



Tunable Falls Community School

Annual Report 2022

Message from the Management Committee

The report for 2022 is another monumental one for us. This year was preceded by the 2019 Black Summer bushfires which directly impacted the school and the families of Tuntable Falls, into 2 years of a Covid 19 pandemic consisting of varied school models, lockdowns, and a Government Public Health Order. On the tail end of these unprecedented events, we faced a year that started with catastrophic weather events in Term 1 during February and March's record-breaking floods, which brought about an incredible ground roots community recovery and a sense of resilience and connectedness through deep losses and shared experiences.



The Lismore LGA received more rain in 2022 than any other year on record. In Nimbin alone 1,526.8mm of rain fell for the first three months in 2022, with the previous wettest three-month period in Nimbin being recorded in 1931 at 1,390.5mm. Two consecutive years of La Nina rainfall contributed to the unprecedented conditions, including rainfall totals, soil moisture and groundwater levels, which were all significantly wetter than average.

In Lismore the February 28th flood reached a height of 14.37m, a level that exceeds the major flood level of 9.7m by 4.67m and was 2m higher than the next closest records of 1974 (12.15m) and 1954 (12.27m). And then almost exactly one month later on March 30th a second flood hit the already devastated region, with heights of 11.4m recorded in Lismore CBD. The close succession of the two floods, within weeks of each other, whilst many

people were still in evacuation centers or temporary housing, was intensely triggering for people still dealing with the traumatic effects of the first flood.

The 2022 floods caused extensive damage to infrastructure, homes, businesses, and schools within the area, as well as large-scale destruction and long-lasting impacts on local environmental ecosystems. The ongoing social and economic impacts of the losses caused have been heart rendering, with the homelessness and housing crisis skyrocketing throughout the local area, and many businesses unable to survive the impacts of both a Covid pandemic and then a devastating weather event. In many cases people were left with no possibilities of rebuilding. Even basics such as supermarket shopping, mechanics, trades, government services, and medical services were greatly impacted for many months post disaster, forcing many people to travel outside their local area, adding extra stress and pressure to already struggling families.

Tunable Falls Community School (TFCS) was closed for several days in February with heavy downpours and bridge closures leading up to the first record breaking flood on February 27th/28th. Tuntable Falls being the upper most part of the Wilsons River catchment that feeds into the Lismore city basin, experienced most of the major flood impacts on the afternoon and night of the 27th (highest creek height) and continuing into the day of the 28th which saw large scale landslides affecting Upper Tuntable Falls Rd in multiple places, blocking access in or out of the valley.



With most telecommunications down for several days, Tuntable Falls valley was essentially cut off from the outside world. The catastrophe affected all the surrounding valleys and towns, including the city of Lismore, our local services centre. This meant that all the local services were severely understaffed to cope with the impacts of such a wide-reaching disaster.

Out of necessity, members of local communities took on the tasks of rescue and recovery whilst liaising with government agencies such as the RFS, NSW SES, and Resilient Lismore. Tuntable Falls Community set up an emergency hub in the community centre and hall buildings on February 28th. This center enabled residents to gather information, share resources, distribute food and other essentials, as well as set up volunteer work crews to check houses, clear landslides, collect helicopter drops, and hike to Nimbin to collect medications for the sick and elderly.

Some community members were trapped on the Eastern side of the valley. These community members accessed parts of TFCS for emergency accommodation, fresh water, and emergency food stores. It took 3 days for the flood waters to recede enough to cross the bridge in front of the school and link the East and West sides of the valley, then a further 4 days to gain emergency vehicle access to the village of Nimbin, and more than 2 weeks for the roads in and out of the valley to open to public traffic to Nimbin and beyond.



