



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report
2017

'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 26 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

President's Report 2017

It is with great pleasure to present the President's Report for Tambelin School, 2017. This was another important year in the life of the school.

Enrolments in the school throughout the year have been reasonably strong however, we continue to promote and encourage new enrolments in all years. Whilst, our enrolment numbers have been steady we continue to maintain staff, three part time teachers and a teacher's assistant. We look forward to our new kindergarten children starting in 2018.

We have enjoyed numerous excursions, projects, canteen days and other learning opportunities throughout the year. We are very fortunate to be able to involve our children in these life-long learning experiences, overnight at Wombeyan Caves, numerous visits to the art gallery, Boorowa Touch football and Crookwell Hockey Gala day just to mention a few. Keva continues to explore music with both the Junior and Senior classes.

It has been lovely to see the generosity amongst the school community for outside fundraising endeavours, like crazy hair raising money for cancer research. Our fundraising ventures; Christmas raffle, Mother's/Father's Day stall, Paper wrapping & pizza sales have been a great success, thank you to everyone involved in these

activities. The students held their second art show at the school, with children displaying art across various mediums, showcasing enormous talent. This was done under the tutelage of the teachers.

School Banking, book fair and Book Club continue to be popular with the students, thank you to those parents who took these jobs on.

Thank you to present committee members for their dedication and commitment to the running of the school. Thank you to those parents who help in many other ways, transport on excursions, supporting fundraising, yard maintenance and various other projects.

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. Everyone's contribution is appreciated and necessary in the running of this school.

We should all look forward to a very positive 2018.

Melissa Alsop

President

Melissa Alsop

President

Principal's Report 2017

Good evening, thank you for coming tonight to support the Tambelin students and to help us celebrate the end of another school year. At the end of a year we always have something to celebrate at school.

Mostly schools centre on the celebration of academic achievement and progress, but tonight I would like to think about the life lesson we may have learnt this year.

There are two life lessons that come to mind tonight that have related personally to me this year and after I have spoken to you, you too can also reflect on important life lessons.

One life lesson that I have been challenged with this year is being Brave. The concept of being brave was introduced to me at the Young Leaders day where we took the year 6 Tambelin school leaders to the International Convention Centre in Sydney at Darling harbour. A young 16 year old girl, Jade Hameiter who had conquered Everest base camp by the age of 12 and in 2017 made history by completing the 550km traverse of the Greenland ice cap – the youngest woman ever to do this. Her message was to be “Brave”.

I ask all students to be “Brave”. Whether it is on camp doing a high ropes course or challenging your thinking to the next level or doing something out of our comfort zone. Bravery is important in so many parts of our changing world. Bravery is not in the Tambelin School Reports, graded or assessed but is essential for life. We draw on our bravery to face many life challenges. Our year six leavers this year will need to be brave as they embark on their new learning journey at secondary school next year.

As I look back, bravery, is something I have drawn on many times. I am scared of the dark, always have been. I grew up sleeping with the hall light on and even in my 20's and thirties if Andrew was away for the night I would sleep with a light on. I might have been burgled while he was away did not help this fear. Now at this ripe age I have had a life time of

practicing being brave. I can now sleep without a light on. This year after having a fatal car accident I needed to draw on my bravery to drive again and deal with accident involving a fatality.

Exercising this bravery is challenging, exhausting but so rewarding.

The other life lesson I have reflected upon this year has come from a movie I have watched on the weekend called “Wonder” (a must see for everybody in this room) the life lesson which I drew on from a particular scene in this movie, that everyone deserves a standing ovation at some point in their life.

Our school would not function without school our parents. Your help and support in running this school is essential. Attending meetings, fundraising, helping with transport, fixing plumbing or electrical work all are so important at Tambelin.

The hub of our school is the students. Tambelin provides a unique nurturing environment for all children to learn and grow and this would not be possible without our school community and the Tambelin Staff.

