



T A M B E L I N

INDEPENDENT SCHOOL GOULBURN

Annual Education and Financial Report

2020

'a happy learning environment'

A Message from the Key School Bodies

Principal's Report 2020

2020 will be a year we will all remember for a lifetime. Each of us will remember it for many different reasons- panic buying, zoom meetings, juggling working from home, losing a job, remote learning with the children or when the only outing became a quick trip to the supermarket only to find most of the shelves were empty.

A global pandemic, which still threatens our lifestyle and livelihoods, has now become something we have learnt to live with. At the beginning of 2020 media ruled our lives as updates were ever-changing in regard to laws and rules. We were living day by day.

When schools moved to online instruction in March, I wondered how I was going to guide Tambelin to online learning when we have had no previous experience, guidance or professional development in this area. My first aspiration was to ensure Tambelin did this well. It was important to continue to offer the same quality education of the classroom to the home environment and ensure students still felt connected to the school and their teachers. Students needed to be inspired to learn from home and at the same time gain a sense of achievement and purpose in their learning at home.

The Tambelin team were extremely supportive and embraced the change with enthusiasm and hard work. Whilst the world was in the midst of a global pandemic and lockdown was grinding people's lives to a halt, the Tambelin team worked extremely hard to timetable for zoom classroom lessons offering small group lessons so that each student could have at least three zoom lessons a day. We wanted these lessons to be meaningful, engaging and interactive. The lessons also needed to be linked to work previously taught at school that could be continued at home. Students needed to be confident in applying themselves to the activities and gain a sense of achievement. This was a challenge catering for everyone from Kindergarten to Year 6.

Thankfully all Tambelin families were extremely supportive in helping their children at home. Parents embraced this challenge and the experience of schooling from home.

This whole experience now seems like a distant memory. It was a time of unrest, stress, massive change and a sense of the unknown. Thankfully, to our dedicated team, parents and children, online schooling worked for a short time.

Children returned back to school with beaming smiles and craving interaction with peers and teachers. Parents waved their children goodbye from the school gate, secretly relieved to be dropping their children back to school so they could hand the baton of "teaching" back to the teaching professionals.

Learning remotely has confirmed to me the importance of a classroom. Interacting with each other, bouncing ideas around, discussion, questioning and communicating. All these things are essential to great learning. Building a positive working relationship with the teacher is also key to great learning.

Where many academics reported a six week "loss" in learning due to learning remotely, fortunately Tambelin students ended the year in good stead for 2021.

Tambelin students ended the year with an excursion to Canberra Zoo. After a very quiet year on the excursion front and very limited extra-curricular activities, it was refreshing to end the year with some hope that school life would return to “normal” in 2021.

During 2020 the school embarked on renovations of the school kitchen and office. The school kitchen is now fitted out with two sinks, dishwasher drawers, two large ovens, two sets of cooktops, two range hoods, microwave and fridge. We will look forward to many more canteen opportunities throughout the years ahead. The floor to wall cupboards allow for much needed storage. The office has become a functional professional space. A fresh coat of paint in both of these rooms along with the junior room.

I am truly grateful that we can say goodbye to 2020 however I would like to thank the Tambelin team and parents for a great year. Your support and hard work in difficult times was appreciated. The Tambelin students have bounced back and are excited for more outings, excursions and sporting events to spread their wings once again.

Catherine Harborne

Tambelin Independent School

Principal

We commenced the year with the largest Kindergarten class in Tambelin school history. Year Six went on to graduate in December and begin the high school journey. We are thankful for the school leadership shown in 2020 and hope that future endeavours after your time spent at Tambelin School are rewarding and fulfilling, just as you deserve.

2020, as we all know, threw many challenges to everyone in our school community.

The transition to 'Remote Learning' was a challenge for staff, students and parents but the effort that Tambelin devoted to ensuring no child was disadvantaged due to learning from home is to be commended.

Providing everything a child needed to participate, including the supply of school desks and chairs if required, shifted the burden from parents to become 'educators' and allowed them to participate in more of a supervisory role with their children. Whilst this was still very challenging for parents, some with siblings also undertaking remote learning and/or younger children to care for, I think we can all be grateful that the role of 'teacher' wasn't added to our ever growing list of concerns for 2020.

