



Tutable Falls Community School

# Annual Report 2020

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## Message from the Management Committee

2020 was a year in which Tutable Falls Community School (TFCS) highlighted the school community's solidarity and resilience in the face of adversity. Adaptation to the COVID-19 pandemic required a co-ordinated approach to the rapidly changing procedures required in order to keep staff, families and wider community safe and supported through this time. Staff and committee members worked together to ensure learning continued through distance education, whilst continuing to keep the school community connected.



Whilst many families were able to keep their children at home learning through distance education, the school remained open through the lockdown period for the families of essential workers. Staff including teachers, teachers' aides and support staff worked extended hours and were under increased pressure to ensure education was delivered effectively across both platforms. Alongside this, parents were thrown into the unfamiliar territory of providing education to their children at home. Distance education was provided by the school through the online learning platform Google classroom, education packs which were picked up outside the school office and the Zoom platform provided families with some, one-on-one time to engage with their child's teacher. At school, diminished class sizes meant the children were placed into classes with other age groups giving them a greater scope for learning whilst providing teachers with release from face-to-face time to prepare both platforms of learning. Although disconcerting due to the unsettling nature of COVID-19 many families both utilising distance education and those whose children were attending school reported this time as being positive. The parent committee strived to ensure management of the school remained

both effective and operational through this period via regular online Zoom meetings with all committee members and the teaching co-ordinator, Joe Landers. This allowed teachers to focus on what they do best, teach our children.



The committee at Tuntable Falls Community School continued to thrive through 2020. The school being parent run requires an unprecedented level of dedication and commitment by parent volunteers. 2020 saw our long-standing President, Iris Voss, stand down from the committee after many years of active and valuable service. Nicole Devery stood down from her position as Secretary, however she remained on the committee continuing to volunteer tirelessly. Amanda Colleen was nominated to become president, the treasury position was nominated to Jacintha Duivenvoorden, and the secretary position to Cushla Lobb. All other members elected to continue their roles within the management committee. The committee is made up of diverse, motivated, individuals who bring a wide range of personal and professional skills to the school community.

The committee, feeling strongly about positive communication within our school community, were instrumental in initiating Non-Violent Communication professional development. Non-Violent Communication, or Compassionate Communication, was undertaken by all staff, both permanent and casual, committee members, as well as staff and committee members from our predominant feeder preschool, Tuntable Falls Community Preschool. This whole school approach ensures congruency around the language of communication utilised within our school environment. Sounds Write phonics reading program was another predominant professional development undertaken by our teaching staff, including teachers aids. Our committee member, Nicole Devery, feeling passionate about our schools' transition into a Phonics based literacy platform, was instrumental in spearheading the Sounds Write program which will roll out as a whole school approach in 2021.

Tuntable Falls Community School is committed towards a sustainable environment, therefore, the management committee were excited to announce to the school community that 2020 would be the year our school installed solar power. Romany Pike facilitated communication with Rainbow Power Company to ensure the solar system met the needs of our school, the result being the instillation of a 10 KW solar system installed by Rainbow Power Company. Being a parent run school, Tuntable Falls Community School relies heavily on parent volunteers to maintain our grounds, operate our school kitchen, and assist with learning and arts within our school. COVID-19 restrictions meant for extended periods, parents were unable to fulfil these roles, therefore our much beloved home-cooked vegetarian meals were unable to be offered, and our grounds were unable to be tended by the loving hands of our parents



for much of the year. As parents are given fee reductions for volunteering within our school, the management committee decided to waive all fees to families for the second term. As restrictions lifted, we were able to have limited parent volunteers and the kitchen was again cooking up delicious food to nourish our children and our garden was once again tended. Although due to these uncertain times, COVID-19 restrictions and changing demands on families the number of volunteers declined.



The Stephanie Alexander garden continues to produce nutritious, organic fresh produce to be utilised within our school kitchen, with some overflow of produce being sold to local community members raising money to assist in the gardens continued operation. The cyclic nature our dynamic edible garden continues to be maintained by students, parent volunteers and our dedicated SEE teacher Ginger O'Brien. Utilising the space as an outdoor learning room, Ginger inspires the children with the wonder of nature through a practical hands-on approach.

We are seeing a slow and steady increase in enrolments each year. 2020 saw again an increase in enrolments from 38 to 40. Our year 1,2,3 class became the largest class with a maximum class size of 18 being reached in first term, subsequently the school declined 6 potential students for that class throughout the school year. Upon looking at these figures, management committee deliberated upon how to meet increasing enrolment requests, whilst keeping class sizes small. It was decided at the strategic planning meeting the school would take a massive leap of faith employing another teacher, changing the structure of the school. The classes for 2021 would be a stand-alone kindergarten, year 1 & 2, year 3 & 4 and year 5 & 6. Of the cohort, 14 of the 40 students live on Tumble Falls Community, down on the previous year. The enrolments of students outside the community continues to steadily increase, indicating growth in movement towards an education outside the traditional mainstream, to one of which encompasses the whole child living sustainably within the environment.