Whist many of us may never get the opportunity to be on stage to receive a standing ovation does not mean we are not worthy of one. The people that particularly that need a standing ovation, is the staff at Tambelin. Michelle, Meredith and Penny, continue to amaze me in their dedication and support in my role as a Principal and a teacher and also on a personal level. They work tirelessly to provide the most interesting, diverse and comprehensive academic program for your children. It is certainly not an easy job in a small school, office duties, maintenance, art shows, meetings, excursions, professional development – every time the bar is lift they step up. Thank you also to their families who support them in their dedication to Tambelin. A special thank you also to Colleen who comes into the school twice a week to listen to our children read. To Keva and Geoff who also offer comprehensive music lessons at Tambelin. I now would like you all to be upstanding and put your hands together to thank the Tambelin staff.

So I will now leave you to think about the person in your life that needs a standing ovation and to draw on your bravery as we celebrate the end of another year at Tambelin.

Be brave and celebrate with a standing ovation.

Catherine Harborne
Tambelin Independent School
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 NESA 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 NESA;
- 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 NESA 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 NESA 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 2017

All students in Years 3 & 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in 2017.

Tambelin had less than 5 students in Year 3 and Year 5 in 2017 sitting NAPLAN. No data is recorded on the myschool website.

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

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;

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 <https://www.myschool.edu.au/school/43905/profile/2017>

Professional Development for 2017

Course	Provider	No. Of Staff	Cost
Macqulit		2	\$3700.00
Anita Chin – Maths Scope & Sequence	Anita Chin	3	\$3699.00
First Aide		3	\$1060.00
Maths Conference Epping	Anita Chin	3	\$700.00

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 <https://www.myschool.edu.au/school/43905/attendance> under Tambelin Independent School.

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 email) 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 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 2, 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 32 students (throughout 2017) 47% girls and 53% 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: Life Education further foster these values.

Tambelin Independent School Policies and Procedures			
			Location
3.1	Proprietor and Principal of the School	<ul style="list-style-type: none"> • Certificate of Incorporation • Proprietor of Tambelin Independent School 3.1 	School Office
3.2	Staff	<ul style="list-style-type: none"> • Copies of qualification in staff file • Details of staff table • AIS TAA written agreement • AIS Policy & Procedure for teacher Accreditation 	Staff Files School office Policy Folder School Office
3.2.3	A registered non-government school's educational program may include outsourcing of a particular courses/subjects to one or more external providers	<ul style="list-style-type: none"> • Procedures for External Providers 	Policy Folder School Office
3.3	Curriculum	<ul style="list-style-type: none"> • School Over view • Subject Scope and sequences 	Office Computer
3.4	Premises and Buildings	<ul style="list-style-type: none"> • Policy • Assessing and Monitoring Current Standard and state of Premises and buildings • Hazard Recognition – Notification • Tambelin Hazard Checklist • Occupancy Certificate from Goulburn Mulwaree 	Policy Folder School Office

		Council	
3.5	Facilities	<ul style="list-style-type: none"> • Policy • WHS 	Policy Folder School Office

3.6.1	Safe and supportive Environment - Child Protection		WWC File in School Office
3.6.2	Safe and supportive Environment	<ul style="list-style-type: none"> • Safe and Supportive Environment Policy • Anti- Bullying Policy • Student Code of Conduct • Communication Policy • Complaints and Grievance Resolution Policy • Distribution and monitoring of Medication • Evacuation Procedures • Excursion Policy • Homework Policy • Management And Reporting of Serious Incidents and Emergencies • Pastoral Care Policy • School Building & Facilities Supervision and security Policy • Security Policy • Staff and Parent Responsibilities • Staff code of Conduct • Tambelin Leadership • Tambelin Information Booklet 	Policy Folder School Office
3.7 3.7.1	Discipline of Students attending the school that are based on principles of procedural fairness.	<ul style="list-style-type: none"> • Policy • Code of Conduct – Students • Behaviour Incident Report *Behaviour incident Record 	Policy Folder School Office
3.7.2	Policy Related to discipline of students attending the school that do not permit corporal punishment of Students	<ul style="list-style-type: none"> • Policy 	Policy Folder School Office

