



T A M B E L I N
INDEPENDENT SCHOOL GOULBURN

Annual Education and
Financial Report
2021

'a happy learning environment'

A Message from the Key School Bodies

Principal's Report 2021

2021 was going to be much better than 2020. In 2020 we navigated so much uncertainty in what was the first year of the global pandemic. We started 2021 with hope, optimism and a feel for getting “back to normal”.

Tambelin was fortunate enough to have two practicum teachers, Jennifer in the junior room and then later in the year Ashley in the senior room. Thank you to Meredith and Michelle for mentoring and guiding both Ashley and Jennifer. Often teaching in a multi stage classroom can be daunting and challenging for most teachers. Soon after Ashley completed her practicum we welcomed her to Tambelin as a teacher. Ashley has experience in administration and leadership in the early childhood sector and is completing her Masters in Education through Edith Cowan University, Western Australia. We welcome her diligent, fresh and enthusiastic approach to teaching and learning in the Tambelin environment.

Fortunately, we were able to sneak in some exciting events before another lockdown set in. These extracurricular events are definitely a highlight for me as an educator and I know they are a highlighted for the students as well. We are extremely fortunate at Tambelin that these extracurricular events are possible with the support of the Tambelin community. An expedition to Parkes Telescope, Dubbo Zoo, Dundullimal Homestead, Dubbo Goal and Cowra Japanese Gardens. Other annual events included Simultaneous Storytime, Life Education, Parent Literacy evening, Hockey Gala Day, Brainstorm Productions and Netball Gala Day.

Unfortunately this enthusiasm for “normal” was short lived and the reality of an another wave of the pandemic saw all metropolitan schools in lockdown from the beginning of Term 3. Tambelin went to remote learning in mid August. One positive with moving to remote learning this time is we had done this before and realised that it was not necessary to replicate a school day. Online learning faces many challenges for both students and teachers. Adversity at our doorstep the teachers rose to the occasion finding innovative ways to ensure the school’s commitment to learning and each student’s wellbeing. The goal was that students woke up each morning knowing they needed to prepare for learning, Tambelin teachers would be checking in with them and that each student had a sense of community. This involved teachers connecting with students, students connecting with other students in worthwhile learning experiences with some fun on the side.

Despite the extraordinary demands of juggling work and supervising the learning of their children, parents played an active role in partnering with the school to keep their child focused during the school day. Your support and commitment through this time was amazing.

The Tambelin Executive Committee have been working hard on a Strategic Plan. This will set the school on a three year trajectory for planning, goals and focus. We were fortunate to have a current parent skilled in this area and was able to facilitate this process. Thank you to all those parents involved. Tambelin was established in 1979 and the constitution that was relevant then has now been updated. The role of the Executive committee has changed over the years with a greater responsibility of governance. This includes following legislation around policies and procedures and standards set by NES (National Educational Standards Authority) for school registration.

The year ended on a high back in the classroom muffled by masks but celebrations singing the praises of many students who performed so well in ICAS tests. One student received a High Distinction placing in the top 1% for Year 3 Maths, a student in Maths placed in the top 4% and

another student received a distinction in Digital Technologies which places the student in the top 10% as well as a number of students receiving, distinctions, credit and merit awards in years 3-6 across a variety of subjects – maths, writing, spelling, science and Digital technologies. We congratulated Imogen Moor on her achievement in Mighty Playwrites, her script for a play was performed at The Leider Theatre in front of a live audience.

We farewelled the Year 6 students at a Year 5 & 6 dinner. We wish the Year 6 students well as they start their new adventure in their respective secondary schools.

Look forward to fabulous 2023.

Catherine Harborne

Tambelin Independent School

Principal

We commenced 2021 bright eyed & bushy tailed, full of optimism, all eager to put the troubling times of 2020 behind us.

Whilst the year didn't quite go as we had all hoped, Tambelin strived to give the children back a sense of normalcy and a return to the fun and engaging learning environment the students enjoy. When 'lockdowns' were reinstated and home learning once again became apart of our normal routine, Tambelin once again rose to the occasion and provided an excellent and comprehensive education to the students.

The staff of Tambelin, the students and parents are to be, again, commended for their efforts during this time.

We had three year six students graduate in December and begin their High School journeys. We wish them luck in their future endeavours and thank them for their time as School Leader at Tambelin.

During the year, the children participated in many activities and events including The Goulburn Show, Hockey & Netball Gala days, excursions to Dubbo, Cowra, Canberra & Taralga to name a few.

