



Tunable Falls Community School

Annual Report 2019

Message from the Management Committee

2019 was a year of change and growth in many areas. It was also the year that we nearly lost our beloved little school to fire. The school community of families and staff rallied together and turned the experience into one of belonging, with continued play and learning off site. The school was able to, through the support of the Lismore T.A.F.E ensure learning continued in a creative and dynamic way with the ability to visit the Art Gallery, local parks, the Koala Rescue Centre, as well as swimming lessons at the Goonellabah Aquatic Centre. Art workshops with Social Futures were also made possible.

The committee at Tuntable Falls Community School worked tirelessly in their volunteer positions to ensure a viable school that thrives. It continues to be something that inspires; parents who dedicate their time to a school for their children and its community. The committee continued to grow in 2019, and with such a diverse range of backgrounds, experience and knowledge, the year was busy with motivated individuals who worked tirelessly to ensure the smooth running of the school and its growth at their heart.

Being a parent run school allowed for that continued diversity of experience to run through the everyday at Tuntable Falls Community School. Parents, community, and family members who want to be a part of the school and their child's learning journey participated in activities such as our much-loved bike workshops and lessons, art classes, gardening and reading support. Roster days and workdays provide families the ability to access and support their school in a way that is rare in today's education system.

Our healthy lunches, with largely organic produce sourced locally or from the school's own kitchen garden, are cooked and prepared each Tuesday, Wednesday and Thursday by parents

and community members. Without a typical canteen, the school provides home made lunches for both the Primary School and the Tutable Preschool and promotes healthy, vegetarian meals with very little waste. The Stephanie Alexander garden continues to be maintained by the students and parent volunteers, led by our dynamic SEE teacher Ginger O'Brien. This year we found sourcing community members to prepare these lunches is getting harder with the changing demands of family life in these modern more hectic times.

We are seeing a slow and steady increase in enrolments each year. 2019 saw again an increase in enrolments from previous years up from 36 to 38 students. Tutable Falls Preschool continues to be our key feeder school for kindergarten students providing 8 of the 10 enrolments. Of note 16 of the 38 students live on the Tutable community, down on the previous year. The enrolments from schools outside of the community are still steadily growing, which indicates the growth in an interest in alternative approaches to education, that incorporates a whole child model and a strong environmental context to learning.

After much discussion with key stakeholders in 2018, it was decided that due to the continued movement of our senior students into other schools, we would include specific Year 6 only activities to try to keep them to the end of their schooling. 2019 saw the first year that Year 6 devised and organised their own Rite of Passage trip. This excursion is an opportunity for the graduating students of Tutable Falls Community School to undertake an independent journey within their final year of school. The students needed to devise a physical, emotional and psychological challenge within the excursion. Teacher Ginger O'Brien led the very rewarding experience, with teacher's aide Amanda King taking them on the adventure. The students were also provided with the opportunity to design and paint a very personal mural. This area of need will continue to be developed so as to encourage the growth in the upper primary sector of the school.

A very big change for Tutable Falls Primary School saw the employment of a Coordinating teacher. Experienced and with a diverse range of skills, Joe Landers filled the position and worked alongside the parent-led Management Committee supporting the smooth running of the school, in addition to teaching the Year 4/5/6 class. With his gentle and calm nature Joe has settled in well and has earned the respect of colleagues, students and parents alike. With the school's registration in 2020, Joe worked tirelessly with key stakeholders to ensure that the school would be ready.

Ishta Wilson, who had previously worked in a casual position at Tutable Falls was employed in the full-time position for the 1/2/3 class. Ishta has proven herself to be adept in many areas, particularly that of literacy and with the support of our Learning and Support teacher, Lisa Boyd, has developed programs to support our students which has in turn demonstrated much growth across the 1/2/3 cohort.

Jessica McCaul moved from the lower primary class and taught our kindergarten class. Her gentle and nurturing nature was an ideal fit after losing our much loved and long-standing teacher Deborah Williams.

After seeing a need for a Learning and Support teacher we employed local teacher Lisa Boyd. Her background and working history were outstanding and we were incredibly lucky to acquire her. Initially, due to budget constraints we could only employ Lisa for one day a week in Term 1. However, that quickly turned into a year with an additional day by term 4 when it was noticed that not only the work she did with our students was exceptional but the professional development she provided for our teachers was invaluable. Long standing teacher, Ginger O'Brien worked part time due to continued maternity leave and filled the position of SEE teacher and RFS for our teachers.

Fiona Campbell continued in the position as administration officer 4 days per week. We are so very lucky to have employees that genuinely care for our children and their families. Fiona is all about belonging and community. Her gentle and caring nature emanates from her everyday interactions with our students.

