p>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>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>
Policy	Changes	Access to Full text
<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</p>	<p>Making sure contact numbers are correct and up to date information on children with anaphylaxis</p> <p>Reviewed Term 3, school newsletter and school meeting</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>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>Anaphylaxis and Food Allergies Policy;</p> <p>This policy ensures that any child with allergies is provided with an environment that is safe and allows them to be able to participate in all aspects of the daily program with minimum risk that they may be exposed to traces of their allergen.</p> <p>Sun Protection policy;</p> <p>Children are to wear hats at all times whilst outside. For example sport, excursions and play.</p> <p>Absences and Illnesses Policy;</p> <p>By law attendance at school is compulsory. The law requires the school to keep a detailed record of absences. In view of this, parents must inform staff in writing, an explanation for the reason of absence.</p> <p>Injury & Illness Policy;</p> <p>Critical Incident Policy;</p> <p>Homework Policy;</p> <p>Homework is not compulsory. It is an agreement between student, parents and teachers. Homework is designed to support and extend classroom learning,</p>	<p>For extended leave from school Parents & Guardians can apply for exemption. This must be in writing (form emailed on request). Principal will respond in writing.</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 folder in school office & website</p> <p>Policy available in school information booklet</p>
<p>Communication Policy;</p> <p>Formal reports;</p> <p>Parent teacher Interviews;</p> <p>Opportunity for informal interview is always available. Formal interviews can be requested by both parents and staff, but it is desirable that both parties are aware of the subject.</p>		<p>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>

School Discipline Policies;		
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All provide opportunities for communication between staff, parents and students.		
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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 2015

Area	Priorities	Achievements
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:
	Continue with 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.	Follow strict guidelines and implement changes to improve student outcomes
	Number knowledge test (Outcome based assessment tool for staff to learn and implement to find out where children at.)	
	Focus on Numeracy lessons and differentiation in those lessons to cater for all students.	
	Premiers Reading Challenge	
	EMM & JEMM	Maths Mastery Program to help all student Numeracy
	Learning to Swim program	All students participated in the swimming program that was held in Terms 1 & 2
	Fundamental movement skills	All students throughout the year are taught specific Fundamental movement skills. Introduce student self-assessment using videoing.
	Tennis Coaching	
Hockey		
Netball Competition in Goulburn		
Boorowa Touch Footy Comp		
Taralga Sports Carnival		
Tambelin Swimming Carnival		
Music Lessons	Year 3, 4,5 and 6 music workshops learning the Ukulele	

Formal assessments for reading DIBELS – Whole school	Track student's growth in reading, comprehension and decoding.
National Partnerships 2015	Professional Development, Assessment of children in areas of Numeracy & Maths
Leadership Program for Year 6	National Young Leaders Day in Sydney 2015 Term 1
Year 3,4,5 & 6 Camp	End of year Camp 1 week
100 Years Since Landing of Gallipoli	Unit of work to commemorate ANZAC day
Visit to Australian War Memorial	
Canberra Theatre Excursions <i>Monkey Magic</i> <i>Storm Boy</i> <i>Circus Under My Bed</i> <i>Stripy The Emu</i>	Focus for learning and make learning meaningful
Visits to the Local Art Gallery	
Simultaneous Story Time	Whole school participation in reading a story book
Nutrition Policy Integration across the curriculum.	All Children participate in Jamie Oliver's Food Revolution / Nude food day / healthy cooking days
Parent Information nights for Numeracy & Literacy	Parents become clear on curriculum expectations and content in the board of studies Syllabus
Prepare National Partnership Plan 2016	

School Parent Committee

Parent Information Night
 Working Bees – turf laid in school yard
 Bunnings Visit for eatable garden
 Advertising the school through radio advertising.
 Fundraising: Walk-a-thon / Mother's day stall / Father's day Stall
 Maintain and support parent involvement in the school environment