The children benefit greatly when the world outside becomes their classroom and it is a key ideology of Tambelin. With the future looking brighter, in terms of the pandemic, the children will enjoy many more opportunities provided by the dedicated staff.

Writing my last report as President of Tambelin Independent School has given me the opportunity to reflect on my time spent working with the Executive Committee.

Over the past five years, we have had an engaged and energised Executive Committee who are enthusiastic & invested in maintaining and improving Tambelin.

I'd like to personally thank the Committee Members, past and present, for their support.

As I usually do at the conclusion of my report, I would like to encourage all families of Tambelin to join and be a part of the school in any way possible. Join the committee, come along to sporting events and events held within the school.

A small school is built on community.

I look forward to seeing the continued success of Tambelin for many years to come and have no doubt the school will continue to thrive.

Sarah Green

President 2021

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 36 students at the beginning of the year; from Kindergarten to Year 6, 2021. 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 NESAS. 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 2021

All students in Years 3 & 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) due to the cohort being so small these results are not published.

Teacher Professional Learning, Accreditation, and Qualifications

Professional Development for 2021

Course	Provider	No. Of Staff	Cost
Understanding Learning Difficulties	SPELD	2	\$60.00
InitialLit F/1/2	MultiLIT	1	\$1,110.00
K-12 Wellbeing Webinar: Supporting Wellbeing Pre and Post Return to School on 13 th October 2021	AIS NSW	1	-
Understanding ADHD	SPELD	4	\$80.00
First Aide		1	\$49.00
Teacher's Assistant online Course	Sue Larkey	2	\$198.00
Understanding Autism Spectrum disorder	Sue Larkey	1	205.00
Making it a Success – Teaching and Behaviour Support strategies for students with an Autism spectrum Disorder	Sue Larkey	1	214.00
Zoom meeting with Dr Kerry Chant – COVID restrictions & Public Health orders	AIS	1	-
Wellbeing & Returning to school	AIS	1	-
Meeting for Heads & Public Health Orders for schools	AIS	1	-

Teacher Accreditation

Level	No. Of Staff
Conditional	0
Provisional	0
Proficient	4
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	4
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	4
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 (NESA) *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.

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 2021	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>	<p>Changes in 2021 to uniform Policy – full school uniform to be worn on school uniform days not part of the uniform (for example pink leggings with the school jumper)</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>
<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>	<p>No changes made</p>	<p>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>
<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>	<p>No changes.</p>	<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 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

Achievement Priorities Identified in 2021 for achievement in 2022

Area	Priorities 2021	Achievements
Teaching and Learning	Parent Information Sessions for Literacy & Numeracy	Literacy Information Session Mathematic Information Session for parents
	Music	Specialist Music Teacher employed from the Hume Con for 2 hours every week
	Art	Van Gogh Pottery specialist potter teacher employed for 5 weeks
	NAPLAN	Online
	Other Curriculum	Goulburn Wetlands Excursion Simultaneous Storytime
	PDHPE	Brainstorm Productions Life Education Netball Comp Touch Footy Comp Goulburn Touch Footy Boorowa Learn to Swim Program Leadership Program
	Staffing Levels	4 teachers
School Parent Committee	Promotion	Website update/Facebook Kindergarten Orientation 4 times per year
	Greater % of Parents completing survey on survey	
	Strategic Planning & New Constitution	
	Maintenance	Yard Guttering
	Professional Development	Committee requirements met PreLit

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 2021

<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.	31%	12.5%	44%	12.5%
I like to go to school.	31%	31%	12.5%	25.5%
I try my hardest in the classroom.	44%	19%	31%	6%
When learning is hard, I like extra help from my teacher.	44%	6%	12.5%	37.5%
When learning is hard, I like working in a group with my friends.	44%	6%	31%	19%
I enjoy school even when it is hard.	37%	19%	25%	19%
I give up when it is too hard.	12.5%	6%	19%	62.5%
I want to do well at school.	81%	6%	-	13%
Learning in class is as much fun as playing outside.	25%	25%	6%	44%
Teachers help me in the playground.	44%	12.5%	12.5%	31%
I can talk to the teachers about my concerns.	56%	25%	6%	13%
Other people treat me with respect.	37.5%	25%	12.5%	25%

<i>Literacy</i>	Always	Most of the time	Some of the time	Not very often
It is fun to read	37%	19%	25%	19%
It is exciting to read and share novels with my friends.	56%	6%	13%	25%
It is good to read at home.	31%	19%	12.5%	37.5%
I like it when my parents help me read.	50%	13%	6%	31%
It is important for me to be good at spelling.	69%	12.5%	6%	12.5%
When reading is hard, it helps if my teacher sits next to me.	56%	6%		38%
I want to become better at reading and writing.	50%	19%	12%	19%