In those first few days post flood, communications were re-established and the bridge to the school was safe enough to cross, the committee and staff of TFCS worked on a plan to initiate a split school system for those children trapped in the Tuntable Falls valley and those trapped out of the Tuntable Falls valley by landslides. The split school system would service the 14-20 children trapped in the valley, with one teacher (Ginger O'Brien) and two teachers' aides (Freya Barber and Genevieve Payne) along with our wonderful circus teacher, Simon Adams, at the TFCS site and the Tuntable Falls community hall. The 20-30 children trapped on the Nimbin side of landslips would attend a makeshift school at the Nimbin Community Centre, with teachers Joe Landers, Angie, Burnhiem, Fiona Campbell, Ochitha Karunaratne, Ishta Wilson, and teacher's aides Amanda King, Cath Smith, and Lisa Czapnick. Emails, texts, and phone calls were made to each family letting them know that these options would be in place for those able and wishing to send their children.

The aim of implementing the split school system was to support families and children experiencing a natural disaster and crisis by allowing parents and guardians to deal with the necessities and emotions of these strenuous times, whilst their children were held and supported within the safety of their school with friends and teachers they knew and trusted. Especially after the flow on social, emotional, and educational effects of the previous two years of the Fires and Covid 19 pandemic.

The split schooling system was a huge success and a much-needed support to both students and families at this trying time. On average, 15 students used the TFCS site, and 20 students used the Nimbin Community Centre site daily. It was implemented for almost 2 weeks until public road access was restored to and from the school and full communications were up and running again. Once public road access was restored, school resumed onsite with the whole school community reunited again.

The bus service had to downsize the school bus to a minibus to negotiate the newly opened but still extremely damaged roads and many families and staff members continued to struggle with access, especially in the ongoing wet weather. Not long after the school fully re-opened on March 22nd, the school was closed again for the second flood on March 30th. Although the second flood was extremely stressful and triggering for families of the school, the damage was minimal in comparison to the first.

The flood recovery has been an ongoing theme for the families and staff of TFCS throughout 2022. The school distributed AIS flood grants to families significantly affected by floods and applied for grants and upskilled our teachers and staff through professional development training to support our students and families in 2022. The compounding effects of the Covid pandemic followed by a natural disaster brought forth the necessity of implementing programs such as Stormbirds (funded by NSW Government Regional Funding, a Children and Young People Wellbeing Recovery Initiative), a disaster recovery program run by Ochitha Karunaratne, Social Futures workshops, the employment of Marisha Crooks on Mondays to run our mindfulness and wellbeing program, and the Year 6 adolescence workshop. These 'in school' programs were a great success due to ongoing access issues and reluctance from many families to travel to the free mental health programs offered elsewhere. Through offering these programs we hoped to help families dealing with the ongoing effects of issues such as financial stress, homelessness, separation anxiety,



isolation, depression, and post-traumatic stress.

As a flow on effect from the devastating floods at the beginning of 2022, enrolment numbers during the year continued to drop. Some families moved away from the area, unable to find suitable accommodation, or unable to make plans in such an unstable environment or unwilling to drive/send their children on the bus over considerably damaged roads to and from school chose to send their children elsewhere.

Our kindergarten 2023 waiting list dropped to just 2 students, compared to our waiting list of 11 students for the 2022 kindergarten cohort the previous year. We went from 51 students at the end of 2021 to 46 at the end of 2022 with some going and coming. 7 out of our 46 students suffered major damages to their home during the floods, and 3 of these students'

residences were on Tuntable Falls Community lands. Of our 46-student cohort, 17 students live on Tuntable Falls community, 2 students less than the previous year.

Shortages in relief staff throughout the area continues to be a common challenge faced by most schools in our region, compounded now by the skyrocketing housing crisis post Covid 19 and a natural disaster.