Achievement Priorities for 2016

Area	Priorities	Achievements
Teaching and Learning	Continue with a whole school spelling program	All children participate in spelling mastery for 4 x 25 minutes sessions every week
	Primary Connections Science Units of work	Very specific units of work where children really enjoyed the hands on approach to “real” Science and Literacy:
	Focus on Numeracy lessons and differentiation in those lessons to cater for all students.	Follow strict guidelines and implement changes to improve student outcomes
	Maintain and continue Assessment of Numeracy skills for all children LIN/LIEN/NKT. Outcome based assessment tool for staff to learn and implement to find out where children at.	All children in Year 3 -6 participate in the JEMM & EMM program.
	Premiers Reading Challenge	Increased reading and borrowing in the Library
	Learning to Swim program	All students participated in the swimming program that was held in Term 4
Fundamental movement skills	All students throughout the year are taught specific Fundamental movement skills. Introduce student self-assessment using videoing.	

Formal assessments for
reading DIBELS/NEALE –
Whole school
National Partnerships 2016

**School Parent
Committee**

Mother's day stall
Father's day Stall
Relocate library & painting of school library
Yard – pergola roofing & tables to be striped and sanded
Maintain and support parent involvement in the school
environment

Parent, Student and Teacher Satisfaction

1. Student satisfaction: Student Survey 2015

<i>How do you feel about School?</i>	Always	Most of the time	Some of the time	Not very often
It's fun to learn new things at school.	32%	36%	14%	18%
I like to go to school.	23%	49%	14%	14%
I try my hardest in the classroom.	45%	45%	10%	
When learning is hard, I like extra help from my teacher.	32%	22%	41%	5%
When learning is hard, I like working in a group with my friends.	36%	23%	23%	18%
I enjoy school even when it is hard.	41%	14%	31%	14%
I give up when it is too hard.	14%	10%	10%	66%
I want to do well at school.	68%	18%	4%	10%
Learning in class is as much fun as playing outside.	36%	9%	45%	10%
Teachers help me in the playground.	32%	23%	18%	27%
I can talk to the teachers about my concerns.	32%	32%	23%	13%
Other people treat me with respect.	27%	50%	9%	14%

<i>Literacy</i>	Always	Most of the time	Some of the time	Not very often
It is fun to read	50%	15%	18%	17%
It is exciting to borrow a new book from the library.	36%	32%	9%	23%
It is good to read at home.	50%	27%	9%	14%
I like it when my parents help me read.	27%	27%		46%
It is important for me to be good at spelling.	54%	18%	14%	14%
When reading is hard, it helps if my teacher sits next to me.	24%	15%	37%	24%
I want to become better at reading and writing.	59%	23%	9%	9%

<i>Numeracy</i>	Always	Most of the time	Some of the time	Not very often
It is fun to learn maths.	41%	23%	32%	4%
I try to do well in maths.	68%	18%	10%	4%
It is good to do maths at home.	32%	9%	32%	27%
I like it when my parents help me to learn maths.	23%	41%	14%	22%
I can do maths in my head.	41%	36%	23%	
When I have trouble with maths, it helps if my teacher sits next to me.	27%	27%	32%	14%
I want to be better at solving maths problems	64%	18%	9%	9%
Playing number games with my friends is fun.	59%	18%	18%	5%

Comments:

Likes	Dislikes
<ul style="list-style-type: none"> • Playing x 2 • Learning x 3 • Playing outside x 2 • Technology • Maths x 3 • Number work • Playing with friends • Free time • Teachers • Numeracy • Friends • Reading • Science • Sport • Swimming • I love reading and I always read every night • I always try my hardest changing and pushing myself • Writing/reading/music/camp/excursions/spelling • I like everything about all the stuff that we do at Tambelin • I like art and reading • Camp/technology/Boorowa Touch • I like reading groups because it helps me read. 	<ul style="list-style-type: none"> • Writing • Friends being annoying • People being mean and not respecting • Hard learning maths • Going home when I am sick • People being loud • Cheaters • Arguments • Maths/writing and dictionary skills • Really easy or hard work • Loud noise when I am trying to concentrate • Dictionary skills • Sometimes I dislike maths • I get hurt • I hate it when I get teased

A total of 22 students were surveyed.