The return to classroom learning was extremely positive for the children and their mental health. The ability to re-connect with friends and get back to a familiar learning environment was welcomed. The year looked vastly different for Tambelin students, not only due to remote learning, but because of the lack of extra-curricular activities due to COVID-19 restrictions.

I am looking forward to hearing all the tales from well-thought-out and relevant excursions that 2021 will bring and for our Year 1 and Kindergarten students who are yet to receive the 'full Tambelin experience' to really get a taste of what makes Tambelin a unique learning environment.

The school is in a strong position with enrolments at capacity and an expanded teaching staff. So good riddance to 2020 and all the woes that went along with it and onto a bigger and better 2021.

Thank you

Sarah Green

President 2020

Contextual Information about the School and Characteristics of the Student Body

Tambelin Independent School offers children and parents in the Goulburn and surrounding districts a unique alternative in education. Tambelin is an independent school with an enrolment 24 students at the beginning of the year; 28 at the end of the year, from Kindergarten to Year 6, 2020. 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 NESA. We aim to offer a sound understanding and knowledge in the areas of English and Maths for all students with a variety of experiences. 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.

Student Outcomes in Standardised National Literacy and Numeracy Testing

School Performance in NAPLAN 2020

All students in Years 3 & 5 did not participated in the National Assessment Program Literacy and Numeracy (NAPLAN) in 2020 due to COVID -19.

Teacher Professional Learning, Accreditation, and Qualifications

Professional Development for 2020

Course	Provider	No. Of Staff	Cost
Spell Lit	Multi Lit	1	\$510.00
The Impact of Physical Activity on Classroom Behaviour and Academic Performance	Speld	2	\$240.00
Making it a Success – Teaching and Behaviour Support strategies for students with an Autism Spectrum Disorder by Sue Larkey	Sue Larkey	1	\$340.00
Investigations Masterclass - Workplace Investigations	AIS	1	\$340.00
Investigations Masterclass - Reportable Conduct	AIS	1	\$340.00
NSW Child Protection Crossing Professional Boundaries Webinar	AIS	1	\$70.00
Governance Online Module 4 - Financial Compliance	AIS	1	0
Best Practice Child Protection Education in PDHPE K-10 Webinar	AIS	3	\$70.00 x 3
NSW Child Protection Legislation Updates	AIS	1	\$70.00
NCCD Term 2 Network Meeting: Evidence and Moderation	AIS	1	0
NCCD Term 1 Network Meeting: Implementation and Support	AIS	1	0

Teacher Accreditation

Level	No. Of Staff
Conditional	0
Provisional	0
Proficient	3
Highly Accomplished Teacher	0
Lead Teacher	0

Teacher Qualifications

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

Staff information is also available my school website <https://www.myschool.edu.au/school/43905>

Workforce Composition

School Staff 2020

School Staff 2020	No. Of Staff
Teaching Staff	3
Full-Time Equivalent teaching staff	2
Non-Teaching Staff	1
Full-time equivalent non-teaching staff	0
Indigenous Staff	0

School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

Tambelin endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

- The school is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Policy:

The principal of Tambelin Independent School maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESAS) *Registered and Accredited Individual Non-government Schools (NSW) Manual*.

Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, the principal will process the parent's application in accordance with the guidelines from NSW Department of Education.

The principal may exercise the Minister's delegation under Section 25 of the *Education Act* in relation to granting and cancelling a certificate of exemption from being enrolled and attending school in certain prescribed circumstances.

Procedures

Register of Enrolments:

i) The Principal records the following information in the register of enrolments-

-Name, age, address of students

-Name, contact telephone number of parent(s)/guardian(s)

-Date of enrolment, date of leaving the school and destination. When the destination is unknown the Department of Education is to be notified using a form Student Enrolment

Destination Unknown (attachment 10) and emailed to attendance@det.nsw.edu.au. The following details will be completed on this form: students full name, date of birth, last known address, last date of attendance, parents' names and contact details and any other information that may assist officers to locate the student and any work health or safety risks associated with contacting the parent or student. The School will note that Department of Education has been advised on the enrolment register and copies of communication will be maintained on the students file.

-For children older than 6 years, previous school they have attended.

ii) The register of enrolments is retained for a minimum of five years before archiving.