May 28th, 2022, saw the end of the Covid 19 Public Health Order and restricted access at TFCS, with a return to the ability to re-introduce workdays, roster days, school dinners, events, fetes, excursions and camps. Whilst the Public Health Order wound back, cases of Covid 19 in our local community grew. Partly due to the opening of our region post Covid restrictions and from the ongoing effects from the natural disaster. Many of the procedures to limit the spread of infection in our school community remained in place. These included small class sizes, outdoor events, and social distancing where possible, ventilation procedures, extra cleaning hours, regular handwashing and sanitizing, positive covid test reporting and isolation, as well as making covid testing kits available to all students, family members and staff throughout 2022.

The hardships and stress of the past few years was compounded by the additional pressures of being a parent run community school. Throughout 2021 and 2022, the school ran with only the dedicated efforts of a small handful of parents on the management committee and our hard working and adaptable staff. This proved challenging and at times frustrating and thankless.

I would like to commend all committee members and staff who worked tirelessly through these hard times to ensure the smooth running, swift response, and overall progress during such trying and difficult times. The 2022 AGM saw Cushla Lobb, the Secretary, stand down after giving many years of tireless support, professional skill, and much needed guidance during the Covid pandemic. Jacintha Duivenoorden remained on the committee in 2022, stepping down from Presidency and taking on the role of Secretary. Blossom Gillard took on the role of President for 2022. Nicole Devery remained on the committee as a general

member, adding her years of experience and motivation to many projects. Kristoff Brunet de Coursou stepped up to join the committee and took on the role of Treasurer. Towards the end of 2022 Nicole Devery stepped off the management committee after more than 8 years of passion, innovation, and dedication to the school. We were also lucky to welcome Bart Bunting as a general member of the committee during Term 3.



Parent participation during 2022 was slow to ignite post pandemic and disaster, and understandably so, with all the added pressures on families in our region. The second half of the year witnessed a return to class camps and excursions with good parent participation. Some fantastic school dinners and performances were highlights of the year. It was heartwarming to see some nutritious parent cooked lunches, and several parents ticking off their weekly roster days in those last two terms. This gave the committee great hope that families will rekindle their passion and involvement at our parent run community school, sparking new and interesting ideas and projects in the coming years.

Joe Landers continued in his role as Coordinating Teacher and Guruman, the composite Year 5/6, classroom teacher during 2022. He has worked tirelessly alongside the management committee, guiding both staff and families through these testing times. His steadfast, dependable, and positive nature continue to make him a valuable leader and trusted colleague. His years of experience and commitment to teaching have been integral to the smooth running of our beautiful and unique community school. He continues to inspire and build meaningful relationships with his students, abundantly clear in their passion for music, their enthusiasm for learning and their glowing speeches at the Year 6 Farewell.

Ochitha Karunaratne became our Learning and Support Teacher (LaST). Her gentle but hardworking nature meant she continually went above and beyond to improve systems and investigate new ways to support behaviour and learning, both in and out of classrooms. After many years without a LaST role at TFCS, everything had to be started afresh; a mammoth task to undertake. Ochitha wasted no time and threw herself into the position, creating new timetables, assessments, and Individual Learning Plans (ILP's), record keeping procedures, and a unified approach to teacher's aide supports across the classes. Funding for a Covid Intensive Learning Support Program was applied for and delivered over 2 terms to 11 students needing extra educational support. Ochitha initiated more engagement and

communication between families and teachers on children's progress and ILP's. She has been a great support for teachers and aides and has shown great initiative and passion for the position. We have felt blessed to have her onboard.

Angie Burnheim proceeded to dazzle her Yuruugin class, the composite Year 3/4 class, students throughout 2022. She quickly became many students' most beloved teacher with her fun and quirky sense of humour and her happy go lucky attitude. She was both inventive and passionate with her class projects and pulled off fantastic results and engaging lessons, much to the joy of her class. She really engaged with her students on a one-to-one level, gave them both individualised support, encouragement, and friendship. She truly saw each student and valued their uniqueness. It was a pleasure to watch these children blossom under her guidance. Sadly, Angie notified the school of her intention to leave TFCS at the end of 2022, much to the dismay of committee, colleagues, parents, and most of all students, who were devastated by the news of her imminent departure.



