



Tunable Falls Community School

Annual Report 2021

Message from the Management Committee

2021 was a year of growth and expansion for Tuntable Falls Community School (TFCS). The school community was excited to begin the year with the addition of our new class which would soon come to be known as Yuruugin (dingo). The previous year had undoubtedly outlined the increased interest TFCS was having within the wider community through increased enrolments, requiring the school to develop an extensive wait list. It was therefore decided by management committee the school would require an additional class in order to continue the tradition of small class sizes. The structure of the cohort would now be; a stand-alone kindergarten, year 1 & 2, year 3 & 4 and year 5 & 6. Whilst the children flourished and bloomed back in their beautiful school environment, staff and the management committee worked tirelessly throughout the year to minimise the impacts of the Covid pandemic within our school community.



The Covid 19 pandemic continued to require rapidly changing procedures required in order to keep staff, families and wider community safe and supported through this time. Staff and committee, a coordinated approach to the members worked together to ensure learning continued through distance education, whilst continuing to keep the school community connected. The introduction of mandated vaccines for all staff, contractors and volunteers within school grounds played a huge impact on our school's structure, as our school relies heavily on parental involvement for much of the running and up-keep of the school. The parents of TFCS had varied views on vaccine mandates and therefore the parent committee came to the decision in order for equality that if unvaccinated parents were not allowed on

site, then no parents would be allowed on site. This decision had many effects for our school community, the saddest being a loss of connection as this is what makes our school community so wonderful. It had economic implications as without parent involvement we were required to employ a gardener, increase cleaning hours, and were required to have food made off site in order to supply school lunches. The management committee felt in order to support families they would waive roster day fees for the 3rd & 4th term, therefore resulting in a loss of income through these fees.



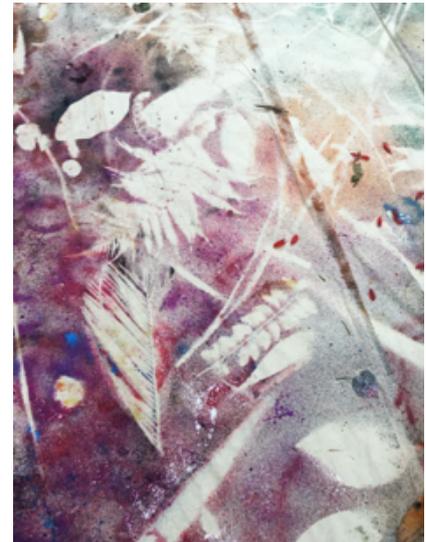
Lockdowns continued through 2021 and whilst many families were able to keep their children at home learning through distance education, the school remained open through the lockdown period for the families of essential workers. Staff including teachers, teachers aids and support staff worked extended hours and were under increased pressure to ensure education was delivered effectively across both platforms. Alongside this, parents were thrown once again into providing education to their children at home. Distance education was provided by the school through online learning; 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 many families both utilising distance education and those whose children who 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 coordinator, Joe Landers. This allowed teachers to focus on what they do best, teach our children.

The school being parent run requires an unprecedented level of dedication and commitment by the parent volunteers of the management committee. The AGM saw Amanda Colleen and Romany Pike stand down from the committee, with Natalie Dense and Alison Southey standing down at different points throughout the year. Jacintha Duivenvoorden took the roles of president and treasurer; Blossom Gillard took the role of vice president and Cushla Lobb continued her role as Secretary. Nicole Devary continued to be an active member of the management committee throughout the year. The committee is made up of diverse, motivated, individuals who bring a wide range of personal and professional skills to the school community.



The management committee was responsible for the completion of many projects that were undertaken within the school throughout 2021. Term one saw the final stage of our epic nature scape playground. The existing structures were revamped and reshaped for greater functionality and to blend in with the natural environment. The upgrade of our playground has become something that sets our school apart, an awe-inspiring feature that enhances our natural surroundings, capturing the essence of our rainforest.

Our beautiful Buribi room was enhanced by covering in the unused, tired looking verandah. The space was enclosed to match the existing classroom space. Natural light and the sense of being outdoors was retained by the inclusion of large windows and soon to be installed skylights. This extension has increased room size and provided a greater space for flow of activities.