Educationally, the year commenced with much trepidation and suspense, as 2020 was Tuntable Falls Community School's year to undertake the National Educational Standards Authority (NESA) accreditation. Teaching coordinator, Joe Landers, worked collaboratively with management committee and staff to meet registration standards. Parents spent extra hours at school, ensuring the school aesthetically highlighted the beauty of our school's surroundings, thus highlighting the importance we place on a whole community approach within our school. Well done to Tuntable Falls Community School as we passed with flying colours.

After much success in 2019, Joe Landers continued his role as Coordinating teacher. Joe continued to work alongside the parent-led management committee, supporting the smooth operation of the school, in addition to teaching the Guruman (Year 4/5/6) class. Joe is highly experienced and brings a diverse range of skills, one of which is music. Joe took the role of teaching music within the school, quickly becoming the favourite class of many children. Joe's ability to share his love of music was highlighted in the end of year performance, which he taught and choreographed. Joe has demonstrated his beliefs in cultural diversity and has shown commitment in upholding the integrity of our nation's first people through his endeavour to seek advice through local elders. With his gentle and calm nature, Joe continues to have the respect of colleagues, students and parents alike. Throughout the school's registration process, Joe worked tirelessly up until the last minute, often exceeding the expectations required of him. The school community is very grateful for his efforts.

Ishta Wilson continued in her role as teacher of the Gooang (Year 1/2/3) class. However, Ishta partitioned the management committee that she would prefer to work a four-day week for well-being purposes. Management committee, taking a person-cantered approach agreed to Ishta's request, believing staff's well-being is pivotal within their employment. Ishta continues to demonstrate growth within literacy of students, showing willingness to collaborate with colleagues in order to develop programs. Ishta shares her love of art, particularly ceramics with our students, adapting classes, ensuring suitability across all age groups. Ginger O'Brian took on the role of teaching the Gooang class on Fridays.





Our beloved Buribi class continued to be our stand-alone Kindergarten class. We believe children should be held in a space which is gentle and nurturing upon their entry to the primary school environment. The transition from preschool begins its journey the year before with regular visits to both the classroom and the school environment, thus ensuring a seamless transition. Jessica McCaul continued teaching the Buribi's in the first term, however, she sadly left us to move interstate. Fiona Campbell, our administration officer, was successful in her application for teaching the Buribi class. Fiona not only brings her teaching experience, but a nurturing, soulful approach which are the perfect attributes when teaching the youngest of our cohort.

Emmy Jett returned to Tumble Falls Community School in 2020 continuing her role as STEM teacher. Emmy inspires children with the wonder of science, technology, engineering and mathematics through a practical, hands on approach. Emmy shows how scientific method can be applied to everyday life through the use of materials often found around our homes. Seeing the children communicate and work together collaboratively to take apart a washing machine demonstrates the critical thinking skills required for our future innovators.

Our Learning and Support Teacher, Lisa Boyd, continued her role two days per week. 2020 saw Lisa deliver professional development days to our teacher's aids. Lisa's program assisted teacher's aids with the skills necessary to provide one-on-one assistance to children Lisa identified as needing extra support for learning.

Long standing teacher's aids Amanda King and Catherine Smith continued their employment within the school. Freya Barber, a former student at Tumble Falls Community School, was employed as our third teacher's aid. Our teacher's aides have worked collaboratively with teachers to ensure literacy and numeracy continues to grow within our school. Their contribution is invaluable within our school, fostering strong connections with our children they assist with learning support and nurture healthy relationships.

Circus skills continues to be a favourite activity amongst our children. Simon Adams, our wonderful circus instructor, facilitates a space which is safe and supportive, children learn gross motor skills in a dynamic and creative way. Simon adapts his classes to suit all ages and skill levels. He is supported in teaching circus by Freya Barber who brings her experience

of drama and circus arts, along with her commitment to building community through our school.

After securing our Local Government Community Grant of \$75,000 in 2019, a sub-committee was formed and 2020 saw the commencement of our epic nature scape playground construction. Stage one launched with landscaping, retaining walls and our awe-inspiring pendulum rope swing. Stage two saw more landscaping, the inclusion of beautiful sandstone stairways, tunnels, a slide, wooden tee-pees and the spectacular multi-levelled sand pit. The third stage will be completed in 2021 with the existing structures being revamped and reshaped. The already completed sections have become the highlight of our beautiful school. The playground enhances and blends well with the natural surroundings, capturing the essence of the native rainforest. It has now become a place where families gather and play on the weekends.