2. Parent Satisfaction:

Parents have an opportunity to talk to the staff every afternoon after and even before school. Staff make themselves available through text messages, phone calls, notes and or in person to arrange times for more formal meetings. A parent Survey was handed out to all parents and only 8 families responded. Full results from this survey was tabled at the school AGM for 2015. Comments from this survey....

Please write three things you would like the school to do better:

- Scheduled home work
- Excursion permission via text
- Permission notes sometimes come home or are emailed the day before excursions which can be stressful to try to organise.
- Communication can at times be better, we do not receive emails at times and find out about events from children or other parents.
- More notice about excursions
- Update school website
- More parents involved in helping out – covering books, reading, tidying, excursions etc.
- Less reliance on parent transport would be helpful. This can be problematic. A long term option may be a purchase of a small bus with Tambelin signage to promote the school.
- The appearance of the school grounds can be untidy. I think it's important for parents to see a clean well cared for school yard. The first impressions for prospective parents/students shouldn't be underestimated, sometimes you don't get past the first look.
- A school website/facebook page for prospective parents & current parents.
- More streamlined fee paying process (clear invoices & receipts issued)

Please write three things you think the school does really well:

- safe and secure learning environment
- bank transfer fee/excursion payment options
- The teachers are outstanding and we could not be happier with the learning environment
- support for students
- Approachability of teaching staff
- teaching Strategies
- Literacy and Numeracy Programs
- wonderful, friendly, committed staff who really know the students
- Excellent educational program specific teaching in all KLA's – excellent assessments
- Extracurricular activities are thoughtfully planned, meaningful & extensive
- Staff are always approachable and available for any concerns and feedback.
- Staff regularly gives feedback regarding my child's day/progress, always there to help.
- Feedback always welcome
- I haven't the words for the amount of admiration and respect, I have for our great teachers. Wish I had these sort of women back in my school years.
- There has not been a day when my child isn't looking forward to school, and tells me in a positive way about his day.
- Has a wonderful rapor with both its students and parents, ever approachable.
- Teaching Methods and skills defy belief!!
- Nurtures and teaches the kids at their individual pace. Respect that every child is different and staff have the knowledge & skills to nurture individually.
- I feel that adequate opportunity is given to parents to interact with their child in the school classroom. I feel that the school is adequately staffed and that parents involvement is not required, and would perhaps complicate the school environment.
- I think the school does really well at instilling confidence in each child. Confidence to learn, confidence to lead and confidence to interact with others.
- I think the school does really well at creating a learning environment based on mutal respect, instead of punishment and rewards. Children can choose what they want to wear to school, as the school is not intimidated by individualism. Children and teachers are on a first name basis as the teachers do not demand respect, they simply expect it and give it.

- I think the school does really well at instilling a love of learning in each child, by creating a safe, happy, nurturing, respectful, interesting and varied learning environment.
- I love how all the students play together.
- Teaching respect
- I think as a whole everything is done well & to a high standard.

PLEASE NOTE THIS IS THE RESULT OF 8 SURVEYS RETURNED TO SCHOOL AT THE END OF LAST YEAR.