3.8	The Principal of a registered non-government school must keep a register, in form approved by the Minister, of the enrolments and daily attendances of all the children at the School	<ul style="list-style-type: none"> • Policy • Student Attendance Improvement form • Application for Exemption From Attendance at school: Employment in the Entertainment Industry • Application for Exemption from attendance at school: participation in elite sporting event or an elite arts program • Application for Exemption from Attendance at school; Exceptional Circumstances • Exemptions over 100 school days • Certificate for exemption from Attendance at School Under Section 25 of the education Act 1990 • Application for exemption from Enrolment at School Certificate for Exemption from Enrolment at School Under Section 25 of the Education Act 1990 • Application for Extended Leave – Travel • Certificate of Extended Leave – Travel • Example letter Declining an application for a Certificate of Extended Leave – Travel • Principal to parent advising of Intention to meet to develop an attendance Improvement Plan • Principal to Parent advising of Secretary’s Compulsory School Conference • Principal to parent advising of further action • Principal to parent advising of Court Ordered Conference • Enrolment destination • School attendance Register Codes • Compulsory School Attendance fact sheet • Compulsory School Attendance fact sheet Principal • Compulsory School attendance 	Folder on Office Desk
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		<ul style="list-style-type: none"> Exemption from attendance and Enrolment – guide 	
3.9.1	Management and Operation of the school - “Responsible Person”	<ul style="list-style-type: none"> Policy Statutory Declaration 	Policy Folder School Office
3.9.2	Refusal to register, or cancellation of Registration	<ul style="list-style-type: none"> Refusal of Registration – Disclosure 3.9.2 	Policy Folder School Office
3.9.3	A Registered non-government School must have policies and procedures in place for proper governance of the school in place.	<ul style="list-style-type: none"> Policy Proper Governance Delegation Schedule Code of Conduct Executive Committee and Parent Committee Members Confidentiality Undertaking for Tambelin Executive Committee Member and Committee Member 3.9.3.1 Legal Compliance Framework Risk Management Framework Supervision Arrangements 	Policy Folder School Office & AGM Meeting folder in Office
3.9.3.2	Conflict Of Interest	<ul style="list-style-type: none"> Conflict of Interest Policy Conflict of Interest Checklist Conflict of Interest Declaration Meeting Agenda - Declaration of Interest Table 1.1 – Meeting Agenda 	Policy Folder School Office & AGM Folder in Office
3.9.3	Related Party Transactions Register	<ul style="list-style-type: none"> Policy Guidance Notes in Respect of Related Party Transactions Related Party Transaction Disclosure letter Sample related party Transactions register 	Policy Folder School Office & AGM Folder in Office
3.9.3.4	Professional Learning for “Responsible Persons”	<ul style="list-style-type: none"> Policy & Procedure Sample of Professional learning Register 	AGM Folder in Office

3.9.3.5	Induction Process for New ‘Responsible persons’	<ul style="list-style-type: none"> • Policy & Procedure • Sample of Responsible persons induction register. 	AGM Folder in Office
3.9.3.6	External Attestation audit of Annual Financial Statements	<ul style="list-style-type: none"> • Policy and Procedure 	AGM Folder in Office
3.9.4	Financial Viability		N/A
3.9.5	NESA must be notified of Certain Matters	<ul style="list-style-type: none"> • Policy and Procedure 	Policy Folder School Office
3.1.10	Educational and Financial reporting	<ul style="list-style-type: none"> • Policy and Procedure 	Policy Folder School Office
3.10.2	A registered non-government School Must have policies and procedures that ensure it can provide data to the minister that is relevant to the Minister’s annual report to parliament on the effectiveness of schooling in the state.	<ul style="list-style-type: none"> • Policy 	Policy Folder School Office

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 2017

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.

Touch Football

Tennis Coaching

Hockey

Netball Competition in Goulburn

Boorowa Touch Footy Comp

Taralga Sports 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.