Camps and excursions are an integral part of Tunttable Falls Community School. However, with COVID-19 restrictions, limitations were placed on what we were able to achieve. As our school is located in a rural community and in a low socio-economic area, our school continues to heavily subsidise excursions to ensure equal opportunities to all families. These excursions are child focused and provide children with the opportunities to grow and build a sense of place within the wider community while opening their minds to new ideas and the wonders of life. They provide a sense of belonging and assist in developing deeper connections with peers, teachers and parents. Our greatest loss was the inability for our school to attend our much-loved whole family Minjerribah camp. This event encompasses what Tunttable Falls Community School is all about, connection, community, and nature. We look forward to returning to Minjerribah in 2021.

2020 was a difficult year for all! Tunttable Falls Community School continued to strengthen academically whilst continuing to build on its commitment to community connection, providing children with a strong sense of who they are and where they come from.

Cushla Lobb  
*Secretary*

# About our School

We are a small parent-run independent school situated amidst the lush rainforest of the Tuntabale Valley, 10 kilometres East of Nimbin, in Northern NSW.

The school was opened in 1981 by a group of families living on the Tuntabale Cooperative Community. These parents were committed to providing their children with an education consistent with their values, which at the time were considered alternative to the mainstream. Some of those values include: the importance of an environmentally sustainable lifestyle, the need for a closely integrated relationship between family, community and school in a child's education, the value of each child's gifts and their own unique learning styles, the value of independence and the flexibility this offers the school in being able to support a child's journey into adulthood. These values continue to be at the core of the school's value base.

The school's physical environment and the children's freedom to interact with their natural surroundings are fundamental elements of the school.



We offer classes from Kindergarten to Year 6 in three classes. These classes are made up of one Kindergarten class, a Year 1,2,3 class and a 4,5,6 class. Due to increasing numbers of enrolments within the school, 2021 will bring the addition of a new class. The classes will now be made up of one Kindergarten class, a Year 1, 2 class, a Year 3, 4 class and a Year 5, 6 class. We continue to have confidence in the need for a stand-alone Kindergarten class, as we believe children thrive with a nurturing start to school and specialised support. It was initially trailed in 2013 and proved to be very successful. Outcomes for the children continue to improve as a result of having a separate class for the ten children in this age group. The Kindergarten children attend 4 days per week for this introductory year.

Our paid staff include: three classroom teachers, one teacher who presents STEAM (Science Technology Engineering Art & Mathematics) as well as one teacher who presents SEE (Sustainable & Environmental Education), three teacher's aides, one office administrator, a part-time bookkeeper, and a part-time maintenance person. We also have a specialist external teacher providing circus classes.

The parent body forms most of the volunteer workforce, who perform the other duties involved in the running of the school. Parents want to be present on their child's learning journey and encourage the idea of a tribe or community, with grandparents, younger siblings and extended family all welcome and encouraged to have daily involvement.



The teaching coordinator and teaching staff work with the management committee, which consists of parents of students; who run the school as a cooperative. This is one of the ways in which the link between the school and its community of families is unified. The committee meets every week during term time, and additionally for strategic planning, operations and team building sessions throughout the year.

The size of the school and its independence allows the teachers to respond to events quickly, integrating them into the children's learning program. There is an incredible diversity amongst the school members and within the surrounding community, often with a creative bent and a refreshing degree of free thinking. Parents and committee members are encouraged to share their skills.

Sustainability is our specialty. It is demonstrated through every aspect of our daily school life in the use of classroom supplies and on excursions. With regards to all classroom and school purchases, we always choose paper, cardboard or wood alternatives over plastic regardless of price. We avoid one-use products and avoid laminating unless necessary. For any school purchases, we ask and find the answers to these questions before purchasing....

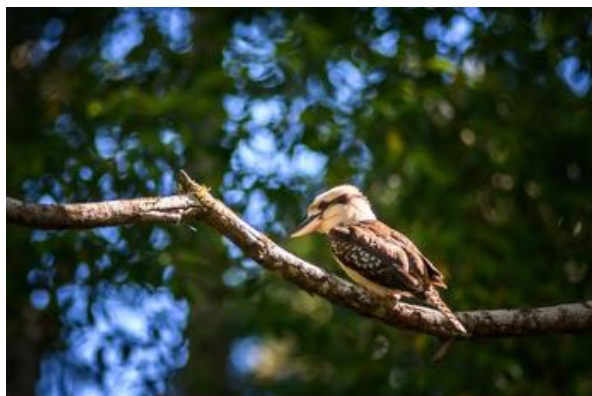
Is it organic?

Is it local?

Is it fair trade?

How much power does it use?

What is its environmental impact?





# Respect & Responsibility

We have a positive approach to guiding behaviour. This builds children's confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between parents, educators and children.

In our holistic educational program, we value emotional intelligence just as much as literacy and numeracy. As adult role models and caregivers, we foster this through a sensitive, aware, well informed and nurturing environment. We ensure that there are a range of books available for families and staff to borrow in relation to education on this topic, providing information on the latest research.