Ishta Wilson proceeded to be the primary teacher for Gooarng, the composite Year 1/2 class, from Monday to Thursday through 2022. Ishta's many years of teaching, commitment to improving literacy levels, and passion for all things diversity and individuality, make her an exceptional teacher. She implemented many holistic and supportive strategies to improve learning and classroom cooperation during 2022. Seeing a strong need for both emotional and educational support for her cohort, she worked closely with Ochitha and Marisha to implement strategies such as daily check-ins and reflection times, morning sharing circles, Zones of Regulations, supportive language, and emotional intelligence exercises. Towards the end of 2022 after trying times, both personally and in the classroom, she requested dropping down to 3 days per week for Term 4 for some space to re-evaluate. After some reflection time Isha returned to 4 days per week. Renewed with energy and passion, she upskilled in new progressive teaching methods, delving into the world of investigations and guided play-based learning. This is a testament to her teaching. She is dedicated and thoughtful in her approach to create new and innovative ways to engage her students while continuing to strive for improved Literacy and Numeracy results.

Fionn Quinlan stayed on as our Friday Gooarng teacher throughout 2022. Becoming the fun Friday guy, engaging the kids in loads of outdoor learning opportunities, worldly knowledge, sustainability stories and quirky jokes. Toward the end of 2022 Fionn stepped up to team teach the Gooarng class 2 days a week alongside Ishta Wilson, working collaboratively for best outcomes. He dedicated himself to the task and constantly kept engagement and mood high.

Fiona Campbell, our much-loved Buribi, the kindergarten class, teacher continued to enchant and captivate the youngest of our cohort through 2022. She inspired and nurtured the kindergarten class at a time they needed it most. Making a safe and vibrant classroom community where they looked out for one another and became “the Buribi family”; thus, helping them feel more confident to explore and engage in the many learning areas and wonderful projects she put forth. Sadly, and with great disappointment, Fiona let the school know during Term 3 that she would also be leaving us at the end of the year. The children found this most difficult as they all cherished Fiona’s nurturing presence.

Emily Jett continued in her role as STEM and SEE teacher throughout 2022. Emily’s inventive and excitable mind is always coming up with new, novel and always engaging ways to present lessons and project-based learning in Science, Technology, Engineering, and Mathematics. Her fantastic ideas and understanding of all things STEM and SEE is a huge asset to TFCS. Teaching children how to see and understand what is happening in the world around them and then inspire them to expand on, create more, or build with these learnings is an incredible gift.



Our fantastic and dedicated permanent teachers’ aides, Amanda King, Catherine Smith, Freya Barber, and Lisa Czapnick worked closely with our LaST, Ochitha Karuanaratne, and the classroom teachers to ensure learning goals were met. Delivering Numeracy and Literacy programs and implementing supports for our students. The commitment to delivering personalised and coordinated ILP’s over the course of 2022 has shown through the positive outcomes in Numeracy and Literacy across the school cohort. Freya took maternity leave at the end of 2022 and our casual teacher’s aide, Jericho Waters, will take on her role throughout 2023.

Marishia Crooks joined our team in Term 3 as our Wellbeing Officer. Marishia offered mindfulness and wellbeing sessions for staff and students on Mondays. Her focus has been on general mindfulness, body-awareness, self-awareness, calming techniques and quiet lunchtime activities using craft. In Term 4 Marisha extended our wellbeing program by offering individual and/or small group counselling sessions, as well as family sessions if requested. Marisha’s warm and holistic approach to wellbeing has been a welcome gift to introduce into our school at a much-needed time.