The undercover area was also revamped. The surface in this area was becoming unusable and unsafe due to the uneven surface of the pavers. The pavers were removed and offered to community members to ensure they would be repurposed. The pavers were replaced with a concrete slab, thus providing a smooth surface for ball sports and greatly reducing trip hazards. Along with this extensive drainage issues were addressed within the school to ensure

run-off was directed into the right channels in order to reduce damage to our beautiful gardens and paths.

As stated earlier TFCS continued to increase steadily throughout 2021. At the commencement of term one we had 45 students enrolled; there were a few who came and went throughout the year however at the end of term four there were 51 enrolled students. The inclusion of the extra class ensured our class numbers remained below our desired number of 18 students. This being said the year 2 class remains to be the highest of our cohort, therefore the waitlist for this class grew throughout the year. Of the cohort 19 of the 51 students live on Tumble Falls Community, which is up by 5 students from 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.

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 5/6) class. Joe is highly experienced and brings a diverse range of skills, one of which is music. Joe continued the role of teaching music within the school, which is the favourite class of many children. Joe has demonstrated his beliefs in cultural diversity and has shown commitment in upholding the integrity of our nation's first people through his endeavor to seek advice through local elders. With his gentle and calm nature, Joe continues to have the respect of colleagues, students and parents alike. Joe often goes over and above what is expected of him within his role, the school community is very grateful for his efforts.

Angie Burnheim was employed to teach our new Yuruugin class (years 3 & 4). With her warm and youthful nature, Angie slotted into our school community beautifully. Angie took the freshly painted classroom and made the space her own by filling it with art she had inspired her kids to create. Angie threw herself into all things sport and was greatly involved in facilitating basketball and tennis activities for our school.



Ishta Wilson remained primary teacher of the Gooarng class (year 1 & 2) Monday to Thursday. 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. Ruben Davis took on the role of teaching the Gooarng class on Fridays until the end of third term when Fionn Quinlan took on the Role. Ruben has remained with us in a casual position; both of these gentle souled men have become integral members of our school community.

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 within both classroom and school environment, thus ensuring a seamless transition. Fiona Campbell continued teaching the Buribi's, 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 continued her role as STEM teacher along with taking the role of SEE teacher whilst Ginger O'Brian was on maternity leave. 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.



The Learning and Support Teaching (LaST) position remained vacant throughout 2021. It quickly became apparent that teaching staff required support in order to assess and evaluate the students. Therefore, term four advertising for the LaST position was circulated on various platforms.

Long-standing teacher's aides Amanda King, Catherine Smith and Freya Barber continued their employment within the school. Lisa Czapnick became a permanent casual bringing with her the specialised skills her study of speech pathology provides. 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 Adam's 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.



Camps and excursions are an integral part of Tutable Falls Community School, however with covid restrictions, limitations were placed on what we were able to achieve. Our school being rural places us in a low socio-economic area therefore our school continues to heavily subsidise excursions, ensuring equal opportunities to all families. These excursions are child focused; they provide children with the opportunities to grow, getting a sense of place within the wider community, they open their mind 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. Once again, our greatest loss was the inability for our school to attend our much-loved whole family Minjerriabah camp, this event encompasses what Tutable Falls Community School is all about, connection, community, and nature.

2021 was a difficult year for all! Tutable 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 Tuntable Valley, 10 kilometres East of Nimbin, in Northern NSW.

The school was opened in 1981 by a group of families living on the Tuntable 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 %	89%	83%	86%	91%	91%	84%	84%

Whole School Average Attendance Rate: 87%

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



Student body

In 2021, we had 55 students enrolled (including 4 students who un-enrolled prior to 14 Dec 2021). The gender balance was 24 girls and 31 boys, with one student 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	5	2	8	7	1	6	2	31
Female	6	5	2	1	2	4	4	24
Indigenous			1					1
EALD	2		2	1	1		2	8

In the past, the majority of students lived on the Tuntable Cooperative Community, however, as our reputation has spread, our students have been drawn from a wider area. In 2021, students attended from Lismore, Nimbin, Mt Nardi, Blue Knob and the Tuntable 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 Tuntable Falls. A program is set up with the kindergarten teacher and Tuntable Falls Preschool director to ensure that any student participating, whether they are from Tuntable, 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, Tuntable 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 2021, 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 5 female: 1 male permanent teacher in 2021 and all identified as non-Indigenous.