Tunable Falls Community school promotes child-centred, sustainable values, unique experiences and integrated learning in a peaceful rainforest environment. Our children learn and play in a safe, creative and natural environment.

The relatively recent move back to environmental education, particularly in regard to sustainability, has been driven by research about how important children's connections with nature are. Beyond the physical play afforded by natural spaces, children benefit so much from manipulating natural materials in natural play spaces. Nature is a critical element in children's health, well-being and development.

Students with a link to place and community have a strong sense of agency. They are capable, confident learners. They believe in their ability to shape and commandeer their learning and experiences. Tuntable Falls Community School children construct their knowledge in social ways, benefiting from the strong community values tangible in every aspect of the school. Students have the amazing gift of having many adults and friends who each contribute skills, knowledge, and care to our school environment. In this caring, supportive environment, students enjoy a sense of belonging and this dependability and security allows them the space to explore, learn, and make mistakes.

It is the way students are regarded as respectful, responsible and competent learners that is so important at Tuntable. When students know they are supported by others who believe in them, they are capable of anything.



# Core Values

## Maintain our Parent Run School

**Communication Skills:** Fostering clear and open communication with a focus on self-expression, knowledge sharing and interpersonal skills.

**Environment & sustainability:** Embodying deep respect for the natural environment and acting for future generations.

**Relationships:** Nurturing empathy, positive relationships and socio-cultural awareness.

**Empowerment:** Giving voice to individuality to encourage freedom with responsibility

**Respect:** Valuing respect for self, others, community, and the built and natural environments.

**Physical & Emotional Wellbeing:** Developing emotional intelligence, mindfulness, resilience and healthy living practices.

We regularly address and review the children's wellbeing using the *KidsMatter* Framework. Our goals within this are to:

- create and foster an environment in which children experience mutually enjoyable, caring and respectful relationships.
- help children to understand how their behaviours and actions affect themselves and others.
- support children to communicate effectively to resolve conflicts.
- role model positive ways to relate to others.

Our three guiding principles are:

1. The right to be safe.
2. The right to learn
3. Treat others in a way that you would like to be treated.

All boundaries and agreements stem from these principles and are related to students on these issues.

# Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year, the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- We have a formal evaluation process to measure parent, student and staff satisfaction, conducted in Term 3 of each year, with written surveys being distributed to families. While the results were overwhelmingly positive, the suggestions for improvement still provide useful ideas for discussion and action. They are taken to strategic planning to be evaluated and incorporated into the long-term vision for the school.
- Parent meetings at the beginning of each term, provide parents with a formal opportunity to communicate with the management committee.
- Weekly committee meetings provide all parents and staff with an opportunity to attend or provide agenda items to be discussed.
- Parent/teacher meetings are held throughout the year. There is also an open-door policy where parents can speak with teachers on a more informal basis.
- Staff appraisals are performed in Term 2 and 3. This process involved teachers, office administration staff and teachers' aides completing a self-assessment that requires questions to be answered regarding satisfaction levels, main achievements for the year, aims for the following year, training and suggestions to improve the school and school operations. Committee members request feedback and observations from other members of staff, committee members, parents and students. A meeting is held, and the appraisal discussed. Information is then taken on board at committee meetings so that important items can be addressed and followed up.

Student enrolments steadily increased throughout the year. School functions were well attended and had a positive atmosphere of commitment and support, and parents continued to support the school using Roster Days.





# Attendance

For students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff, as part of their duty of care, monitor attendance each day. The Class Roll is marked every day with absences being followed up immediately by office staff via a phone call, where parents can provide an explanation for the absence. The committee is made aware of sustained student absences. When children develop poor patterns of attendance, we work with the family to identify the issues behind this. We initiate a series of letters and meetings to address these and to educate families on the many benefits to regularly attending school.

Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents apply for exemption from attendance, stating the reasons and period.

For student attendance rates, please refer to the Australian Government's *My School* website at: <http://www.myschool.edu.au>

We continued to target student attendance levels with a thorough review of our attendance policy and procedures. This information is regularly distributed to families via our newsletter and discussed at teacher-parent meetings.

Year Group	K	1	2	3	4	5	6
Attendance %	88%	89%	89%	100%	86%	85%	83%

Whole School Average Attendance Rate: 88.7%

***Attendances are lower than previous years due to COVID-19 measures.***



# Student body

In 2020, we had 46 students enrolled (including 13 students who un-enrolled prior to 11 Dec 2020). The gender balance was 22 girls and 26 boys, with three students self-identified as Indigenous. The majority were Anglo-Australians with English as a first language. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	Totals
Male	3	7	6	1	5	1	3	26
Female	6	2	3	0	5	3	3	22
Indigenous	1	1			1			3
EALD	1	1	1			1	1	5

In the past, the majority of students lived on the Tutable Cooperative Community, however, as our reputation has spread, our students have been drawn from a wider area. In 2020, students attended from Lismore, Nimbin, Mt Nardi , Blue Knob and the Tutable valley.