Simon Adams, our Circus teacher, continued to enthral and delight students throughout the year. His circus lessons are often the highlight of the week for many of our students. Children love his dynamic and captivating classes, getting to hone their skills and work on their stamina. Freya Barber continued to work alongside Simon adding her wealth of experience in dance, drama, and circus to the classes. Simon Produced a fantastic circus extravaganza show in Term 4, 'Pirates of Tuntabean'. With a tremendous effort from all involved, the show was a terrific combination of stunts, tricks, comedy, and beautifully made props. The show was a great success and much enjoyed by everyone after all the restriction and loss of the last year.



The vacant teaching positions were advertised across various platforms during Term 3. From the applicants our beloved casual teachers, Heather Jessup and Ruben Davies, were the two successful candidates. Heather Jessup will take on the Buribi class for 2023, adding her decades of early childhood teaching and fine arts training to the position. Ruben Davies will take on the Yuruugin class with his passion for Numeracy and Literacy and all things sport and woodwork. We are excited to add them to the TFCS permanent staff team in 2023.

From the 2022 staff appraisals and feedback received from the parent body, we have decided to take on a Friday office person. Our relief Administration Officer, Nina Evans, has accepted this role and will start in Term 1 2023.

All in all, 2022 was a challenging year for most of the families and staff of TFCS. Some fantastic outcomes were achieved, particularly in the areas of wellbeing and student support programs. After the upheavals and uncertainties of Term 1, it was great to see some of our fundamentally important activities return in Terms 2, 3 and 4 after Covid restrictions were lifted across NSW. Having parents on site and participating in all aspects of TFCS is one of the core differences of our schooling model and we are thrilled to see a return to our unique parent run community school framework.

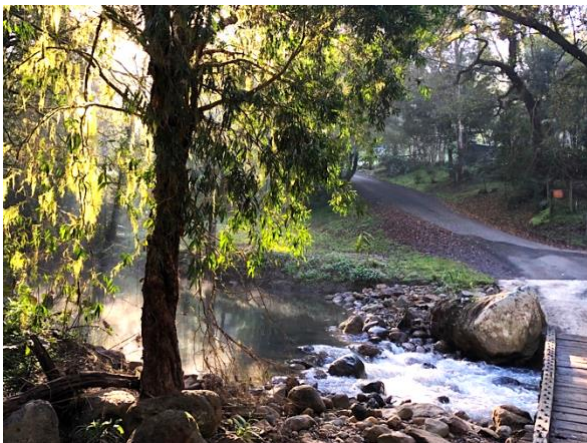
Apple-Blossom Gillard
President

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 four classes. These classes are 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: one Teacher Coordinator/classroom teacher, four classroom teachers, one teacher who presents both STEAM (Science Technology Engineering Art & Mathematics) and SEE (Sustainable & Environmental Education), one LaST (Learning and Support Teacher), four teacher's aides, two office administrators, 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 Teacher 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 regarding 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. At 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 2 of each year, with surveys being distributed to families online and in print. 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 remained steady during the year, however Kindy enrolments for 2023 were seriously with many families commenting that the state of the flood damaged roads was a big consideration for not enrolling their child at Tuntable Falls Community School for Kindy. 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 %	83%	76%	63%	80%	70%	55%	79%

Whole School Average Attendance Rate: 76%

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



Student body

In 2022, we had 55 students enrolled (including 7 students who un-enrolled prior to 16 Dec 2022). The gender balance was 27 girls and 28 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	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Totals
Male	4	4	5	8	2	2	3	28
Female	7	5	1	4	5	2	3	27
Indigenous	1			1				2
EALD	2	2		3	4	1		12

In the past, most students lived on the Tuntable Cooperative Community, however, as our reputation has spread, our students have been drawn from a wider area. In 2022 students attended from Nimbin, Mt Nardi, Terania Creek, Georgica, The Channon, and the Tuntable valley.

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



Standardized Testing

Our School offers the National Literacy and Numeracy testing (NAPLAN) 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 by 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.

Transition

We take the transition from Preschool or home to Kindergarten very seriously at Tuntable Falls Community School. 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 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 of the activities that the schools share to foster such relationships. Starting school can be a gentle process if children and families feel connected to both pre-school and primary school staff.