Leadership Program for Year 6

National Young Leaders Day in Sydney 2017 Term 1

Year 3,4,5 & 6 Camp

End of year Camp 1 week

Hatching Chicks

Wombeyan Caves

Sculptures by the Sea

Visits to the Local Art Gallery

Kindergarten Orientation x 3

Parliament house

Anzac Day

Enrolment Office

Visit from Local Member

SPACE Expo

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

Jamie Oliver's Food revolution

School Parent Committee

Look into funding & grants

Paint tunnel

Pizza Fundraising

Yard and school working bees & Maintenance

Achievement Priorities for 2018

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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:
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	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
Literacy	Macquilit – small group invention for reading Junior room Start – IntialLit Both Teachers trained
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.
Touch Football	
Gilbert/Croker Cup	
Tennis Coaching	
Hockey	
Netball Competition in Goulburn	
Boorowa Touch Footy Comp	
Taralga Sports Carnival	
Tennis	
Dance Term 3	
Music Lessons	Term 3 & 4
Formal assessments for reading DIBELS – Whole school	Track student's growth in reading, comprehension and decoding.
Child Protection	Staff Professional development
Leadership Program for Year 6 & Year 5	National Young Leaders Day in Sydney 2018 Term 1
Visits to the Local Art Gallery	
Kindergarten Orientation x 3	
Questacon Science Circus	
Anzac Day – Warren Brown	
SPACE Expo	
Art Show	

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

Jamie Oliver's Food revolution

Overnight Camp for Year 3,4,5 & 6

School Parent Committee

Cementing in Playground

Tunnel Painting

School Jacket

Working Bee

Parent, Student and Teacher Satisfaction

1. Student satisfaction: Student Survey 2017

<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%	24%	44%	
I like to go to school.	24%	31%	30%	14%
I try my hardest in the classroom.	46%	50%		4%
When learning is hard, I like extra help from my teacher.	38%	33%	25%	4%
When learning is hard, I like working in a group with my friends.	46%	17%	25%	12%
I enjoy school even when it is hard.	25%	17%	50%	8%
I give up when it is too hard.	8%	42%		50%
I want to do well at school.	87%	9%	4%	
Learning in class is as much fun as playing outside.	17%	25%	25%	33%
Teachers help me in the playground.	17%	17%	42%	24%
I can talk to the teachers about my concerns.	46%	25%	17%	12%
Other people treat me with respect.	38%	42%	17%	3%

<i>Literacy</i>	Always	Most of the time	Some of the time	Not very often
It is fun to read	46%	17%	25%	12%
It is exciting to borrow a new book from the library.	52%	17%	13%	18%
It is good to read at home.	40%	16%	16%	28%
I like it when my parents help me read.	50%	18%	5%	27%
It is important for me to be good at spelling.	71%	17%	12%	
When reading is hard, it helps if my teacher sits next to me.	50%	5%	21%	13%
I want to become better at reading and writing.	52%	28%	20%	

Numeracy	Always	Most of the time	Some of the time	Not very often
It is fun to learn maths.	48%	16%	8%	28%
I try to do well in maths.	50%	42%		8%
It is good to do maths at home.	32%	12%	40%	16%
I like it when my parents help me to learn maths.	36%	16%	24%	24%
I can do maths in my head.	24%	52%	20%	4%
When I have trouble with maths, it helps if my teacher sits next to me.	40%	24%	28%	8%
I want to be better at solving maths problems	56%	28%	16%	
Playing number games with my friends is fun.	46%	17%	25%	12%

Comments:

Likes	Dislikes
<ul style="list-style-type: none"> • Sport x 9 • Excursions x 8 • play time x 8 • Art x 7 • Swimming x 7 • Reading x 4 • Maths x 4 • Friends x 3 • Music x 2 • Drama x 3 • Monkey bars x 2 • Science x 2 • Free time x 2 • History x 2 • Geography x 2 • Penny x 2 • Literacy x 2 • Home time x 2 • Chickens • Painting • collecting eggs • teachers • Bella • Kind teachers • Equipment • Trust teachers • Spelling mastery writing • Camp • Sculptures By the Sea • JEMM • Holidays • Handball • Games • Cooking • BTN • Spelling 	<ul style="list-style-type: none"> • Music 10 • Science 3 • History 3 • Reading 4 • Story maps 1 • public speaking • HSIE • Art • Writing 1 • Spelling • Maths 4 • Sport 1 • Planking • Talk 4 writing 1 • Literacy • We need more newsletters x 2 • Some people • Most people at school • Geography • Art Gallery • Seniors • Falling off equipment • Chickens • Fights with friends • Working with seniors • Want swings in playground • Want sand pit • Need chocolate • Less rules

A total of 25 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 8 families responded. Comments from this survey....