Typically, students come from families with an average to low income, and approximately one quarter are from single parent families.

## Transition

We take the transition from Preschool or home to Kindergarten very seriously at Tutable Falls. A program is set up with the kindergarten teacher and Tutable Falls Preschool director to ensure that any student participating, whether they are from Tutable, from another feeder school or from home, feel safe and included. Information is sent to feeder schools and advertising is placed in local newspapers in Term 3. The children transitioning to kindergarten participate in scheduled orientation activities in November/early December to help prepare them for their first year at school.

Due to its close proximity, Tutable Preschool and Kindergarten staff regularly work together to ensure shared activities are organised throughout the year to allow children to stay connected with the homely and familiar Preschool space while building a feeling of familiarity with the primary school. Larger events like our Fete and Winter Solstice celebrations are two such activities that the schools share to foster such relationships. If children and families feel connected to both pre-school and primary school staff starting school can be a gentle process.

Transition to primary school doesn't stop on enrolment. A buddy system is set up where each kindergarten student is paired up with a Year 3 to 6 student to continue the settling-in process, where activities such as reading and sport are shared.

# Standardized Testing

Our School offers the National Literacy and Numeracy testing to Years 3 and 5 each year, as required by the Commonwealth Government. A number of parents chose to withdraw their children from the NAPLAN testing filling in the consent for exemption and withdrawal for philosophical reasons or because the test will cause undue stress on their child.

Due to the small number of children participating in the NAPLAN, results have not been published on the Australian Government's *My School* website since 2015.





# Professional Learning and Teacher Standards

In 2020, we had four permanently employed teachers, one temporary Learning and Support Teacher and three teacher's aides. All permanent and relief teachers were fully qualified with BA Degrees in Education (Primary), or equivalent, from approved higher education institutions. We had a balance of 4 female: 1 male teachers in 2020 and all identified as non-Indigenous.

Teachers' Name	Accreditation Status
Joe Landers	Proficient
Ishta Wilson	Proficient
Fiona Campbell	Proficient
Ginger O'Brien	Proficient
Lisa Boyd	Proficient
Emily Jett	Proficient

All teaching staff maintained the current WWCC and all our volunteers acquired a WWCC and verification. All teachers have been involved in professional learning activities throughout the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Professional Learning happens in many areas:

## **At School**

- Staff meetings: that include planning, assessment, lesson evaluation, work samples and student and class profiling.
- Dialogue about assessment, differentiated teaching and learning including consultation with our Learning and Support Teacher.
- Reflection of Student learning and classroom practice.
- Professional development days before the start of a new term that may include: varying topics, guest speakers or practical applications depending on the needs of the school at the time.
- Individual parent meetings during term 1 and 3.
- Peer-appraisal process for all staff with documentation and feed-back
- Mentor sessions

### **Externally**

Staff attended either individually or in groups, a range of professional development opportunities including:

<b>Activity</b>	<b>Date</b>	<b>Attending Staff</b>	<b>Presented by</b>
Mandatory Child Protection Training Annual	January 2020	Joe Landers Fiona Campbell Emily Jett Ginger O'Brien Ishta Wilson Catherine Smith Amanda King	AIS/TFCS
Child Safe eLearning Full Course	January 2020       July 2020	Fiona Campbell Ginger O'Brien Ishta Wilson Catherine Smith Amanda King  René Norwie	Office of Children's Guardian
Environmental and Zoo Education Centres (EZEC) Annual Conference	February 2020	Emily Jett	EZEC
CPR & Anaphylaxis Annual Update	March 2020	Joe Landers Fiona Campbell Emily Jett Ginger O'Brien Ishta Wilson Amanda King	Allens Training
First Aid Training for Educational Setting	March 2020     June 2020	Ginger O'Brien Catherine Smith  René Norwie	Allens Training
Corruption Prevention for Public Schools eLearning course	May 2020	Emily Jett	AIS

Intro to Autism Spectrum Disorder and Whole School Support - Online	July 2020	Joe Landers	AIS
Making it a Success - Teaching and Behaviour Support Strategies for Students with Autism Spectrum Disorder	August 2020	Joe Landers	TQI Australian Standards for Teachers
Sounds-Write, a Phonics based literacy platform.	Oct, Nov 2020	Joe Landers Fiona Campbell Ginger O'Brien Cath Smith	Soundality
Disability Standards for Education for Education Leaders: Part 2	November 2020	Joe Landers	Nationaly Consistent Collection of Data on School Student with Disability
Compassionate Communication	November 2020	Joe Landers Fiona Campbell Ginger O'Brien Ishta Wilson Catherine Smith Amanda King René Norwie	The Centre for Nonviolent Communication



# Policies

Our policies are compiled into two manuals: (1) Safe and Supportive Environment and (2) Management and Employment, which are available from our office upon request.