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.



Professional Learning and Teacher Standards

In 2022, we had four permanently employed teachers, one temporary Learning and Support Teacher and four 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 2022 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 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	Jan 2022	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Catherine Smith Amanda King Angie Burnheim Freya Barber Lisa Czapnik Ochitha Karunaratne René Norwie	AIS/TFCS
Code of Conduct Policy Review	Jan 2022	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Catherine Smith Amanda King Angie Burnheim Freya Barber Lisa Czapnik Ochitha Karunaratne René Norwie	TFCS
CPR & Anaphylaxis Annual Update	Jan 2022	Emily Jett Catherine Smith Amanda King Freya Barber Ochitha Karunaratne René Norwie	International Paramedics College

Providing First Aid for Educational Setting, including CPR & Anaphylaxis	Jan 2022	Fiona Campbell Joe Landers Ishta Wilson Angie Burnheim	International Paramedics College
Consolidating and Extending Teaching During COVID-19	Dec 2021 - April 2022	Joe Landers Fiona Campbell Emily Jett Ishta Wilson Angie Burnheim Ochitha Karunaratne	AIS
Effective Reading: Phonics	Jan 2022	Ishta Wilson	Sounds-Write
Words Matter: Oral Language & Communication in the K-2 Classroom	Oct – Nov 2022	Ishta Wilson	Sounds-Write
Play Matters: Creating Engaging and Intentional Learning Environments	Nov 2022	Ishta Wilson	Walker Learning
Setting up your classroom (neurodiversity)		Ochitha Karunaratne	Sue Larkey
An Introduction to the NCCD for School Teams	May 2022	Ochitha Karunaratne	AIS
Sounds-Write Practitioners Training	July – Sept 2022	Ochitha Karunaratne	Sounds-Write
Fluency Evidence-based Instruction, Assessment and Intervention	Aug 2022	Ochitha Karunaratne	Five From Five
The Science of Reading	Aug 2022	Ochitha Karunaratne	Five From Five
Deep dive into systematic synthetic phonics	Sept 2022	Ochitha Karunaratne	Five From Five

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-2021	Key Targets for 2022
<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. ● Engaged 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. ● Source funding for a school counsellor ● Source funding for a wellbeing program i.e., Stormbirds.
<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 core values. ● RAP implemented asap. Gender diversity, disability, indigenous, 	<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 are to spend half a day at the school. ● Parents to spend a minimum of one day per term at the school for a roster day.