Teachers' Name	Accreditation Status
Joe Landers	Proficient
Ishta Wilson	Proficient
Fiona Campbell	Proficient
Angie Burnheim	Proficient
Emily Jett	Proficient
Ochitha Karunaratne (LaST)	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:

Activity	Date	Attending Staff	Presented by
Mandatory Child Protection Training Annual	January 2021	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Catherine Smith Amanda King Angie Burnheim René Norwie	AIS/TFCS
Code of Conduct Policy Review	January 2021	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Catherine Smith Amanda King Angie Burnheim René Norwie	TFCS
CPR & Anaphylaxis Annual Update	January 2021	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Catherine Smith Amanda King Angie Burnheim René Norwie	International Paramedics College
First Aid Training for Educational Setting	November 2021	Emily Jett	International Paramedics College

Adjusting Teaching During COVID-19	February 2021	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Angie Burnheim	AIS
Improving Daily Spelling and NAPLAN Results	July 2021	Joe Landers Fiona Campbell Ishta Wilson Angie Burnheim	AIS
Effective Reading: Phonological Awareness eLearning	July 2021	Joe Landers Fiona Campbell Ishta Wilson Angie Burnheim	AIS
Sounds-Write Revisited	October 2021	Ishta Wilson	Sounds-Write
Sounds-Write for Y3-6	November 2021	Joe Landers Angie Burnheim	Sounds-Write

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

Key Targets Achieved this Year-2020	Key Targets for 2021
<p>Organisation</p> <ul style="list-style-type: none"> ● Review of all updated legislation and its relevance to existing policies and procedures. Review all policies and procedures to suit updated legislation and changed operations. ● Creating clear goals around which areas to use surplus budget. ● Applying for additional grants to support school maintenance. ● Streamline processes between staff and committee. 	<p>Organisation</p> <ul style="list-style-type: none"> ● Continue to review and update legislation and its relevance to existing policies and procedures. Review all policies and procedures to suit updated legislation and changed operations. Hire someone to support process. ● Engage parents to apply for grants to support school maintenance. ● Create clear goals around which areas to use surplus budget.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● 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. ● Further embed the SEE program within the curriculum. ● Hire more aids, a teacher for the third class. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Sounds Write is being implemented across the whole school. ● Teachers to share new teaching/learning resources during teacher meetings. ● Ongoing PD for literacy. ● Hiring a LAST and ensuring its sustainability. ● Continue our SEE program with the employment of a specialist teacher.
<p>School's Mission and Ethos</p> <ul style="list-style-type: none"> ● Professional Development in progressive education and NVC. ● Professional Development in Autism strategies for teaching. ● 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. ● 'Barefoot Education for the Future' to be explained to families/public so that it is clear how it encapsulates all our 	<p>School's Mission and Ethos</p> <ul style="list-style-type: none"> ● 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. ● Need to build on parental involvement ● Organise a roster coordinator ● Set expectations at induction. At inductions parents to spend half a day. ● Minimum one day per term to be spent at the school.