Register of Daily Attendance:

- Classroom teachers record and monitor student attendance daily. Reasons for absence is followed up by the Principal/classroom teacher with the parent/guardian in writing or email within five working days of the absence. This is recorded by the Principal/classroom teacher and placed with the schools' daily attendance roll using codes in accordance in accordance to the NSW Minister. (Attachment B)
- If a student is late or leaving within school hours' parents are to sign in and sign out the student. This sign in/out form is in the front hallway of the school, the parent is required to fill in the child's name, date, time of arrival or departure, reason, signature and counter signed by the teacher or principal. The principal/teacher then records this information in the Register of Daily attendance.
- The principal will notify parents or guardians regarding poor attendance or habitual lateness in writing (Attachment 8). Parents are notified of their responsibilities. *Section 22 of the Act notes that it is the duty of the parent of a child of compulsory school age to cause the child to be enrolled at, and to attend, a government school or a registered non-government school, or to be registered for home schooling.* Information about the importance of attending school and the legal requirements as a parent will accompany this letter. If the attendance does not improve within two weeks a follow up meeting with both parent(s)/guardian(s) and student will be made with the Principal. An Attendance Improvement Plan will be made (attachment 12).
- The Principal and Staff work with the student to increase engagement at school. This will vary from student to student. It may be in the form of rewarding a student for attendance (sticker chart).
- The Principal communicates in newsletters and School Stream the importance of attending school. The Information sent out to parents is from NSW Government Education and Communities "Compulsory School Attendance". Other relevant information regarding attendance will also be communicated to parents via the School Stream app.

- Continued absentee the school will seek advise from the AIS then may proceed with legal action through the Department of Education’s legal branch. The principal will notify the parents in writing (attachment 8). In relation to where the student is at risk of significant harm a report should be made – see Tambelin Child Protection Policies.
- All correspondence to and from parents, meeting minutes with parents regarding absentee will be transferred to the student’s file.
- Where parents are seeking an exemption from school for their child, the parent/guardian will need to obtain an application for exemption from the principal (attachments 1,2,3 & 4, 6). This would include leave for family events, concerts or other exceptional circumstances. The written application must be completed by the parent/guardian and returned to the principal two weeks before the requested. The Principal may grant exceptions from attendance and enrolment under the Section 25 of the Education Act 1990 (see attached document Exemptions from Attendance and Enrolment for Independent Schools). The Principal will respond in writing as soon as possible declining or granting the application of Exemption. (Attachment 1, 5, 7)
- Any family holiday taken during term time will be counted as an absence. Families are requested to holiday or travel during school vacation time only. If “in-term holidays” are unavoidable, parents seeking leave for such a reason need to submit an Application for Extended Leave – Vacation/Travel form to the Principal for approval at least four weeks prior to the requested Leave/Exemption period. If approval is not granted, any absences will be recorded as unjustified.
- If the reason for requesting leave is in keeping with the requirements under the Education Act and considered to be in the student’s best academic interests, the Principal will accept the request and leave will be granted. The absence will be recorded as “L” (Leave/Absence). If the Principal does not accept the request for Leave, it will be recorded as “A” (Unexplained or Unjustified Absence). If leave is approved by the Principal, a Leave Approval letter and a Certificate of Exemption will be issued and emailed to parents. Parents will be notified by email if leave is not approved.
- All documentation is placed on the student’s file. If the Exception from enrolment exceeds 100 days must be approved by a Delegate at the Department of Education through the AIS DMelrose-rae@aisnsw.edu.au (Attachment A)
- The daily attendance must be retained for a period of seven years after the last entry was made.

Exemption from school – Procedures for Parents and Principal

- Parents/guardians must apply for Exemption from enrolment/attendance to the school in writing (attachment 1,2, 3, 4 & 6) to the school principal.
- Exemption from enrolment/attendance will only be granted where conditions exist which make it and criteria in the DoE guidelines, under section 25 of the Education act 1990. Certificate of Exception/Decline (Attachment 1, 5 & 7) will only be issued under section 25 of the Education Act 1990.
- The certificate of exemption (See attachment 1, 5 & 7) will be issued to the parent (if the application is supported)
- original certificate is given to the parent
- A copy of the application, certificate and Minister's delegation is placed in the student's file.