Upon student enrolment, families are provided with relevant School Policies. These are made available to families on our School website and at the School Office upon request. Enrolment Packs are provided to families which include relevant information from our School Policies such as:

1. Attendance Policy
2. Child Protection Policy
3. Disputes Policy
4. Anti-Bullying Policy
5. Behaviour and Discipline Policy

## Enrolment Policy

We have an upper limit on enrolments of 60 students. Within that, there are constraints within particular age groups due to classroom space and size.

To enrol, families are asked to complete an enrolment application and then meet with members of the committee. As a parent-run school, it is vital that new families understand, and are committed to, the level of involvement that will be expected of them.

A full copy of the enrolment policy is located in the school office or can be accessed on the school's website. The School Enrolment Policy explains enrolment procedures.

## The Welfare of Students, Staff and Volunteers

Tunable Falls Community School has several policies that fall under Student Welfare. Some of these include;

a) Child Protection Policy: This policy sets out the responsibilities of all employees to follow child protection and processes documented within the Policy and Child Protection and Legislation in NSW.

b) Safe and Supportive Environment Policy: This describes the necessary steps in providing a safe learning environment including sufficient supervision, the use of grounds and facilities, as well as travel during school-related activities.

c) Pastoral Care Policy – Students, Staff and Volunteers are made aware of and have access to appropriate pastoral care arrangements (*in conjunction with parental consent when involving a student*). Fostering positive interactions is a primary focus at Tuntable Falls Community School. We strive to meet the needs of everyone through our existing programs, classroom teachers and where necessary exterior services can also be suggested.

d) Work Health and Safety Policies – These policies apply to all staff, volunteers and students with varying processes and procedures to be followed. Tuntable Falls Community School meets legislated Work Health and Safety requirements.

## Anti-Bullying

The School's Anti-Discrimination, Harassment & Bullying Policy outlines the behaviours that are expected of students, and any kind of bullying behaviour that would not be supported under this policy. All children and staff are aware of the expectations of behaviour and that failure to meet the expectations will be followed up. The Policy is based on principles of procedural fairness and involves parents. Full details of the procedures to address inappropriate behaviour and the steps taken to seek a resolution are outlined in the Policy, which can be accessed in the School office or on the school's website.

## Disputes Policy

A fair and swift resolution process for complaints or concerns is enforced to sustain harmony within our school community. The aim of this Policy is to maintain the quality of care and services by adopting a positive attitude towards constructive feedback. The Committee provides ample opportunities for open and formal discussions about issues that may be brought up on the Committee Agenda, which is accessible to staff, volunteers and families. Guidelines and assistance are provided by staff at the School Office.



# Priority Areas for Improvement

Key Targets Achieved this Year-2019	Key Targets for 2020
<b>Organisation</b> <ul style="list-style-type: none"> <li>• Review of all updated legislation and its relevance to existing policies and procedures.</li> <li>• Review all policies and procedures to suit updated legislation and changed operations.</li> <li>• Creating clear goals around which areas to use surplus budget.</li> <li>• Applying for additional grants to support school maintenance. (I don't know if we achieved this, I just moved these over from previous year)</li> </ul>	<b>Organisation</b> <ul style="list-style-type: none"> <li>• Schedule policies to be reviewed on a regular basis-included</li> <li>• Streamline processes between staff and committee. Experiment with ways to smooth out communication within schools</li> <li>• Committee meeting to run full length, weekly to avoid issues not being dealt with in a timely manner</li> </ul>
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Adopting the <i>Sound Waves</i> program to have a whole school approach to spelling with the establishment of a familiar format and sequence to word study.</li> <li>• Introducing and developing a STEM program which involved hiring a specialist teacher to work in collaboration with teachers. This program engaged the students' curiosity, engagement and scientific understanding.</li> <li>• Further embed the SEE program within the curriculum.</li> <li>• Develop strong music program</li> </ul>	<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Hire more aids, a teacher for the third class</li> <li>• Casual teachers/aids employment process. Could come in for trial shift rather than an interview.</li> </ul>
<b>School's Mission and Ethos</b> <ul style="list-style-type: none"> <li>• Professional Development in progressive education and NVC.</li> <li>• Professional Development in Autism strategies for teaching.</li> </ul>	<b>School's Mission and Ethos</b> <ul style="list-style-type: none"> <li>• RAP implemented asap. Gender diversity, disability, indigenous, cultural difference</li> </ul>