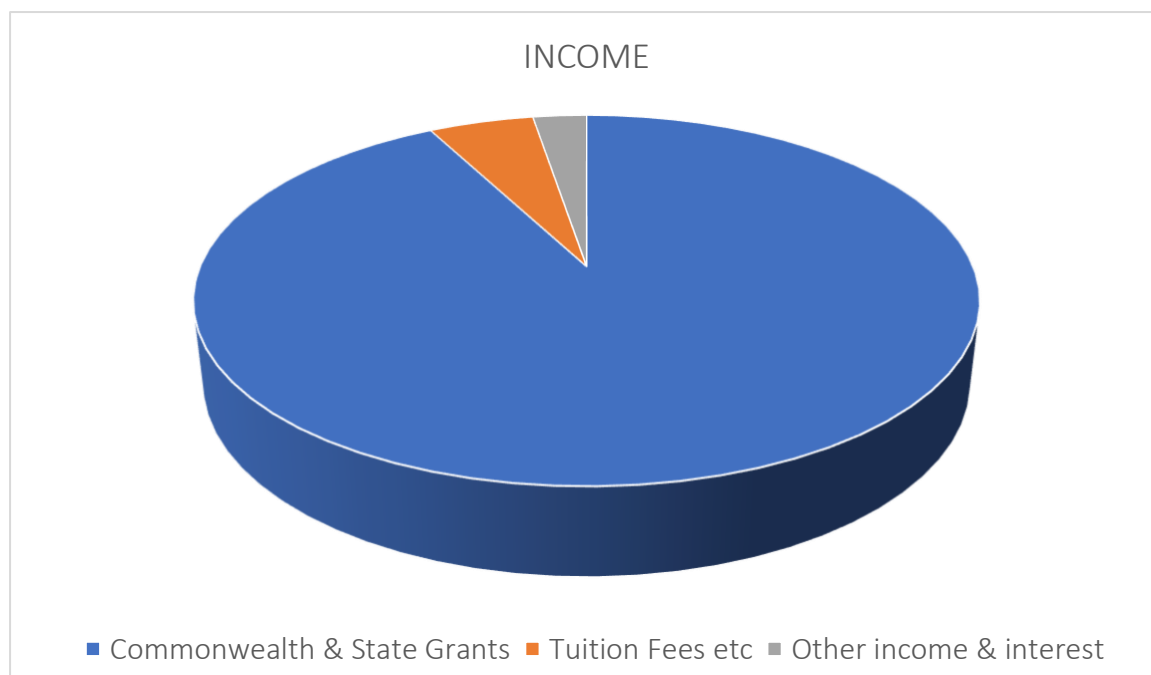
cultural difference	
<p>Enrolment</p> <ul style="list-style-type: none"> • Work towards increasing enrolment numbers, which would provide additional funding for support teachers. • Restructure of classes-K, year 1, 2, Year 3,4, Year 5,6 	<p>Enrolment</p> <ul style="list-style-type: none"> • Waiting lists 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 i.e., 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 School's financial report reflects data and information taken from the schools audited financial statements for the year ending 31st December 2022, and the annual Auditor's Report dated 17th April 2023. 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 School's core funding comes from Commonwealth and State grants and in 2022 this amounted to \$925,678, reflecting 91.3% 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 2022 census, which was 46 this year. Total income from tuition fees and other revenues came in at \$51,640 (5.1%) and other income including interest on our fixed term deposits and additional small grants came to \$1,223 (0.1%).



Tutable Falls Community School, like most schools in the Northern Rivers, was adversely impacted, both operationally and financially in 2022, by the advent of the February 2022 floods. This natural disaster directly impacted income received from tuition fees and other sources including; camps, excursions, fundraising, school lunches. Revenue in these areas was higher than last year, but markedly less compared to previous years.

This year in 2022 we received a COVID Intensive Learning Programme grant of \$8,619, a Student Flood Relief Support grant of \$13,000 and a Sporting Schools grant of \$3,600.