Enrolment Policies

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. 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 Terms 2, 3 and 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

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 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.

Tambelin School Policies and Procedures

Summary Of Policy	Changes in 2020	Access to full text
<p>Student Welfare:</p> <p>Tambelin endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.</p>	Changes in 2020 to uniform Policy.	The full text Tambelin's welfare policy can be accessed by request from the principal, from school stream and in the parent information booklet.
<p>Anti-bullying:</p> <p>Tambelin advocates a bully/harassment free school environment. It aims to help students develop various strategies to use in dealing with people who may bully or harass. The school's overriding concern is to ensure these behaviours are dealt with and understood as not acceptable in the school environment.</p>	No changes made	The full text Tambelin's anti-bullying policy can be accessed by request from the principal, from school stream and in the parent information booklet.
<p>Discipline:</p> <p>Tambelin Independent School aims to deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.</p> <p>All disciplinary procedures are based on principles of procedural fairness.</p> <p>Students are required to abide by the Students' Code of Conduct and to follow the directions of teachers and other people with authority delegated by the School.</p>	Tambelin reviewed this policy in 2020. No changes.	<p>The full text Tambelin's discipline policy can be accessed by request from the principal, from school stream and in the parent information booklet.</p> <p>Students and parents sign off on the code of conduct at the beginning of every school year or on enrolment.</p>

<p>Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to Tambelin Independent School, staff members or other students, the students may be subject to disciplinary action.</p> <p>Teachers adopt a constructive approach to discipline. They strive to foster self-esteem through positive verbal reinforcements and promote opportunities for success. Constructive and specific praise is an important element in the classroom and playground based on behavior and academic achievement. Parents are kept informed through text messages or parent teacher interviews.</p> <p>Tambelin Discipline system follows a level system.</p> <p>Tambelin prohibits corporal punishment and plainly excludes corporal punishment.</p>		
<p>Complaints & Grievances resolution:</p> <p>Tambelin Independent School strives to provide a positive, constructive, open and inclusive school environment for students, teachers and parents. Parents and students can raise their concerns in a fair and unbiased environment.</p> <p><i>It is important to resolve any concern, complaint or grievance that a student or parent may have about any aspect of the school, regardless of size, promptly in a</i></p>	<p>No Changes.</p>	<p>The full text Tambelin's welfare policy can be accessed by request from the principal, from school stream and in the parent information booklet.</p>

communicative and confidential setting.

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

The School has in place the following procedures to deal with complaints and grievances of a general nature that may be held by parents and/or students.

School Determined Priority Areas for Improvement

Achievement Priorities Identified in 2019 for achievement in 2020

Area	Priorities	Achievements
Teaching and Learning	PDHPE new curriculum	School scope and sequence
	School Philosophy	All staff trained in the FiSH! Philosophy. Parent information evening & Pizza night
	Literacy	Initial Lit F, Year 1, Year 2, Year 3 SpellLit – Senior Room to replace Spelling Mastery
	Robotics and coding	Continue with Edison robotics
	New Science and Technology Syllabus	School Implementation & Scope and sequence K-6
	Remote Learning	Learning at home during lockdown. Zoom Lessons
School Parent Committee	Promotion	Website update Facebook updates New Sign in School Yard
	Maintenance	Kitchen and Office Renovation Outside benches Library shelving Office furniture – chairs
	Children to assess filtered water	Bubbler installed in the playground
	School Philosophy	Continue to integrate the FiSH! Philosophy. Parent information evening.
		Outside benches

Achievement Priorities Identified in 2020 for achievement in 2021

Area	Priorities 2020	Achievements
Teaching and Learning	Parent Information Sessions for Literacy & Numeracy	Literacy Information Session Mathematic Information Session for parents
	Laptop Upgrade Headphones	10 Laptops purchased with Office suite.
	NAPLAN	Online
	Extra-Curricular	Dubbo Zoo Narrabeen Sport and Rec Junior Room Sleep Over
	PDHPE	Brainstorm Productions Life Education Netball Comp - Workshops Touch Footy Comp Goulburn Touch Footy Boorowa Learn to Swim Program
	Staffing Levels	Teachers Aide X 2 Office Staff
School Parent Committee	Promotion	Website update/Facebook New Sign Art Show Kindergarten Orientation 4 times per year
	Strategic Planning & Constitution	Planning & Parent meetings
	Maintenance	Junior Room Bathroom Sinks
	Professional Development	Committee requirements met

Initiatives Promoting Respect and Responsibility

Tambelin endeavours to promote a healthy, supportive, and secure environment for all children and staff. Tambelin aims to provide an environment where students and staff are well respected and have a sense of responsibility to each other. In this positive environment teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened. Staff are confident, well trained, skilled and proactive in the management of students in fostering respect and responsibility.