Long term Teachers' Aides Cath Smith, Heather Jessup and Amanda King continued employment at Tutable.

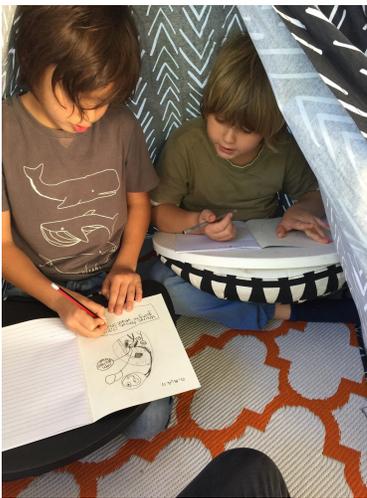
2018 saw a 4-day working week for our teachers with one day being dedicated to our extracurricular activities. However, with the changeover of staff in 2019, it was decided that we revert to our standard model and spread our circus, SEE and music throughout the week. We felt that, particularly for the younger students, spreading these subjects out rather than having them on the one day was a better option. Circus continues to be a favourite with our wonderful instructor and performer Simon Adams teaching our students not only the skill of movement and circus but also about the body and how it works. He is supported by Freya Barber. Yet another member of the Tutable community of employees who demonstrates an honest respect and care for our students. Leif Lyall continued in his position as music and drama teacher. His ability to give our students full creative freedom is admired.



There was not a lot of fundraising in 2019 and due to the fire, sadly, our very popular and well attended yearly Springtime Fete was postponed. It was decided due to the amount of organisation and time that had already gone into the supply of food and items for sale that we would have an end of term celebration and have a mini fete for students, families and Tuntable Community Members only.

We had amazing success in a Government Community Grant with \$75,000 being won after much dedication from parents who wanted a new playground. A subcommittee will be formed for 2020 and the work in attaining sub-contractors and finalising designs will continue. Sporting Schools grants were also successful, helping with the purchase of equipment and professional development of staff for activities such as athletics, cycling and surfing.

A highlight this year were the visits by the Byron Bay Writers Bus. We had the pleasure of hosting the bus twice, with writers Zanni Loiose and Tristan Bancks. Students and teachers alike were highly impressed by the way they engaged and excited our students with the written word. We will definitely be interested in having the bus return again.



Overnight camps and excursions will always play an important role at Tuntable Falls Community School. With many of our families from low socio-economic backgrounds, excursions, that our school continues to heavily subsidise, make opportunities available to students who may otherwise not have them. In addition, they strengthen a child's sense of belonging, develop meaningful relationships with teachers, students, and parents, and allow students to experience different spaces in their local community/natural environment outside of their immediate world. We are incredibly lucky to have dedicated teachers who continue to uphold the tradition, with many valuable learning experiences continuing outside the school gates. Excursions included camps to Upper Koinonia, Flat Rock, and Rummery Park, Karate by the Sea at Belongil Beach, attending a performance at Nimbin Central School, Kindy home visits, meeting author Tristan Bancks, local bike rides, attending 'The Twits' performance and World Environment Day in Lismore, visiting Lismore Art Gallery, the Robb Road community and the Lismore Recycling Centre. Students also participated in sea bird rescue in Ballina, while the older students

travelled to Sydney for a 'Right of Passage' trip, and to Brisbane for science week. Minjerribah Camping (Stradbroke) also continues to be an important community get together at Tuntable with the well-attended yearly excursion taking place in Term 4. Students were able to access much sought-after surfing lessons due to a sporting grant. This camp has endured for over 30 years and the invitation is always extended to family members, teachers and those from the Tuntable Preschool who will be attending our primary school in the following year.

Nicole Devery

Secretary



About our School

We are a small parent-run independent school situated amidst the lush rainforest of the Tuntable Valley, 10 kilometers 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. We continue to have confidence in the need for a stand-alone Kindergarten class, as this is the year that they start school and need specialised support. It was initially trialed 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 environment and sustainability teacher, three teachers' aides, one office administrator and a part-time maintenance person. We also have two specialist external teachers providing music and circus classes.