Numeracy	Always	Most of the time	Some of the time	Not very often
It is fun to learn maths.	31%	37%	13%	19%
I try to do well in maths.	69%	19%	6%	6%
It is good to do maths at home.	37.5%	19%	12.5%	31%
I like it when my parents help me to learn maths.	44%	12.5%	6%	37.5%
I can do maths in my head.	62%	25%		13%
When I have trouble with maths, it helps if my teacher sits next to me.	44%	19%	6%	31%
I want to be better at solving maths problems	81.5%	6%		12.5%
Playing number games with my friends is fun.	63%	25%	6%	6%

Comments:

Student Likes	Student Dislikes
Playing Doing art School Playing outside Learning Doing maths Hanging out with my friends Playing with my friends x 2 Free time Ipads Nothing Being in the senior room Free time and learning is balanced	Nothing x 2 Too noisy sometimes To skip one of the worksheets, less writing More movies and popcorn Maths My chair bag is too small junior bag on senior chair Waking up early Doing maths everyday When people hide all the glue sticks in their chair bag All IntialLit Trampoline is too small More tackling on the playground That you are aloud on the tunnel if you can get up by yourself

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 2021 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, 2021.

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.

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

- *Passive responses 13%*
- *Promoters 63%*
- *Detractors 25%*

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

- *Multifaceted learning opportunities for students: makes learning fun, great arts program, sound student assessment tools and learning support to ensure all students stay ahead of where they need to be in all subject areas*
- *Educational outcomes*
- *Create meaningful learning experiences and excursions*
- *Course structure, teaching methods, teacher – student interactions*

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

- *Tambelin are amazing with their continual adaption of teaching methods and assessments, these are a couple of areas that we feel we could perhaps be looked at: better learning support for children who are sick and cant attend school to prevent them falling behind, better communication with parents, letting them know if their kid is falling behind before parent teacher interviews, better response system for parent communications, increased understanding of introverted children, rather than marking them for a natural trait, looking at other ways to grade comprehension*
- *Bullying in the playground*
- *Nothing*
- *Maybe a bit more structured sports during the year*

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

- Yes, I'd make Tambelin K-12 school
- Upgrade the playground
- Nothing
- No

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

- *We think the teachers are amazing at what they do*
- *No*
- *Just that parents are grateful for all your effort*
- *No*

Teacher satisfaction:

“Leadership in another year of a global pandemic has offered many challenges. The complexity of offering school remotely then returning to school offered many challenges in delivering the curriculum and wellbeing issues. It has not been easy for students, let alone parents and of course teachers. Education is a collaboration between students, parents, peers and teachers which cannot be fulfilled through a screen (zoom). The Tambelin community have been amazing in embracing the best of a bad situation. Teachers have gone above and beyond in making learning meaningful and inspiring for each and every student. I am very privileged to work with a group of teachers who are exceptional in every way. They are dedicated, caring, considerate and passionate about their students and colleagues. I am forever grateful to be working with, and being a part of such a great team”

“I feel privileged to work as a teacher at Tambelin Independent School. The students are highly engaged and value the many and varied learning experiences of offer. There is a real sense of community at our school. It's a place where individuality is celebrated, respect for others is expected and nurturing is provided. Staff are so fortunate to be offered numerous opportunities to develop through mentorship and professional development. The learning programs are well researched and supported by evidence, meaningful assessment plays an integral part in planning and families have the opportunity to work closely in partnership with teachers to meet student needs. I always feel respected and supported by colleagues. I admire the leadership and commitment shown to delivering quality teaching.”

“It is a privilege to be part of the team at Tambelin due to excellent leadership, a great work culture and varied opportunities to build professional knowledge. Despite the challenges 2021 presented, being part of an innovative, supportive workplace allowed the continuation of good educational outcomes for all students and families. The excellent student body who values learning and each other, encourages staff to deliver the best evidence based programmes. The teachers and leadership have high expectations of themselves, students and each other which creates a collaborative workplace that strives for excellence.

Teaching at Tambelin is fun, exciting, challenging and very rewarding.”