Tambelin continually uses programs within the school curriculum to promote respect and responsibility. These initiatives come up in PDHPE lessons, Life Education, FiSH! Philosophy, Brainstorm Productions, Cyber Safety which address bullying, self-esteem and positive friendships. These programs also foster leadership/peer relationships outside the classroom.

Students set their own goals, discuss their reports individually with the teacher and participate in student survey half yearly and yearly. Buddy reading, sports shed monitors, older children are encouraged to be good role models, younger children seek help from older children are just some of the roles that the students take on to encourage the importance of responsibility.

Parent, Student and Teacher Satisfaction

Student satisfaction: Student Survey 2020

<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.	54%	43%	3%	0%
I like to go to school.	54%	36%	10%	0%
I try my hardest in the classroom.	68%	25%	7%	0%
When learning is hard, I like extra help from my teacher.	36%	25%	29%	10%
When learning is hard, I like working in a group with my friends.	51%	29%	10%	10%
I enjoy school even when it is hard.	36%	39%	22%	3%
I give up when it is too hard.	36%	39%	22%	3%
I want to do well at school.	93%	7%	0%	0%
Learning in class is as much fun as playing outside.	36%	36%	21%	7%
Teachers help me in the playground.	73%	7%	10%	10%
I can talk to the teachers about my concerns.	46%	32%	19%	3%
Other people treat me with respect.	36%	51%	10%	3%

<i>Literacy</i>	Always	Most of the time	Some of the time	Not very often
It is fun to read	51%	35%	7%	7%
It is exciting to read and share novels with my friends.	64%	18%	15%	3%
It is good to read at home.	68%	19%	10%	3%
I like it when my parents help me read.	45%	10%	22%	22%
It is important for me to be good at spelling.	90%	7%	3%	0%
When reading is hard, it helps if my teacher sits next to me.	60%	15%	18%	7%
I want to become better at reading and writing.	87%	10%	3%	0%

Numeracy	Always	Most of the time	Some of the time	Not very often
It is fun to learn maths.	60%	22%	18%	0%
I try to do well in maths.	93%	7%	0%	0%
It is good to do maths at home.	46%	22%	25%	7%
I like it when my parents help me to learn maths.	39%	18%	11%	32%
I can do maths in my head.	68%	22%	7%	3%
When I have trouble with maths, it helps if my teacher sits next to me.	64%	22%	7%	7%
I want to be better at solving maths problems	86%	7%	7%	0%
Playing number games with my friends is fun.	65%	22%	3%	10%

Comments:

Student Likes	Student Dislikes
Catherine/Meredith/Michelle, That the teachers make it fun No homework, Working with Jo PE, Sports x 3 Independent Maths, Maths x 6, Number counting JEMM x 2 Play x 11 Handwriting Music Art x 10, Drawing pictures Literacy Fish! X 2 Spelling x 2 Reading x 5 History x 3 & Geography Being helped by someone, No hurting people on purpose, Helping people, No bad words, My Friends x 6, Everyone is mostly kind I love everything Lego x 3 Excursions Cooking x 3 No school uniform I like to do hard work Love the school Free time x 2 Get to do lots of things Love coming to school and playing with my friends Swimming How we learn different things I like all of it Watching movies "The Stickman" Learning x 2 Every subject Writing	Our playground JEMM + X 4 Dress code Maths x 3 Reading x 2 Getting hurt Questions Lots of noise Speed maths Silly mistakes Handwashing x 2 Speed maths silly mistakes Being distracted People not being kind JEMM a bit stressful Teachers being unfair and not listening to the other side of the story Handwriting I dislike nothing I get messy and then I am cross Being interrupted x 2 Being copied x 2

A total of 28 students were surveyed.