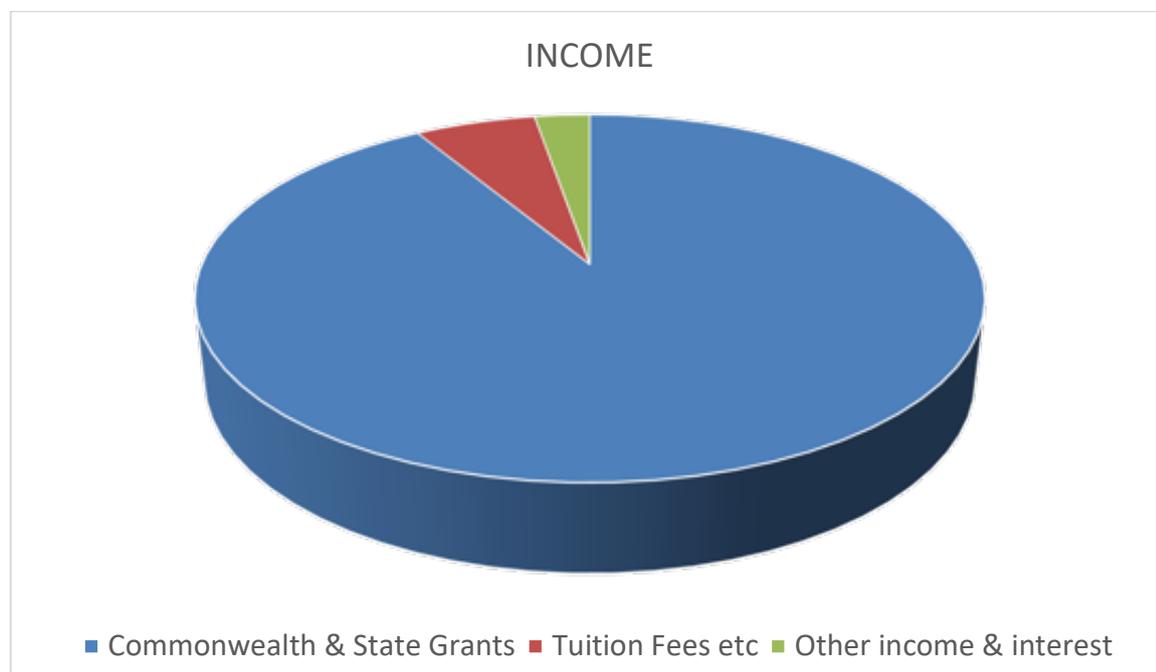
<p>core values.</p> <ul style="list-style-type: none"> ● RAP implemented asap. Gender diversity, disability, indigenous, cultural difference 	
<p>Enrolment</p> <ul style="list-style-type: none"> ● Work towards increasing enrolment numbers, which would provide additional funding for support teachers. ● Restructure of classes-K, year 1, 2, Year 3,4, Year 5,6 	<p>Enrolment</p> <ul style="list-style-type: none"> ● Waiting lists for kindy and lower classes. Need to work on upper primary for new enrolments. ● Kindergarten stand-alone class remains a priority. ● Targeted marketing around specific enrolments. ● Ensure TFCS is represented positively by engaging within local environs ie newspaper articles, art gallery exhibitions, open days etc
<p>Community and Relationships</p> <ul style="list-style-type: none"> ● Utilise local First People to integrate indigenous culture into curriculum in an honest way. ● Development of program around social and sexual issues of puberty. Could be linked to coming of age. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> ● Continue to utilise local First People to integrate indigenous culture into curriculum. ● Introduce specialist educators to teach sex education.

Financial Report

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

Tutable Falls Community Schools core funding comes from Commonwealth and State grants and in 2021, this amounted to of \$859,928 reflecting 91.4% 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 2021 census. Total income from tuition fees and other revenues came in at \$55,223 (5.9%) and other income including interest on our fixed term deposits and additional small grants came to \$1,031 (2.7%).

Tutable Falls Community School, like most schools all over Australia were adversely impacted, both operationally and financially in 2021 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 cancelled workdays and waived roster day contributions. Revenue in these areas was markedly less compared to previous years.