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

- Althoughis struggling I have not received any homework in order to support him at home despite asking
- Communicate with me in regards to behaviour and progress
- Find ways to positively encourage effort in and reward any efforts (I know this is difficult when behaviour is often negative and when other children may not get the same recognition for their effort)
- Be on the lookout for bullying
- More notice for excursions
- More newsletters better communication about upcoming events
- More appropriate time for committee meetings to cater for working parents
- I would like to see “social justice” and “moral compass” be taught

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

- We are happy with the way Tambelin approaches teaching with our children
- Providing a variety of experiences and opportunities for children (swimming, excursions, sports)
- Allow the children plenty of time during the day to move and exercise
- Maintain high expectations for learning
- Has a great learning environment
- Encourages all students to reach their potential
- Prepares them to be resilient happy children and life skills for adulthood.
- Working on strengths and weakness in each child to have a rounded & whole approach to learning
- Variety of learning experiences, including excursions
- Creating a welcoming & safe environment for all children
- Makes learning fun
- Excursions opportunities both locally and away
- Teaches all children as individuals

3. Teacher satisfaction:

“Whilst the Principal’s job is constant juggle of teaching, leadership and administration, it has been made clear to me in recent times that the school needs to allocate more time for administration. Teaching students is demanding, exhausting but so rewarding. The Tambelin environment creates a community of students who value learning and a nurturing environment to support students to grow in every way. The staff are dedicated, committed, flexible and highly competent teachers.”

Working at Tambelin Independent School is an immensely satisfying job for the following reasons:

We are focused on providing the best programs that are evidence based and well supported by current research. Opportunities for professional development are encouraged, collegial discussions and ongoing mentoring and evaluation in the classroom is a daily occurrence.

The learning needs of the children are continually assessed and we are able to implement very specific programs that enable students to meet curriculum outcomes and become lifelong learners. To see the impact of these teaching and learning programs daily, builds confidence and commitment to the role we have at the school.

It is great to work with a team of educators that value and strive for the best educational outcomes for the students. The leadership, guidance and dedication that the principal demonstrates is reflected in the satisfaction of students, parents and staff at Tambelin Independent School.

Financial Report

Figure 1:

Recurrent/Capital Income
Income for year ended 31 December 2017

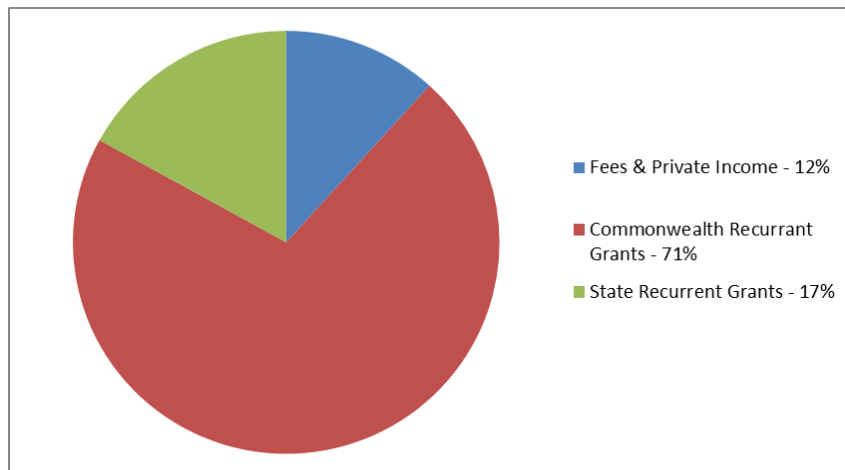


Figure 2:

Recurrent/Capital Expenditure
Expenditure for year ended 31 December 2017