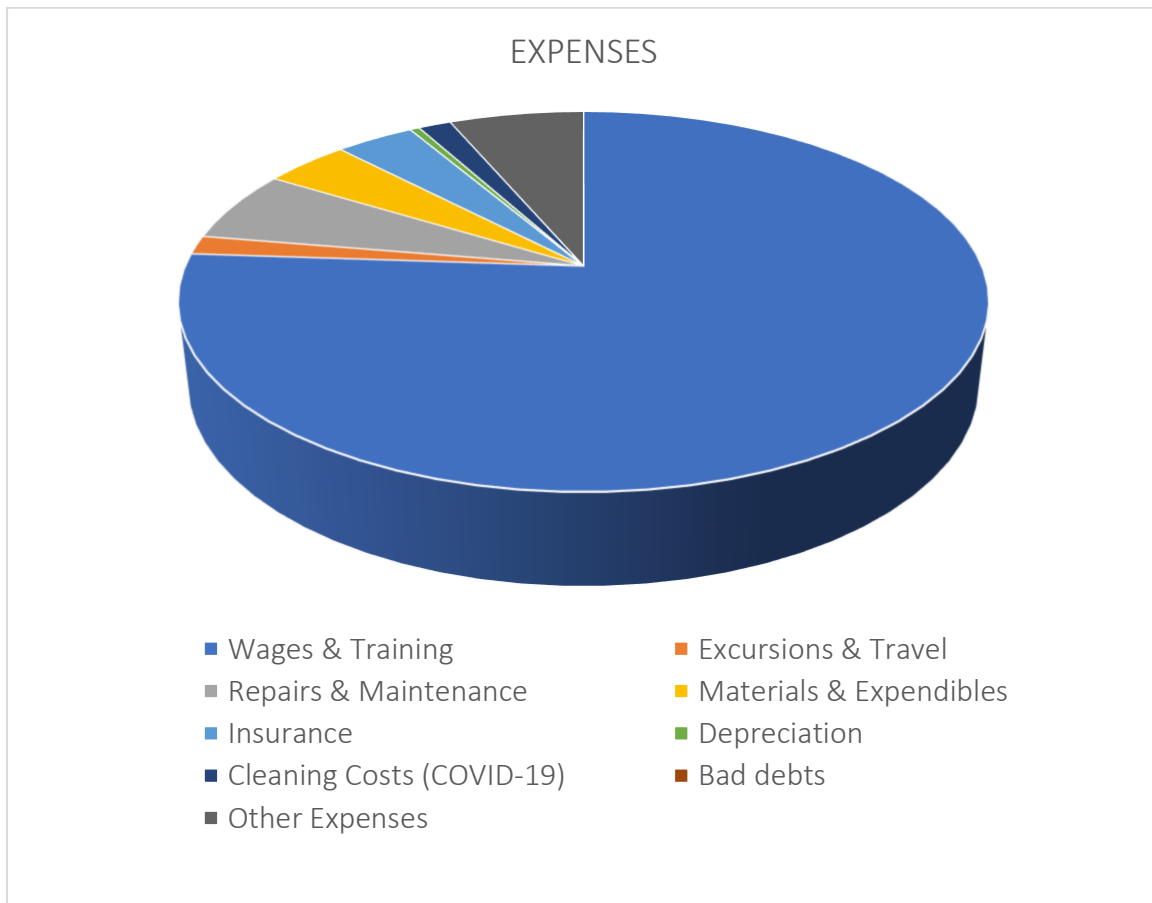
Our total income this year was to \$1,013,387 which is an increase of \$73,255 over last year.

Our Profit and Loss Statement showed the schools main expenses, were as expected, staff wages and salaries. 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 \$757,292 and 76.1% of our total expenditure.

Repair and maintenance costs at Tutable Falls Community School were higher again than previous years at \$60,665 (6.1%). The school's outgoings for camps and excursions came to \$15,899 (1.6%), which is a small increase over last year as COVID restrictions were relaxed and we were able to return to our regular excursions and camps for the second half of the year. Our total cleaning costs decreased by \$7,751 annually on the previous year, as we moved away from daily COVID-19 cleaning down to 3 times per week, coming to \$15,551 (1.6%).

Materials and expendables came in at \$40,427 (4.1%) and insurance as always, ever increasing at \$37,361 (3.8%). Depreciation on all our assets came to \$4,457 (0.4%) and we wrote off no bad debts this year. All other expenses make up the remaining (6.4%). Our total expenditure for the year 2022 was \$995,482. Overall Tutable Falls Community School ran at an operating profit of \$17,905.



At the close of 2022 our Balance Sheet showed the school had cash and cash equivalent assets of \$274,229 and outstanding tuition fees of \$52,046 (less provision for doubtful debts \$22,620). This, along with other outstanding payments receivable bringing our current assets to \$338,755 along with the school's non-current assets of \$615,384 takes our Total Assets to \$954,139 for 2022.

Our Balance Statements showed our outstanding liabilities for the year came to a total of \$65,097, 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 2022, Tuntable Falls Community School had Total Equity of \$889,042 and remains in a financially viable position looking forward, able to meet all outstanding debts.

Kristoff Brunet de Courssou
Treasurer