Figure 1:

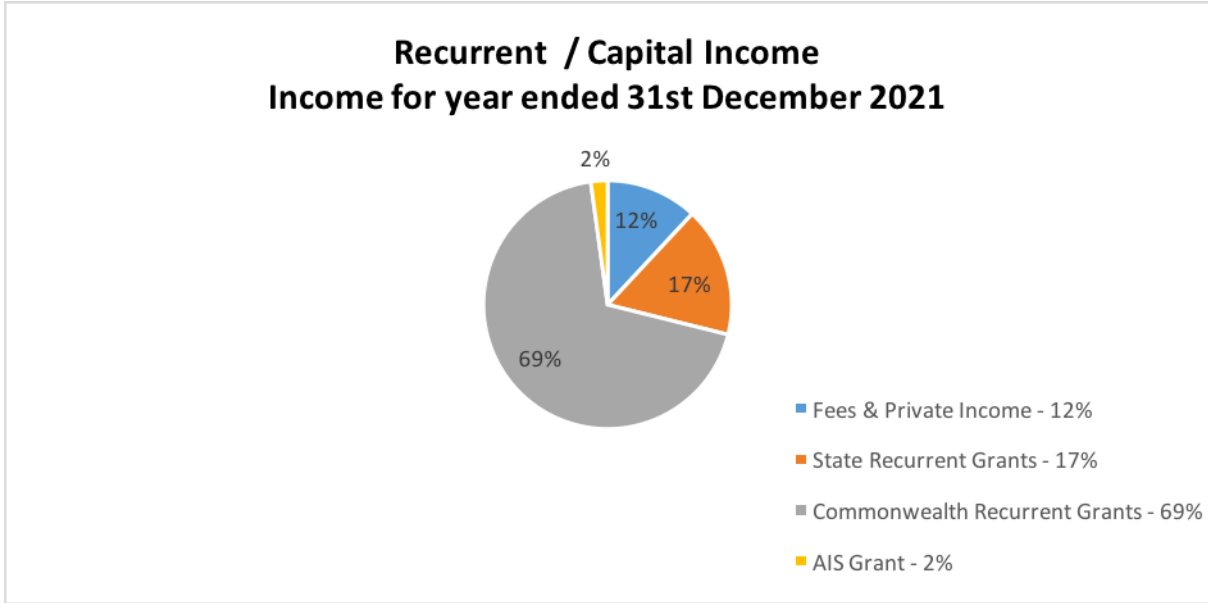
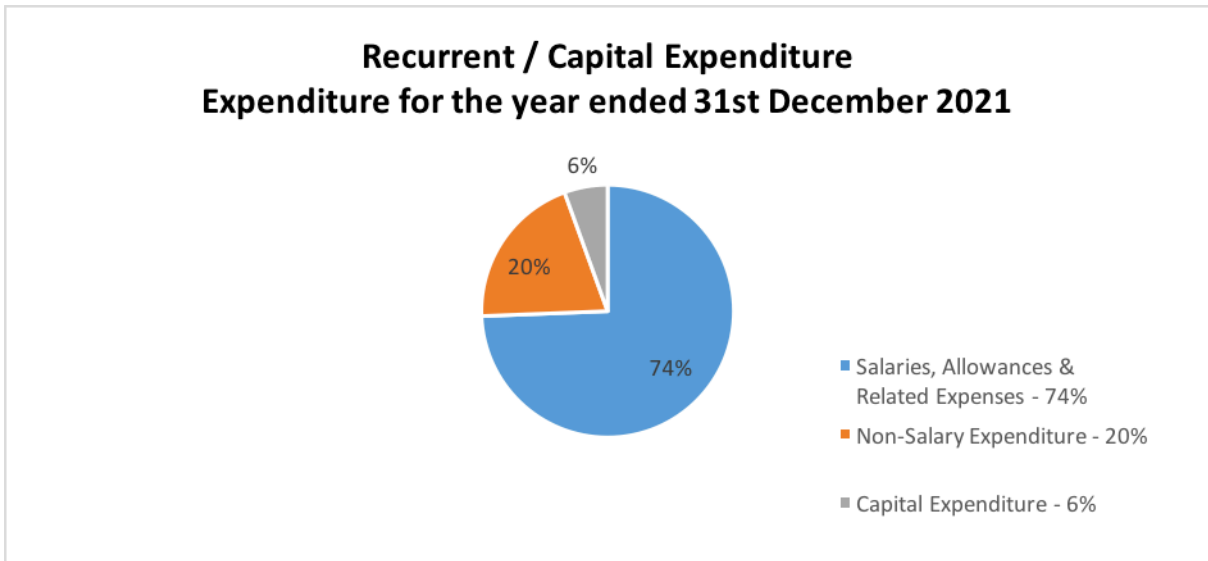


Figure 2:



Publication Requirements

This annual report for 2021 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, 2022.

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.