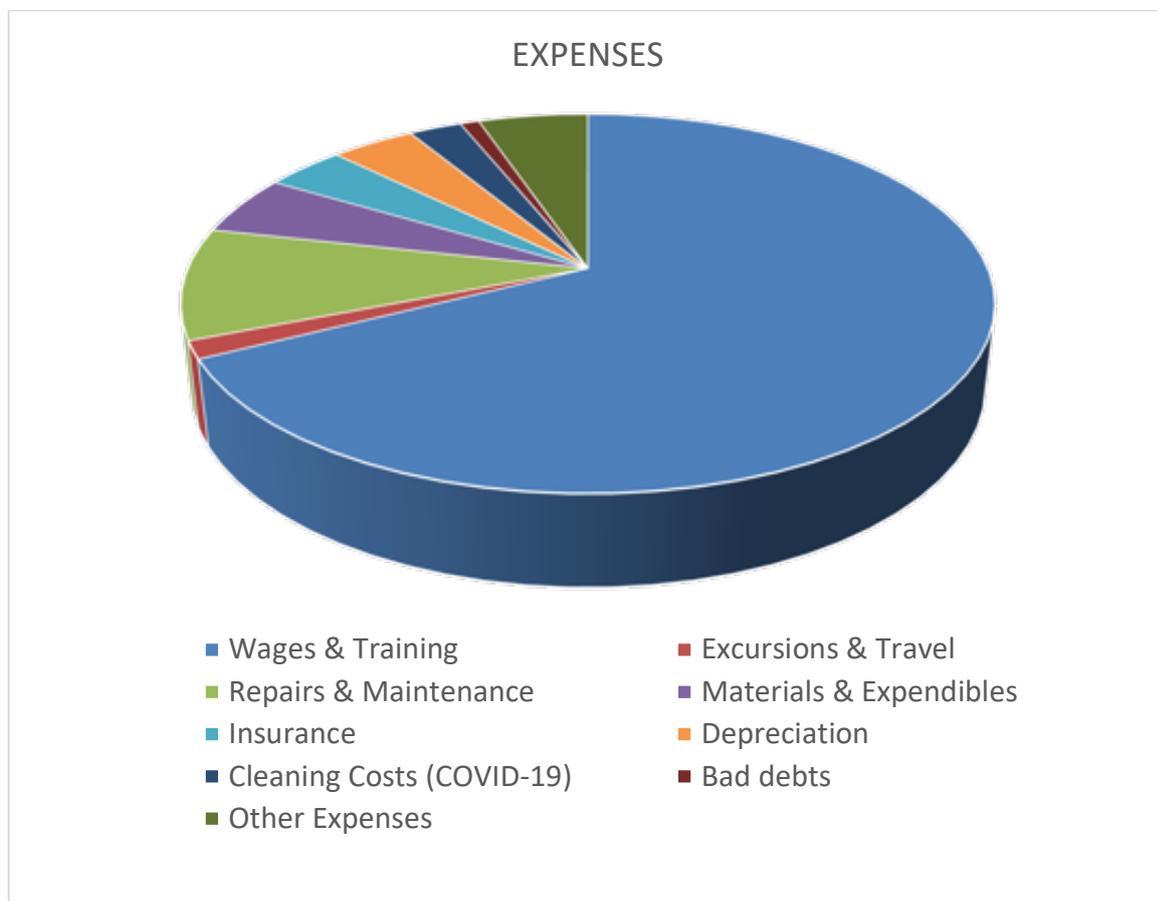
In 2020 we received \$100,000 in extra funding from the state government in the form of the COVID-19 Cash flow supplement/boost which helped to buffer the loss associated with the schools total annual revenue decreases. This year in 2021 we received no extra funding for

COVID-19, however due the overall increase in student numbers we exceeded last year's annual income by \$175,389 to a total of \$940,132.

Our Profit and Loss Statement showed the schools main expenses, were as expected, staff wages and salaries. We successfully employed one extra full time staff member to support the expansion of our school to having a year 3 and 4 class. By maintaining current numbers this is something we aim to keep. Taking into account salary increases and other staff related expenses such as superannuation, contract teachers and staff training, total outgoings in this area came to \$638,520 and 67.5% of our total expenditure.

Repair and maintenance costs at Tuntable Falls Community School were higher again than previous years at \$90,844 (9.5%). Much of this amount was spent on the Kindy classroom extension, the resurfacing of the undercover play area and much needed drainage work on the top field. The school's outgoings for excursions and travel came to \$13,776 (1.5%) and our total cleaning costs increased by over \$10,000 annually on the previous year, as we moved to daily room and COVID-19 cleaning, coming to \$23,302 (2.5%).

Materials and expendables came in at \$48,102 (5.1%) and insurance as always, ever increasing at \$35,975 (3.8%). Depreciation on all our assets came to \$37,968 (4%) and \$8,517 (0.9%) was written off as bad debts. All other expenses making up the remaining (5.2%). Our total expenditure for the year 2021 was \$946,249. Overall Tuntable Falls Community School ran at an operating loss of \$6,117.



At the close of 2021 our Balance Sheet showed the school had cash and cash equivalent assets of \$303,697 and outstanding tuition fees of \$36,674 (less provision for doubtful debts \$14,054). This, along with other outstanding payments receivable bringing our current assets to \$348,231, along with the school's non-current assets of \$597,236 takes our Total Assets to \$945,467 for 2021.

Our Balance Statements showed our outstanding liabilities for the year came to a total of \$74,330, this figure including outstanding GST owed, PAYG and superannuation withheld and provision of sick leave for permanent staff.

As of the year ended 31st December 2021, Tunttable Falls Community School had Total Equity of \$871,137 and remains in a financially viable position looking forward, able to meet all outstanding debts.

Jacintha Duivenvoorden
Treasurer