Parent Satisfaction:

Parents usually 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. In 2020 contact with parents changed due to the COVID -19 policy restrictions. Tambelin found other means of reaching out to our school community through text messages, zoom meetings, phone calls and emails. It was certainly a difficult time for both parents and staff until restrictions lifted in term 4, 2020.

A detailed parent Survey was constructed on Survey Monkey so parents could respond. At the end of the Survey these questions were asked & responses have been recorded. 18 Parents completed the survey.

Question 1: How Likely would you be to recommend Tambelin to a colleague or friend?

- *Passive responses 11%*
- *Promoters 89%*

Question 2: Tell us about the things you think we do really well?

- *Creative implementation of new & extremely practical modules for life learning*
- *Listen to children's individual needs, supporting students' & parents and having consistency in teaching methods yet an open mind to new concepts.*
- *One on one focused learning- Since we began at Tambelin I have observed that my child is more confident in what she is learning and Her ability to problem solve when she gets stuck On a word or question has improved *Quick communication- the teachers are able to respond quickly To parents and vice versa *creating a safe and structured environment where children are able to learn and play*
- *Recognise and support each child as an individual. Develop strategies to work through issues and difficulties a child may be experiencing in order for them to focus and enjoy their learning environment.*
- *There are so many things! Dedicated, knowledgeable and caring teachers. Teachers who take a holistic approach to learning and child development. The best thing is our children enjoy going to school every day. As a parent, I most appreciate the varied and hands-on approach to learning, in particular, the excursions pre-COVID. I am also in awe of the work and lesson planning that went into remote learning. Thank you.*
- *Pastoral care Deliver great researched based learning programs. Communication to parents and children.*
- *The whole environment is amazing for our child.*
- *Overall everything is amazing!*
- *Nuturing, encouragement and giving them the best learning experience*

- *Communication with parents, care of the students (physically, mentally & educationally)*

Question 3: Tell us the things we need to improve?

- *You keep improving in new ways every single day, so I can't think of anything*
- *That's hard. Perhaps finding even more new ways to help naturally 'very reserved & shy' students to come out of their shells a little more and continuing to offer that safe and gentle place for seniors that are on that spectrum. I have no idea how one could actually make that happen. I do know you guys already put 1000% in to teaching and more, so thank you for that ☺ ☐*
- *It has been a difficult year with COVID restrictions and we are new to the school so it is difficult to answer this question.*
- *As we are a new family to the school I have not identified any aspect that I think needs improvement.*
- *Nothing I can think of.*
- *All good*
- *None*
- *Maybe the gardens and have a Vegetable patch, but I totally understand that is hard as you all have your hands full!*
- *Communication to parents / app / events / what's going on with the kids*
- *Wouldn't mind a "home reader" every now and again so my child has a skill appropriate book they're able to read but that's about it really. Absolutely love the school*

Question 4: Is there anything you would like to change about Tambelin? Big or Small?

- *Open a high school*
- *Bigger student art installations around the school :D And more 'yellow chairs' in the senior room :)*
- *A kitchen garden to go with the new kitchen?? We are really happy with Tambelin and We look forward to when the restrictions ease for parents to be more involved and swimming lessons to resume*
- *Hard to think of anything I'd like to see change. Perhaps some more interaction with other parents (post Covid). Working bee's for playground area.*
- *Nothing I can think of.*
- *No*
- *No*
- ****** hates the grey school uniform*
- *No*

- *Nope, looking forward to covid restrictions being over so the school can continue how it used to*

Question 5: Is there anything else you'd like us to know?

- *You're all amazing*
- *Even though their crucial for learning, I think sometimes the kids can feel quite overwhelmed with high expectations that are set*
- *Thank you for all your care and support you give my child*
- *Tambelin staff, small school community, expectations of social interaction between children have exceeded our expectations. We feel very privileged to have all of our children enrolled at Tambelin.*
- *Thank you for everything you do for our children and the school community. We really appreciate it.*
- *You have managed 2020 extremely well despite COVID and always kept the educational needs of the students a priority.*
- *No*
- *Just a huge thank you to all the staff, you are doing an amazing job!*
- *No*
- *No. Thank you for everything you do!*

Teacher satisfaction:

“Whilst the Principal’s job is constant juggle of teaching, leadership and administration. These roles have been made more efficient due to greater allocated time given 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.