The parent body forms the majority of a 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 regards 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 playspaces. 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 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 remained stable throughout the year. School functions were well attended and had a positive atmosphere of commitment and support, and parents continued to support the school through the use of 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 %	93%	93%	78%	90%	95%	90%	88%

Whole School Average Attendance Rate: 89.5%

Student body

In 2019, we had 39 students enrolled. The gender balance was 19 girls and 20 boys, with two students self-identified as Indigenous. The majority were Anglo-Australians with English as a first language. The following table indicates the student enrollment characteristics:

	K	1	2	3	4	5	6	Totals
Male	6	6	1	4	2	1	0	20
Female	4	4	0	3	2	3	3	19
Indigenous	0	0	0	1	0	1	0	2
EALD	0	1	0	0	2	0	0	3

In the past, the majority of students lived on the Tumble Cooperative Community, however, as our reputation has spread, our students have been drawn from a wider area. In 2019, students attended from Lismore, Nimbin, Mt Nardi and the Tumble valley.

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

Transition

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

Due to its close proximity, Tutable Preschool and Kindergarten staff regularly work together to ensure shared activities are organised throughout the year to allow children to stay connected with the homely and familiar Preschool space while building a feeling of familiarity with the primary school. Larger events like the 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 2019, 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 3 female: 1 male teachers in 2019 and all identified as non-Indigenous.

Teachers' Name	Accreditation Status
Joe Landers	Proficient
Ishta Wilson	Proficient
Jessica McCaul	Proficient
Ginger O'Brien	Proficient
Lisa Boyd	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
Registration Requirements for Schools renewing registration in 2020 @ Vistara Primary School	4/3/2019	Joe Landers	AIS
Art and Literature Workshop	19/3/2019	Ishta Wilson	Lismore Art Gallery
2019 Familiarisation: NSW syllabus for the Australian Curriculum Science and Technology K6 Online Module	30/4/2019	Joe Landers, Ginger O'Brien Ishta Wilson Jessica McCaul	AIS
Mandatory Child Protection Training 2019 - school based	23/7/2019	Joe Landers Fiona Campbell Emily Jett Ishta Wilson	AIS/TFCS

		Jessica McCaul	
You're Teaching Kindergarten? It's Child's Play	5/9/2019	Jessica McCaul	AIS
Including All Students in Math Learning	21/11/19	Joe Landers Ishta Wilson Jessica McCaul	ReSolve PLM

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 enrollment, 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 50 students. Within that, there are constraints within particular age groups due to classroom space and size.

To enroll, 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 is provided by staff at the School Office.

Priority Areas for Improvement

Key Targets Achieved this Year-2019	Key Targets for 2020
<p>Organisation</p> <ul style="list-style-type: none"> ● Implementation of a Coordinating Teacher to manage the ongoing operation of the school. ● Implementation and hiring of a Learning and Support Teacher to refine the assessment and reporting of learning across the school. ● Registration preparation. ● Developing clear budget and communication of budget with all involved parties. 	<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.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Whole school approach to Maths programming. ● Integrating linking outcomes from all KLA's into the SEE program. ● Hiring a Learning & Support Teacher (LaST) to help teachers assess students in order to tailor their learning to their individual learning ability. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Adopting the <i>Sound Waves</i> program to have a whole school approach to spelling with the establishment of a familiar format and sequence to word study. ● 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. ● Develop strong music program

<p>Schools Mission and Ethos</p> <ul style="list-style-type: none"> • Consolidation of school identity and ethos. 	<p>Schools 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 core values.
<p>Enrolment</p> <ul style="list-style-type: none"> • Maximum enrolment is set at 50 for the whole school, with class sizes set at kindy: 10, middle class: 20, and upper class: 20. 	<p>Enrolment</p> <ul style="list-style-type: none"> • Work towards increasing enrolment numbers, which would provide additional funding for support teachers. • Increasing enrolment would move the school toward another class. Ideal: 1 x kindy, 1 x Year 1/2, 1 x Year 2/3 and 1 x Year 4/5 class. We want to ensure small classes continue.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Advertisement and promotion of our school through Social Media, newsletters and newspaper articles. 	<ul style="list-style-type: none"> • Communicate our vision and mission statement with the wider community and further utilise all media. Update school website. • Utilise local First People to integrate indigenous culture into curriculum in an honest way.