<ul style="list-style-type: none"> <li>• Maintain our community parent run school by encouraging parent participation in all aspects of running the school, and opening the school up more regularly for community events.</li> <li>• 'Barefoot Education for the Future' to be explained to families/public so that it is clear how it encapsulates all our core values.</li> </ul>	
<b>Enrolment</b> <ul style="list-style-type: none"> <li>• Work towards increasing enrolment numbers, which would provide additional funding for support teachers.</li> <li>• Increasing enrolment would move the school toward another class. Ideal: 1 x kindy, 1 x Year 1/2, 1 x Year 2/3 and 1 x Year 4/5 class. We want to ensure small classes continue.</li> </ul>	<b>Enrolment</b> <ul style="list-style-type: none"> <li>• Restructure of classes-K, year 1, 2, Year 3,4, Year 5,6</li> </ul>
<b>Community and Relationships</b> <ul style="list-style-type: none"> <li>• <b>Communicate our vision and mission statement with the wider community and further utilise all media. Update school website.</b></li> <li>• <b>Utilise local First People to integrate indigenous culture into curriculum in an honest way.</b></li> </ul>	<b>Community and Relationships</b> <ul style="list-style-type: none"> <li>• Development of program around social and sexual issues of puberty. Could be linked to coming of age.</li> </ul>

## Financial Report

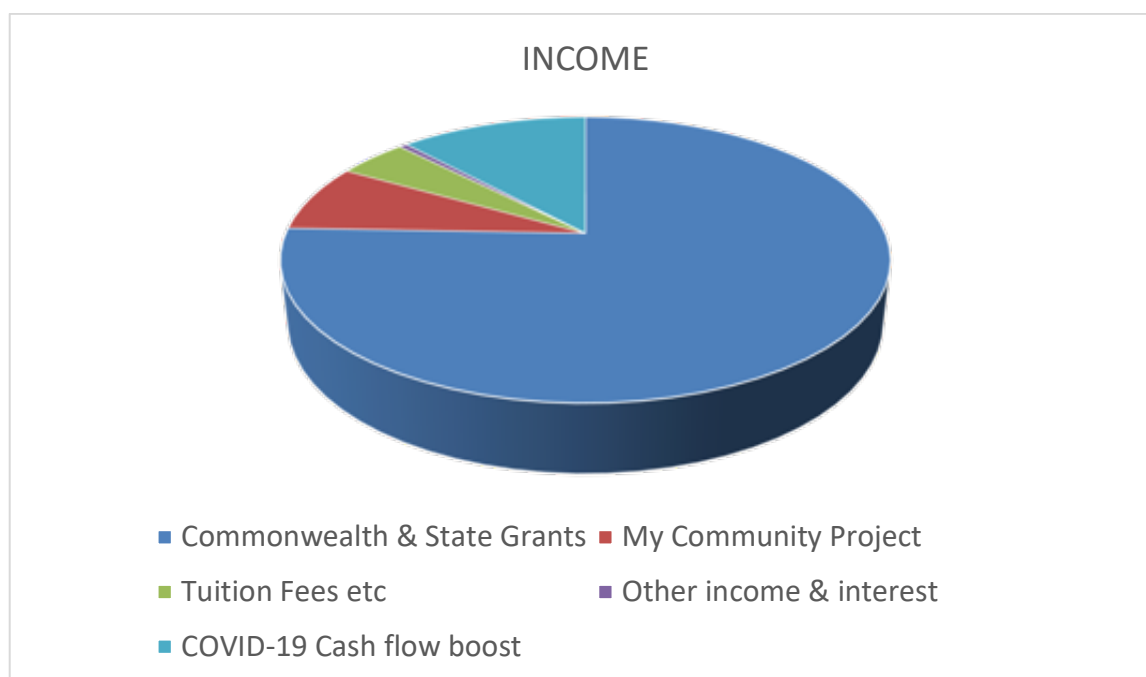
The Tuntable Falls Community Schools financial report reflects data and information taken from the schools audited financial statements for the year ending 31st December 2020, and the Auditor's Report dated 16th March 2021.



The school's Audit was conducted by Rochdale Accounting and Business Advisory. The financial statements consist of a Profit and Loss Statement (showing our income and expenses), a Balance Sheet (showing the schools assets and liabilities) and a Depreciation Schedule.

Tunable Falls Community Schools core funding comes from Commonwealth and State grants and in 2020, this amounted to of \$636,540, reflecting 75.6% of our total income for the year. This figure/percentage of income is directly related to the number of students enrolled at the school at the time of the 2020 census. Our school was also 1 of 3 applicants in our electorate to be successful in receiving a \$64,600 (7.6%) grant in the NSW 'My Community Project' initiative. This enabling us to build, with the endless contribution of volunteer parents, our amazing new playground, aimed at enhancing the wellbeing of our school community. Total income from tuition fees and other revenues came in at \$36,743 (4.4%) and other income including interest on our fixed term deposits came to \$4,568 (0.5%).

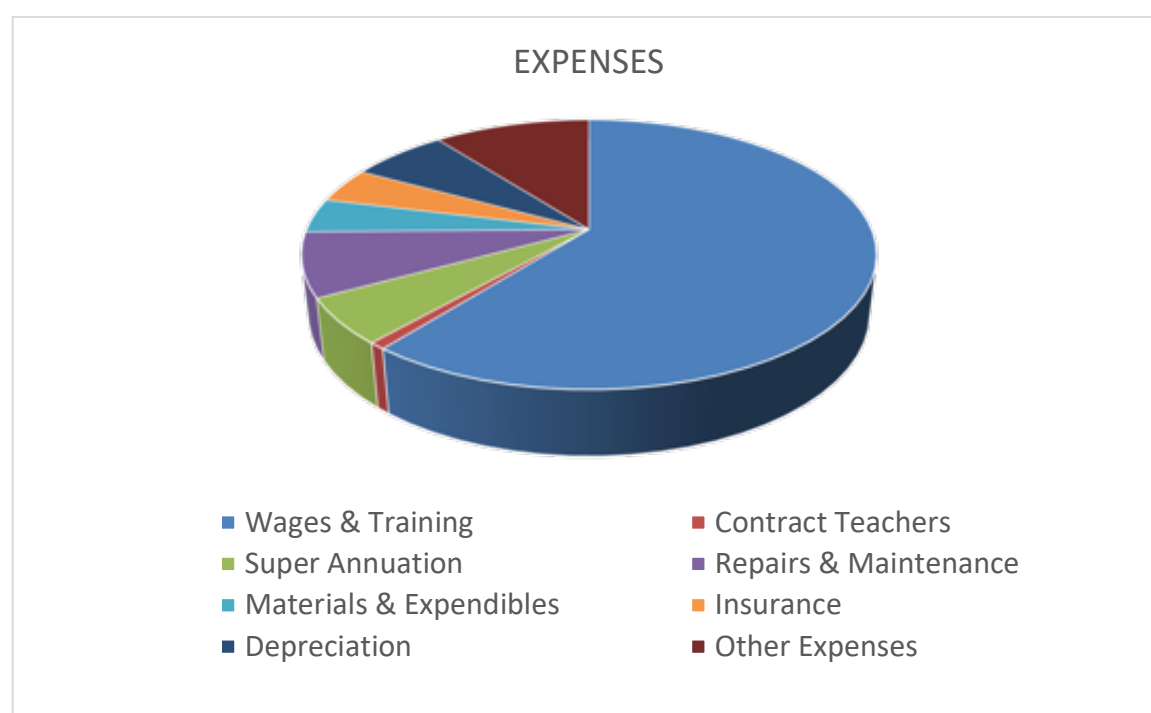
The school received a total annual Income of \$742, 451 this year which was topped up to \$842,451 by the \$100,000 COVID-19 Cash flow supplement/boost we received. This cash boost reflected 11.9% of our income for the year. Tuntable Falls Community School, like most schools all over Australia were adversely impacted, both operationally and financially in 2020 by the advent of the COVID-19 virus and the steps undertaken by the government to protect the community against the impact of the virus. These steps directly impacted income received from tuition fees and other sources including; camps, excursions, fundraising, school lunches and income from unattended workdays and roster day contributions. Revenue in these areas was markedly less compared to previous years. Our profit for the financial year however still amounted to \$44,706, this position strongly influenced by to the COVID-19 cash boost/supplement we received.



At the close of 2020 our Balance Sheet showed the school had cash and cash equivalent assets of \$277,120 and outstanding tuition fees of \$5,078. This, along with other outstanding

payments receivable bringing our current assets to \$312,202, along with the school's non-current assets of \$602,327, taking our Total Assets to \$914,529 for the year.

Our Profit and Loss Statement showed the schools main expenses were the wages and salaries of our teaching staff and related expenses such as staff training at \$484,589, 60.7% of our total outgoings. Expenditures on Contract Teachers was an extra \$6,613 (0.8%). The cost of superannuation for all staff was \$44,131 (5.5%). This year repairs and maintenance were higher than previous years at \$62,045 (7.7%), however this year included essential improvements made to the school for annual registration and additional costs associated with the new playground build. Materials and expendables came to \$32,671 (4.1%) and insurance as always, ever increasing to \$33,442 (4.2%). Depreciation on our assets came to \$52,138 (6.5%). All other expenses making up the remaining (10.5%). The impact of the COVID-19 virus resulted in extra funds being spent this year on daily contract cleaning services and the implementation of sanitisation stations onsite. There were increases in advertising costs, comparative to previous years for teaching positions, aligning with our strategic plan to expand school to include a year 3 and 4 class in 2021. The associated costs of designing and launching our new website for the school are also factored into increased expenditures in 2020. Our Balance Statements showed our outstanding liabilities for the year came to a total of \$37,275, this figure including outstanding GST owed, PAYG and superannuation withheld and provision of sick leave for permanent staff.



As of the year ended 31<sup>st</sup> December 2020, Tuntable Falls Community School had Total Equity of \$877,254 and remains in a financially viable position looking forward, able to meet all outstanding debts. Our student enrolment numbers have remained consistent over recent years and look only to increase in 2021.

Jacintha Duivenvoorden  
*Treasurer*