Figure 1:

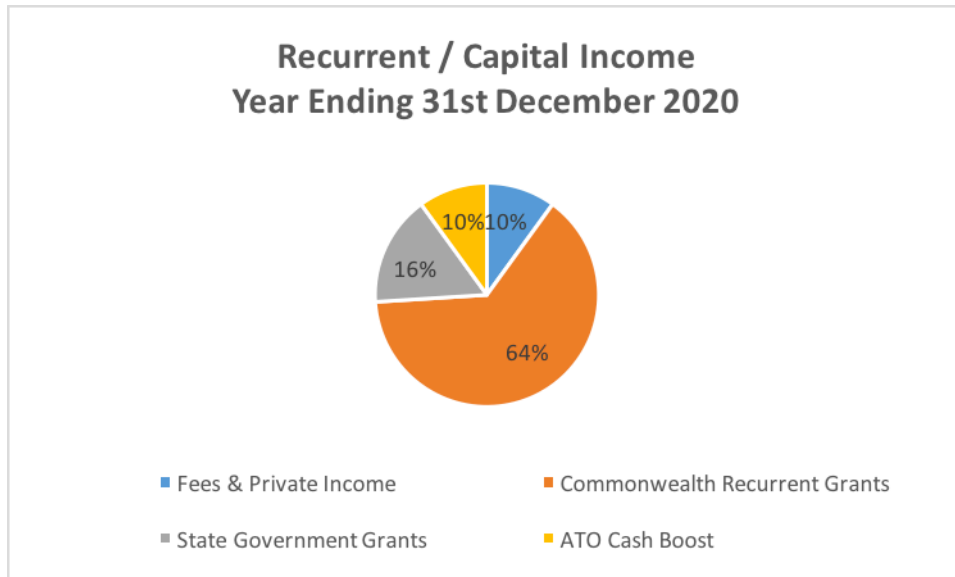
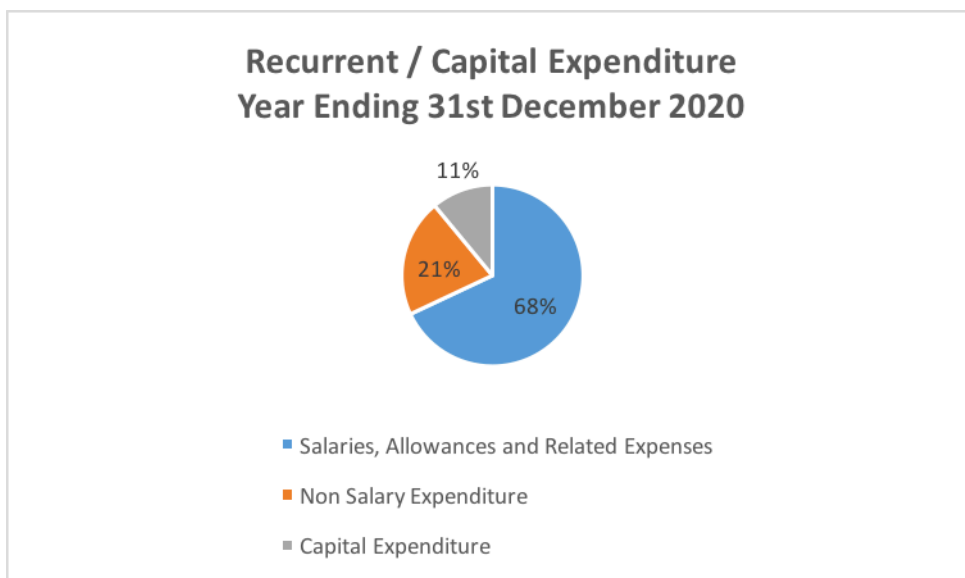


Figure 2:



Publication Requirements

This annual report for 2020 will be upload to NESA RANGS online, published on the school website <https://tambelin.nsw.edu.au/policies-procedures/> and posted on school stream to all parents no later than the 30th June, 2021.

While the Australian Government requires publication on the internet the annual report can be obtain in hard copy from the school office on request. In addition to formal requirements for publication relating to the annual report, Tambelin will provide information that is requested at any time by the NSW or Australian government.