Financial Report

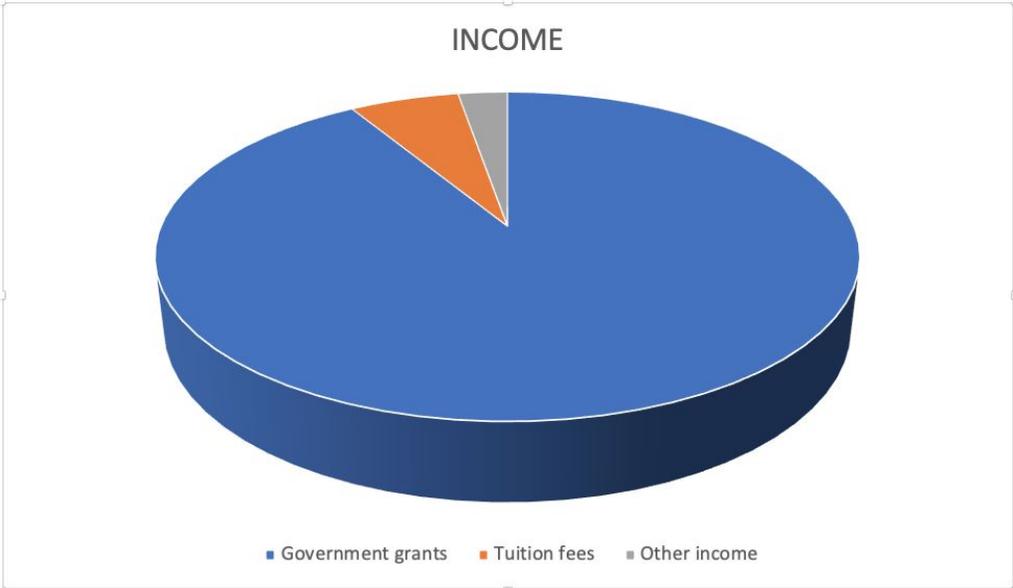
This report consists of the following items:

The 2020 Budget and the audited Financial Statements of the School for the year ended 31st. December 2019, and the Auditor’s Report dated 7th April 2019.

The Audit was conducted by Rochdale Accounting and Business Advisory. Included in the Financial Statements are the income and expenses of the school during the last financial year (shown on the profit & loss report) assets and liabilities of the school at the end of the last financial year (shown on the Balance Sheet).

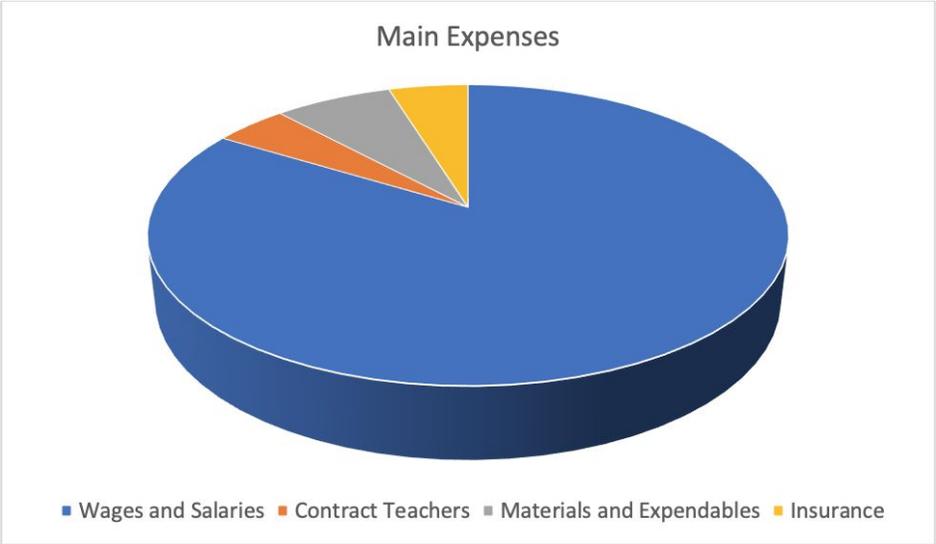
The 2019 audited financial statements P&L report shows that the school had a turnover of \$683,837 and made a profit of \$27,590. As of the end of 2019 we had 2 term deposits with a total savings of \$118,720 for the year 2019.

The school’s main sources of income are Government grants \$624,469 (91.3%), tuition fees and other incomes \$ 40,760 (6.0%) with other income including and interest making up the remaining \$18,608 (2.7%) As we continue to depend on Government funding, the amount is tied to the number of children enrolled at our school.



The number of enrolled students for 2019 was 39. The school’s main expense areas were wages and salaries and related expenses at 68.4% plus 3.6% on contract teachers. Materials

and expendables were 5.8% and 3.9% for insurance. All other expenses making up the remaining. At the close of 2018 the school had cash and cash equivalent assets of \$246,280 and outstanding tuition fees of \$20,888. The school has non-current assets of \$878,019 and liabilities of \$45,471 includes Provision for sick leave, PAYG and super.



The school's net assets were \$832,548. Our enrolment numbers remain in the high 30s and we have had very little fluctuation. Tuntable Falls Community School remains in a viable financial position, able to meet all debts.