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 2015

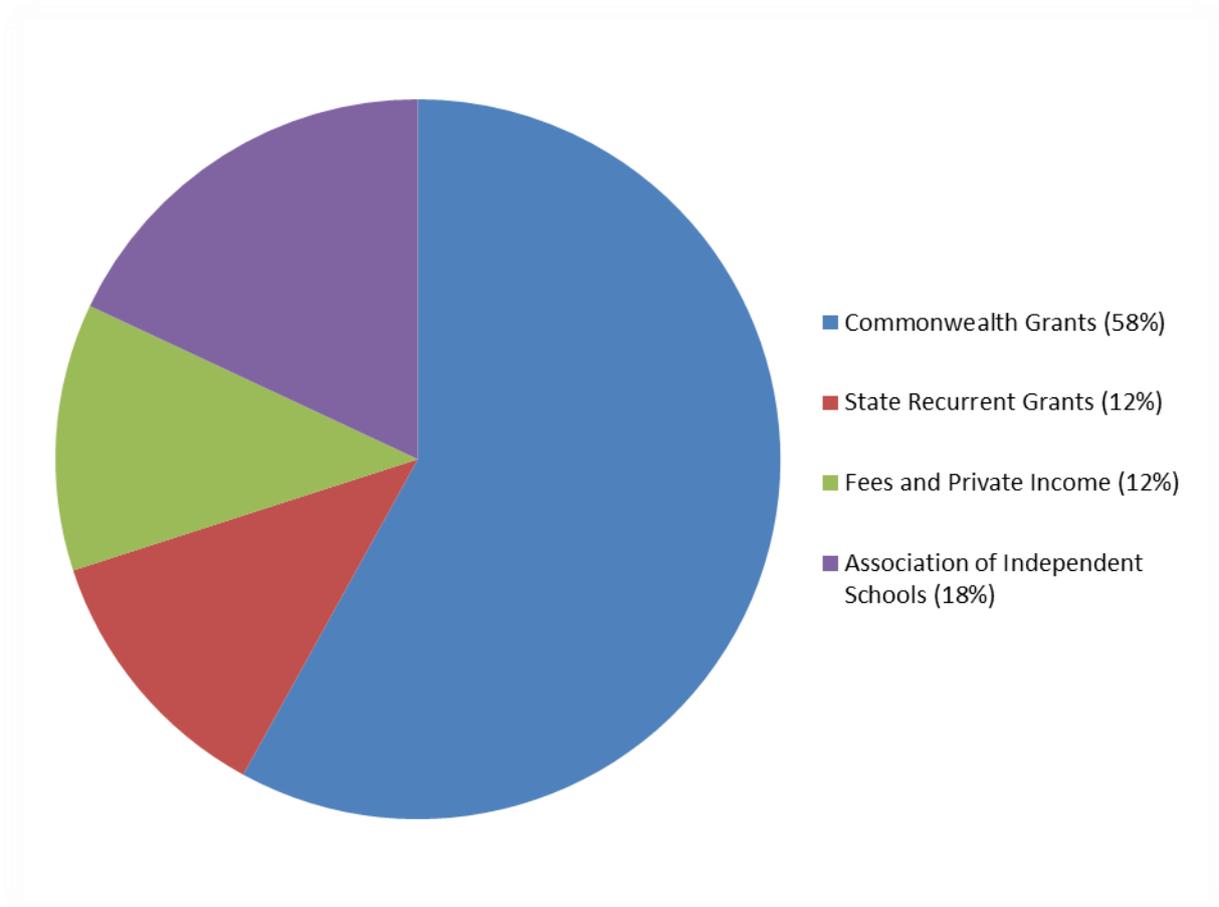


Figure 2:

Recurrent/capital expenditure represented by pie chart

Expenditure for year ended 31 December 2015

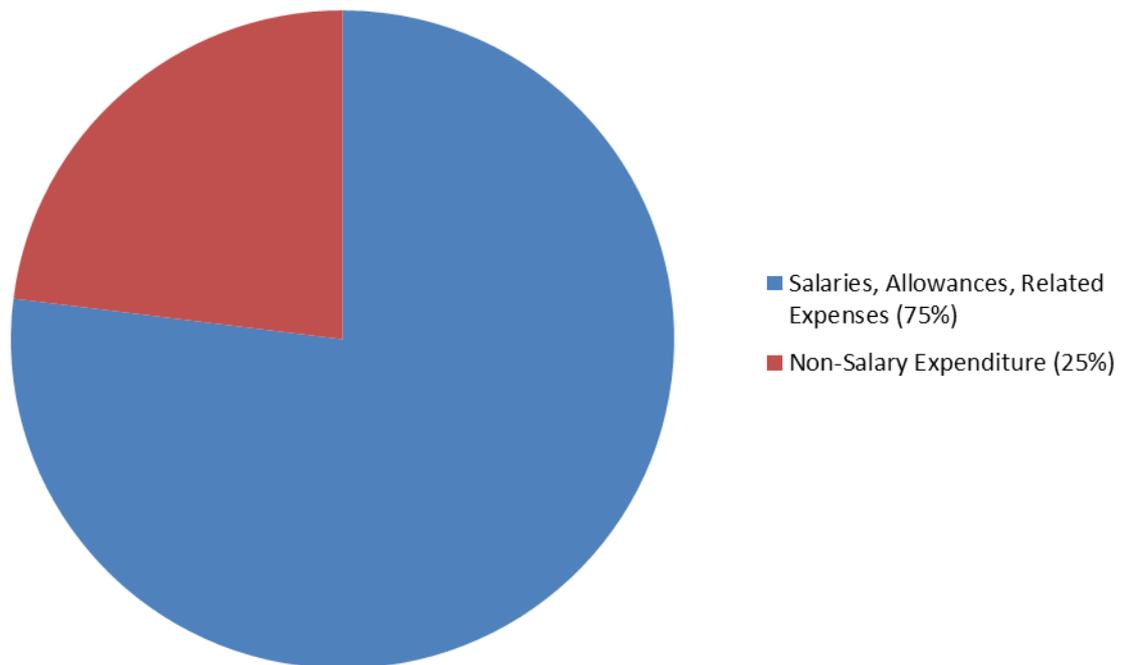


Figure 3:

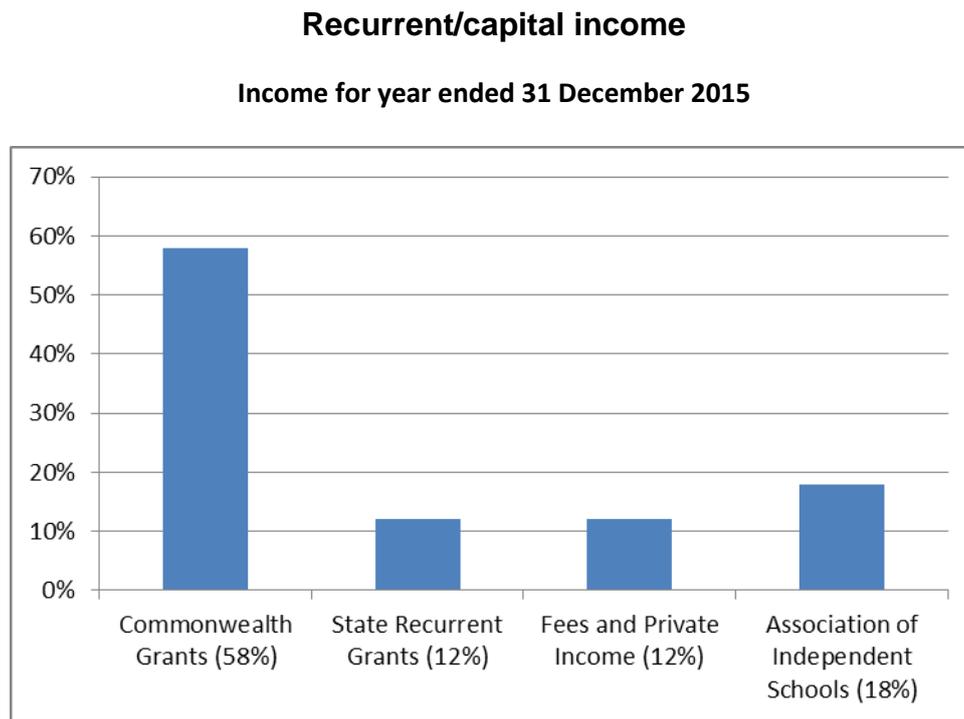


Figure 4:

