



## Tuntable Falls Community School

# Annual Report 2024

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## Message from the Management Committee

### Grants and School Improvements

Tuntable Falls Community School was the recipient of three sports grants from Sporting Schools worth \$1800 each, and a solar grant for \$39,000 through the Australian Government Department of Education's capital grants program. This has been fully installed, and we now have much lower electricity bills and back-up power when we have outages.

The 2024 School Fete was a very enjoyable day, and we raised enough money to lay turf on the top playing field. The new grass and the new sports equipment means that this area has been much improved, and the children are enjoying it a lot.



We received a grant under the National Student Wellbeing program which enabled us to hire Billi Bourne as a Wellness officer to support children and teachers through running a lunch club and offering one-on-one and small group wellbeing focused activities.

The AIS capital works grant of \$750,000 to fund the construction of an all-weather footbridge and walking path was approved in 2023. Planning is well underway, and we are now waiting for the development application to be approved by Lismore City Council.

## Student Wellbeing

Our four class teachers attended the Berry Street trauma informed behaviour program, which was a four-day professional development opportunity. They were able to integrate what they learned into their classes and their approach to teaching, which deepens support and understanding of children who may have experienced trauma.

## Management Committee Changes

During Term 1 of 2024, Hannah Gash joined the committee as President while Blossom Gillard and Zachary Rook left. During Term 3, Dorje Van Yzendoorn and Sean Spain joined as general committee members.

Cameron Blair and Kristoff Brunet de Coursou stayed on in their roles as secretary as treasurer respectively.

## Extracurricular and School Activities

The Year 6 students fundraised for their Rites of Passage trip to Moreton Island, where they snorkelled and participated in many fun activities. They had a stall at Mardigrass, a sausage sizzle at Bunnings and put on the Spooky Disco, which was a total hit.

The whole school went on an excursion to the Nimbin Rocks Nursery for a cultural exchange program last May.

The Kindy class visited the Nimbin Aged Care and Respite Services Centre 3 times last year. Ginger hopes to make that an annual excursion every year for Kindy students in Term 4.

The Kindy and Year 1-2 classes participated in two storytelling and performance incursions by Leanne Logan and Meerkat Productions.



Year 5-6 students entered the Bangalow Billy Cart Derby on school made carts and had a ball. They also participated in STEMPALS science letter writing program, where students exchanged letters with scientists.

Aunt Dolly and Uncle Blue came for cultural incursion visits, sharing their indigenous culture and understandings with the students.

Akash Pett returned as a staff member to run the Kitchen Garden Program, whereby foods grown in the garden were prepared by the children and enjoyed by all.

Our Family Camp was held at Woody Head NP campground in 2023 and 2024 and we had our Whole School Camp at Flat Rock Tent Park, near Lennox Head, and each class also had their own camp or excursion.

## **Educational Programs**

We introduced Macqlit as an intensive literacy program for Year 3-6, implemented the new NSW K-6 English and Math curriculum for accreditation, as well as integrating the Berry Street trauma informed approaches to teaching.

## **Staffing Changes**

We employed a new maintenance staff member, David Johnstone, to keep the grounds and buildings in good shape.

Melissa Grez joined us as a part time SLSO for two days per week.

Ishta Wilson changed from working four days part time to five days full time teaching the Year 1-2 class.

Lindell Watson changed from working one day part time to a casual position.

Kate Dempsey joined us as our Learning and Support Teacher (LaST) in Term 3 of 2023 and has been contracted for another year as her service and support has become invaluable to the school.

Some parents also put in extra big efforts to improve the school. Melissa Johnstone did a massive overhaul of the library whilst Philip Edson did a big clean-up of the Veggie Garden space. Scot Duffield, Dorje Van Yzendoorn and Sean Spain helped get the turf laid and kept it watered in the summer holiday so it would flourish, which it did.





## Our Exceptional Teachers

### Joe Landers

During 2024, Joe Landers exemplified excellence in his capacities as both Coordinating Teacher and Guruman class instructor for the composite Year 4/5/6 class. His dedication and innovative approach enriched the educational journey of his students, leaving a lasting impact on their personal development.

One notable achievement was Joe's adept organisation of a highly successful Byron Writers' Festival excursion. Through meticulous planning and coordination, he ensured that students had the opportunity to engage with renowned authors, participate in stimulating literary discussions, and explore the world of storytelling in a captivating setting. This immersive experience not only broadened students' understanding of literature but also inspired them to express their own creativity through writing.

In addition to his focus on literacy, Joe implemented a dynamic music programme that resonated with students of all abilities and interests. By introducing them to a diverse range of musical genres, instruments, and techniques, he sparked their passion for music and nurtured their talent. Students thrived under Joe's guidance, discovering new avenues for self-expression and artistic growth. Moreover, Joe's commitment to holistic education extended beyond the classroom as he created a supportive and inclusive learning environment where every student felt valued and empowered to succeed. Through his mentorship and encouragement, he instilled confidence in his students, enabling them to embrace challenges, pursue their aspirations, and achieve their full potential.



Joe's outstanding contributions as a teacher and mentor in 2024 not only enriched the educational experience of his students but also inspired them to embrace learning with enthusiasm and confidence. His dedication to embracing a love for education, music (and of course dinosaurs), coupled with his unwavering commitment to student success, truly set him apart as a beacon of excellence in education.

### Ruben Davis

Ruben began teaching the Yuruugin, Year 3/4 class, in 2023 with a dedication to nurturing young minds and fostering a love for learning. His dynamic approach to education infused the classroom with energy and creativity, creating an environment where students thrived.



Through innovative teaching methods and hands-on experiences, Ruben engaged his students in a myriad of exciting learning opportunities. He introduced creative design projects that encompassed sculpture, woodwork, and alchemy. Students had the opportunity to explore the fascinating process of creating Bismuth and unleash their imagination through artistic expression. These projects not only encouraged experimentation and problem-solving but also instilled in students a sense of pride and accomplishment in their creations.

Ruben's passion for phonics and spelling shone through in his meticulous attention to language development. He employed interactive and engaging activities to reinforce phonetic principles and enhance spelling proficiency. He empowered students with the foundational skills necessary for effective communication and literacy.

Furthermore, Ruben created a nurturing and inclusive classroom culture where every student felt valued and supported in their learning journey. His compassionate approach to teaching nurtured a sense of belonging and camaraderie among students, which allowed students to develop positive relationships and create a conducive atmosphere for learning.



Ruben Davis's first year as the teacher of the Yuruugin, Year 3/4 class, in 2024 was marked by his unwavering commitment to educational excellence and student well-being. Through his innovative teaching methods, creative projects, and passion for language development, he inspired a love for learning that will continue to resonate with his students for years to come. We are blessed to have such a dedicated and committed teacher.

### **Ishta Wilson**

Ishta, as the primary teacher for Gooarng, the composite Year 1/2 class, exhibited a remarkable dedication to her students' holistic development throughout the year. Recognising the importance of inquiry-based learning, Ishta took proactive steps to expand and enrich the Investigations program within her classroom. She curated a diverse range of hands-on activities, experiments, and projects that not only captured the imaginations of her young learners, but also encouraged them to ask questions, explore concepts, and make discoveries independently.

One of Ishta's notable achievements was her adept incorporation of the new literacy and numeracy syllabus into the Year 1 and 2 curriculums. Understanding the significance of these foundational skills, she meticulously designed lessons and activities that seamlessly integrated literacy and numeracy concepts into the broader units of study. By contextualising learning within real-world scenarios and engaging students in meaningful tasks, Ishta ensured that her students not only acquired essential literacy and numeracy skills but also developed a deep understanding of how these skills are applied in everyday life.

Moreover, Ishta's commitment to differentiated instruction was evident in her personalised approach to teaching. She recognised and celebrated the unique strengths, interests, and learning styles of each student, tailoring her instructional strategies and providing targeted support to meet individual learning needs. Through flexible grouping, scaffolding, and ongoing assessment, Ishta created a learning environment where every child felt valued, challenged, and empowered to succeed.



Beyond achievement, Ishta prioritised the social and emotional well-being of her students. She cultivated a classroom culture of respect, empathy, and collaboration, where students felt safe to express themselves, and engage in meaningful dialogue with their peers. By modelling positive communication and conflict resolution skills, Ishta nurtured a sense of belonging and community within her classroom, laying the foundation for lifelong social and emotional growth.

In summary, Ishta Wilson's dedication, innovation, and commitment to student success made a profound impact on the Gooarng, Year 1/2 class. Her emphasis on inquiry-based learning, integration of literacy and numeracy, differentiation, and socio-emotional development created a rich and nurturing learning environment where every student had the opportunity to thrive socially and emotionally. Ishta's passion for teaching and her profound belief in the potential of her students were reflected in the growth, achievements, and lasting memories created within her classroom throughout the year.

### **Ginger O'Brien**

We were exceptionally lucky to have Ginger O'Brien in the position of Kindergarten teacher, bringing some of that infectious fun-loving Ginger zest with her. Ginger's impact on the school community extended beyond her role as a classroom teacher. In addition to her exceptional teaching in the Kindy/Year 1 class, Ginger took on the responsibility of spearheading a whole school transition program in Term 4. This initiative aimed to ease the transition for students across all year levels, including the incoming kindergarten cohort for the following year. The transition program ensures a smooth and positive adjustment to new routines, environments, and expectations.

Ginger's whole school transition program was meticulously designed to cater to the diverse needs and developmental stages of students at such an important part in their lives. Each session was thoughtfully planned with engaging activities, games, and discussions that not only familiarised students with the school's facilities and resources but also encouraged collaboration, teamwork, and

friendship building. By providing opportunities for students to interact with their peers from different year levels, Ginger fostered a sense of community and belonging.



Furthermore, Ginger's transition program incorporated elements of social and emotional learning, empowering students with the skills and strategies needed to navigate the challenges of starting their first year of primary education. Through mindfulness exercises, role-playing scenarios, and open discussions, Ginger facilitated meaningful conversations around topics such as resilience, empathy, and self-regulation, equipping students with the tools to manage stress and build positive relationships.

The success of Ginger's transition program was evident in the enthusiastic participation and positive feedback from students, parents, and staff alike. Students approached the new school year with confidence and excitement, armed with a sense of familiarity and belonging that eased their transition and set them up for success. Parents expressed gratitude for the thoughtful support provided during this pivotal time in

their children's lives, while teachers praised Ginger for her dedication, creativity, and commitment to the well-being of the whole school community.

Ginger's school transition program was not only a logistical success but also a testament to her passion for education and her profound understanding of the social, emotional, and developmental needs of students. Through her leadership, creativity, and unwavering dedication, Ginger created a supportive and inclusive environment where every student felt valued, empowered, and ready to embark on their educational journey with confidence and enthusiasm.

### **Emily Jett (Emmy)**

Emmy, STEM teacher extraordinaire, epitomises innovation and excellence in education. With her dynamic approach to teaching, Emmy has transformed the learning experience for students, inspiring them to explore the exciting realms of science, technology, engineering, and mathematics.





Through hands-on experiments, immersive projects, and interactive lessons, Emmy ignites a passion for STEM subjects in her students. Her classroom is a hub of creativity and discovery, where students eagerly engage with challenging concepts and embrace the thrill of experimentation. Whether it's designing practical gardening days or conducting scientific investigations, Emmy empowers her students to problem-solve collaboratively and discover their potential as future innovators. Beyond the confines of her classroom, Emmy is a driving force for STEM education within the school community and beyond. She organises and provides students with opportunities to further explore their interests and showcase their talents.

In addition to her passion for STEM, Emmy is a dedicated advocate for inclusivity and diversity in education. She works tirelessly to create a supportive and welcoming environment where students of all backgrounds and abilities feel valued and empowered to pursue their interests in science related fields. Through her mentorship and guidance, Emmy inspires a new generation who are equipped with the knowledge, skills, and confidence to make a positive impact on the world.

Emmy's impact extends far beyond the classroom walls, as she continues to inspire and empower students to embrace the challenges and opportunities of the 21st century. Her dedication, creativity, and unwavering commitment to STEM education make her a true trailblazer and a source of inspiration for educators everywhere.

### **Simon Adams**

Simon, our phenomenal circus teacher, brings a unique blend of passion, skill, and creativity to the classroom by igniting a sense of wonder and excitement in his students. With his background in circus arts and performance, Simon creates a dynamic learning environment where students are encouraged to explore their physical abilities, develop confidence, and unleash their inner performers.



Under Simon's guidance, students embark on a thrilling journey into the world of circus arts, learning a diverse range of skills including juggling, acrobatics and aerial silks. Through carefully crafted lessons and hands-on activities, Simon cultivates a supportive and inclusive atmosphere where students of all abilities can thrive and grow. Whether they're mastering the art of balancing on a tightrope or perfecting their tumbling technique, students are empowered to push their limits, overcome challenges, and celebrate their achievements.

Beyond teaching technical skills, Simon instils important values such as teamwork, perseverance, and creativity in his students. Through collaborative projects and group performances, students learn to trust and support one another to build strong bonds of friendship and camaraderie. Simon also encourages students to express themselves creatively by crafting their own circus routines or designing elaborate costumes and props.

Simon's impact extends beyond the classroom as he shares his passion for circus arts with the wider community. He organises and leads performances at school events, community festivals, and charity fundraisers to showcase the talents of his students. Simon's dedication to his craft and his belief in the transformative power of circus arts make him a beloved and invaluable member of our school community.

In summary, Simon is more than just a circus teacher – he is a mentor, a performer, and a source of inspiration for his students. Through his passion, creativity, and dedication, Simon empowers students to discover their strengths, embrace their uniqueness, and shine brightly, both inside and outside the circus ring.

## **Final Thoughts and Summary.**

The outlook of the school is very bright with an outstanding reputation amongst the community and a high level of satisfaction for students, teachers and parents.

Our enrolment for 2024 was 50 students which is only one less than our optimal amount.



We do need a few more parents to become committee members, but overall, our parent engagement is high with many parents participating in helping to organise the school camps and lunches and attend the workdays and do roster jobs.

Our commitment and energy as a community is creating a wonderful opportunity for our children to experience a holistic and high-quality education, and to form lifelong bonds with their peers. The generosity of the Tuntable falls coordination co-operative in allowing us to use the facilities, and the efforts of committee members and administrators to apply for grants means we are able to offer this service at an affordable rate whilst not compromising on our standards and providing very favorable staff to student ratios.

2025 is set to be another great year and we welcome you along for the ride!

**Hannah Gash**

*TFCS Management Committee 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.



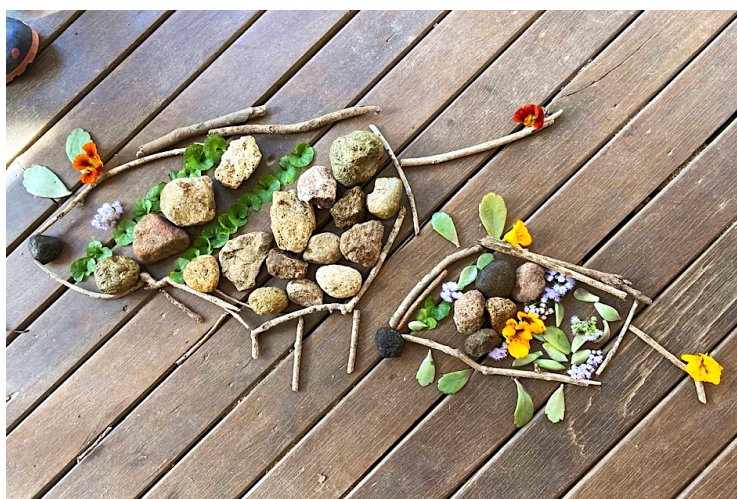


## Parent, Student and Teacher Satisfaction

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. Notably, Kindergarten enrolments for 2024 were back up to a level where the school could once again offer a stand-alone Kindy class. 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 % | 91% | 90% | 87% | 89% | 83% | 83% | 89% |

**Whole School Average Attendance Rate: 87%**



## Student body

In 2024, we had 53 students enrolled (including 3 students who un-enrolled prior to 27 Dec 2024). The gender balance was 20 girls and 33 boys, with three students 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 |
|-------------------|---|-------|-------|-------|-------|-------|-------|--------|
| <b>Male</b>       | 2 | 3     | 4     | 2     | 2     | 5     | 1     | 20     |
| <b>Female</b>     | 8 | 0     | 6     | 4     | 4     | 8     | 4     | 33     |
| <b>Indigenous</b> | 0 | 1     | 0     | 0     | 1     | 1     | 0     | 3      |
| <b>EALD</b>       | 0 | 0     | 2     | 0     | 0     | 2     | 1     | 5      |

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 2024 students attended from Nimbin, Mt Nardi, Terania Creek, The Channon, Wadeville, 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.



## NAPLAN results 2024

For 2024, of our 18 Year 3 and 5 students, we had 9 of the Year 5 students and 2 of our Year 3 students participate in the national assessment program.

### Year 3 Students

For the **Grammar and Punctuation** assessment area, we had 66% of students achieving in the Developing performance area for the national achievement comparison data. There were 33% of students who achieved Exceeding on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Numeracy** assessment area, we had 100% of students achieving in the Strong performance area for the national achievement comparison data. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Reading** assessment area, we had 66% of students achieving in the Developing performance area for the national achievement comparison data. There were 33% of students who achieved Strong on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Spelling** assessment area, we had 100% of students achieving in the Developing performance area for the national achievement comparison data. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Writing** assessment area, we had 66% of students achieving in the Developing performance area for the national achievement comparison data. There were 33% of students who achieved Strong on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

### Year 5 Students

For the **Grammar and Punctuation** assessment area, we had 66% of students achieving in the Strong performance area for the national achievement comparison data. There were 33% of students who achieved Developing on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Numeracy** assessment area, we had 66% of students achieving in the Strong performance area for the national achievement comparison data. There were 33% of students who achieved Developing on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Reading** assessment area, we had 22% of students achieving in the Exceeding performance area for the national achievement comparison data. There were 56% of students who

achieved Strong on the scale. There were 22% of students who achieved Developing on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Spelling** assessment area, we had 11% of students achieving in the Exceeding performance area for the national achievement comparison data. There were 33% of students who achieved Strong on the scale. There were 56% of students who achieved Developing on the scale. No students were in the “Needs additional support” range for this year for this assessment area.

For the **Writing** assessment area, we had 44% of students achieving in the Strong performance area for the national achievement comparison data. There were 33% of students who achieved Developing on the scale. There was one student who was in the “Needs additional support” range for this year for this assessment area.

*Overall results have been tabled, analysed and discussed at staff meetings. Individual Learning Plans and Stage Programs have been adjusted.*

## 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 2. 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 Falls 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 2024, we had 3 permanent full-time employed teachers, 4 permanent part-time teachers, 1 permanent part-time Learning and Support Teacher, 4 permanent part-time teacher's aides, and 1 permanent part-time Wellness Officer. 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: 3 male permanent teachers in 2024 and all identified as non-Indigenous.

| Teachers' Name   | Accreditation Status |
|------------------|----------------------|
| Joe Landers      | Proficient           |
| Ishta Wilson     | Proficient           |
| Lindall Watson   | Proficient           |
| Akash Pett       | Proficient           |
| Ginger O'Brien   | Proficient           |
| Ruben Davis      | Proficient           |
| Emily Jett       | Proficient           |
| Katherin Dempsey | 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:

| <b>Activity</b>                            | <b>Date</b>  | <b>Attending Staff</b>                                                                                                                                                                                                                           | <b>Presented by</b>              |
|--------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Mandatory Child Protection Training Annual | Jan 2024     | Ishta Wilson<br>Joe Landers<br>Ginger O'Brien<br>Amanda King<br>Catherine Smith<br>Emily Jett<br>René Norwie<br>Lisa Czapnik<br>Simon Adams<br>Ruben Davis<br>Jerico Waters<br>Katherine Dempsey<br>Billi Bourne<br>Nina Evans<br>Lindall Watson | AIS/TFCS<br>NSW Dept. of Ed.     |
| Code of Conduct Policy Review              | Jan 2024     | Ishta Wilson<br>Joe Landers<br>Ginger O'Brien<br>Amanda King<br>Catherine Smith<br>Emily Jett<br>René Norwie<br>Lisa Czapnik<br>Simon Adams<br>Ruben Davis<br>Jerico Waters<br>Katherine Dempsey<br>Billi Bourne<br>Nina Evans<br>Lindall Watson | TFCS                             |
| CPR & Anaphylaxis Annual Update            | January 2024 | Ishta Wilson<br>Joe Landers<br>Ginger O'Brien<br>Amanda King<br>Katherine Smith<br>René Norwie<br>Lisa Czapnik<br>Simon Adams                                                                                                                    | International Paramedics College |

|                                                                    |                   |                                                                                                 |                                  |
|--------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
|                                                                    |                   | Jerico Waters<br>Katherine Dempsey<br>Billi Bourne<br>Nina Evans<br>Lindall Watson              |                                  |
| Providing First Aid in an Education and Care Setting               | January 2024      | Amanda Raval<br>Billi Bourne<br>Ruben Davis                                                     | International Paramedics College |
| First Aid & Emergency Life Support including CPR                   | November 2024     | Emily Jett                                                                                      | St John's Ambulance              |
| CPR & Anaphylaxis Annual Update                                    | December 2023     | Akash Pett                                                                                      | Allens Training                  |
| Fraud & Corruption Control                                         | January 2024      | Emily Jett                                                                                      | NSW Dept. of Ed.                 |
| Cyber Security NSW Essentials Refresher Training                   | January 2024      | Emily Jett                                                                                      | NSW Dept. of Ed.                 |
| Berry Street Education Model - Curriculum and Classroom Strategies | May & August 2024 | Joe Landers<br>Ishta Wilson<br>Ruben Davis<br>Ginger O'Brien                                    | Berry Street Education           |
| Fire Extinguisher Training - Level 2                               | July 2024         | Joe Landers<br>Ishta Wilson<br>Ruben Davis<br>Ginger O'Brien<br>Emily Jett<br>Katherine Dempsey | Chubb Fire & Safety              |

## 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

*What we saw happening in 2023 that aligns with Values.*

## **Community/support/respect/reciprocity**

- Community Infrastructure
  - Batteries
  - CB radio
  - Foot bridge
- Buddy Reading
- Berry Street PD
  - Teachers giving unconditional positive regards for sense of belonging.
- Winter Solstice
- School Fete
- Circle time
- Whole school theme
- Parents' active participation at school
  - Cooking
  - Gardening
  - Library
  - Helping in class

## **Environment**

- Imbedded in our program and curriculum design
- Consideration of environmental and social impacts of resources used
  - Use refillable whiteboard markers
  - Talk to kids about choice of resources
  - Active recycling
  - Solar
- Garden
- Programs about plastic, invasive species etc.
- Community tree planting
- Bush tucker walks
- Beach Science
- Participate in helping first nations organisations – Ngulingah Nursery

## **Knowledge/tools/skills**

- Learning maps
- Understanding that learning happens in many places/everywhere, not just at school
- Berry Street
  - Self-regulation
  - Co-regulation
  - Emotional intelligence
- Woodworking with Ruben
- Clay with Ishta
- Cooking with Akash
- Indigenous education & woodwork (boomerang making)

- Project based programs
- Music
- Wild Math
- Girls Group
- Smiling Mind mindfulness
- Restorative practice
- Knowledge etc.
  - Investigations
  - Kitchen & garden
  - Buddy time
  - Getting out in the community

#### **Authentic/weird/self/be kids/nurturing childhood**

- Berry Street
  - Circle time
  - Check in
- Exposure to dramatic arts/circus theatre
- Investigations – self-led
- Story writing with open ended focus to allow individual expression
- Celebration of unique self
- Art, music, circus, drama
- Hands on experiences in SEE/STEAM/Kitchen
- Fraction Decimal, Flying Fox
- Integrating community events with the curriculum, i.e. math with lantern making

#### ***Goals & Aspirations for 2024:***

Apply the GROW Model (Goal, Reality, Options, What/When/Who)

#### **Community: *to be actioned immediately:***

Parent talks: workshops/clubs on several topics dear to them. Adjana to reach out and follow up.

Jump Rope for Heart – was a highlight when it happened.

#### **Communication with parent group.**

Not every teacher uses a whole class messaging group. Committee Member may set up whole school communication group. Telegram/WhatsApp? This is linked to the broader need to communicate on social media (Facebook).

#### **Infrastructure / Environment:**

- Lines for basketball court
- eBooks
- Outdoor maths, e.g. stairs with skip counting.
- Concrete path next to sandpit with skip counting pattern.
- Hundreds chart next to Yuruugin classroom.



**SEE program:**

Whole school integration – consideration to creating a Tutable SEE Program.

**Knowledge/Skills:**

Discussion on re-engaging with authors for whole day school visits. Re-igniting this.

Visiting artists/authors

**Peer mediation in school.**

What is happening? Kids could be trained to work through a structure where 2 kids handle minor conflict resolution on the playground. e.g. if a cops and robbers game has spilt over. Needs to be made clear that certain students have demonstrated they are ready for this role, taught to whole senior class.

Some form of acknowledgement of civic value, for instances where someone shines above and beyond.

**Nurturing childhood:**

Minority group storytelling reading to children, i.e. drag queen storytelling

More Lunch Club and/or supervised activities. It would be nice to have parents come in at lunchtime for e.g. a soccer game as part of a half-day.

**Prep for digital learning:**

Technological prep. re. typing in NAPLAN. Suggestion at the start of Term 1 for Year 5s.



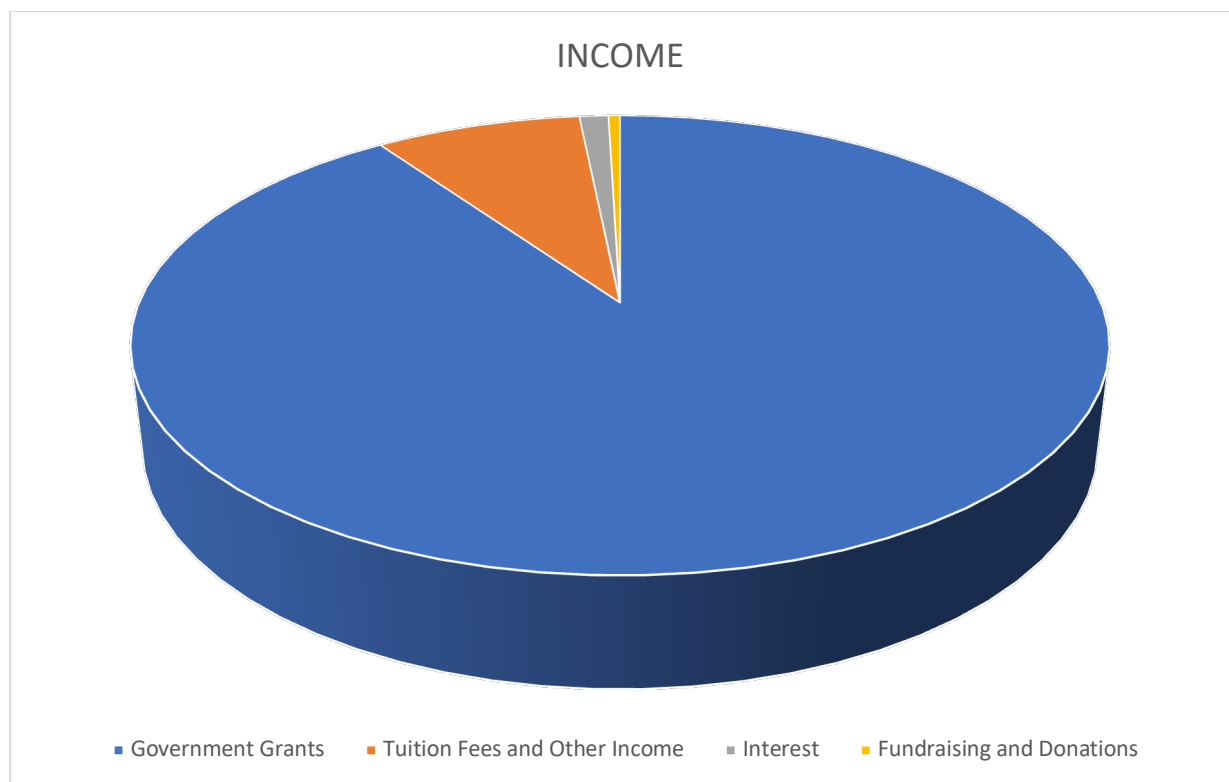
# Financial Report

This financial report summarises the key financial activities and position of Tuntable Falls Community School for the year ending 31st December 2024. The figures presented are based on the audited financial statements and the Auditor's Report dated 28th April 2025, prepared by Rochdale Accounting and Business Advisory. These include a Profit and Loss Statement (income and expenditure), Balance Sheet (assets and liabilities), and a Depreciation Schedule.

## Income

In 2024, the school received a total income of **\$1,247,310** an increase of **\$83,002 (7.1%)** compared to the previous year.

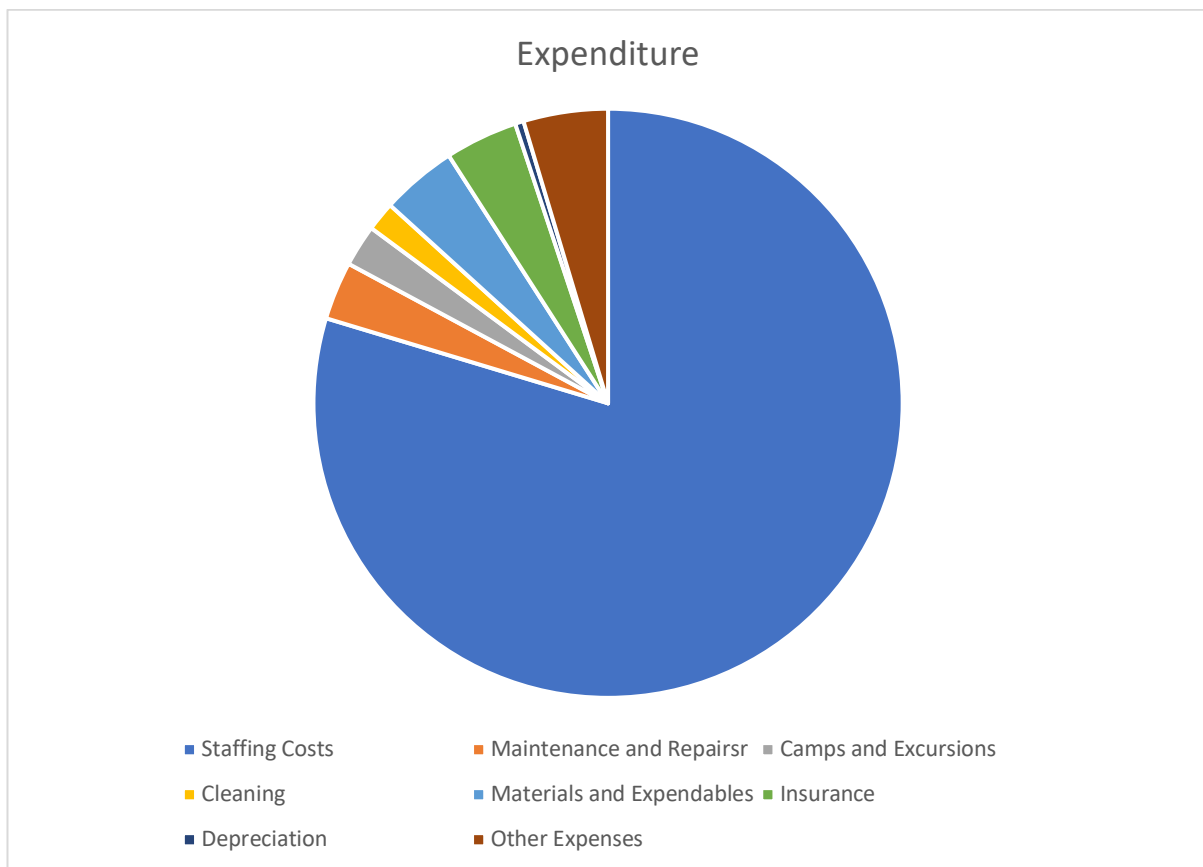
- **Government Grants:** The school's primary source of income continues to be Commonwealth and State funding, which totalled **\$1,125,897** representing **90.3%** of our total income. This funding is directly linked to enrolment numbers, which stood at 50 students at the time of the 2024 census.
- **Tuition Fees and Other Income:** We received **\$101,457** from tuition fees and other revenue sources (**8.1%**).
- **Interest:** Interest earned on fixed term deposits amounted to **\$14,268 (1.1%)**.
- **Fundraising and Donations:** The school fête raised **\$5,506** and we received **\$182** in donations.



## Expenditure

Total expenditure for the year was **\$1,203,237**, representing an **8.4% increase** from 2023 (**\$1,109,730**).

- **Staffing Costs:** Wages and salaries remain our largest area of expenditure. Total staffing costs, including superannuation, contract teachers, and training, were **\$958,528** which is **79.7%** of our total expenses and an **11.5%** increase from the previous year (**\$859,882**). Of this, wages and salaries alone rose from **\$738,215 to \$842,453**, a **14.1% increase**.
- **Maintenance and Repairs:** These costs increased slightly to **\$38,384 (3.2%)**, up **7.5%** from 2023 (**\$35,716**).
- **Camps and Excursions:** Expenses in this area grew significantly to **\$27,534 (2.3%)**, a **36.2%** increase over last year (**\$20,223**).
- **Cleaning:** Cleaning costs also saw a notable increase of **36%**, rising to **\$19,271 (1.6%)** from **\$14,166**.
- **Materials and Expendables:** These remained stable at **\$50,090 (4.2%)**, a **6.4%** increase from **\$47,072**.
- **Insurance:** Costs continued to rise, reaching **\$48,038 (4%)**, up **16.9%** from **\$41,094**.
- **Depreciation:** Depreciation of assets was recorded at **\$5,608 (0.5%)**.
- **Other Expenses:** Miscellaneous expenses made up the remaining amount of **\$55,784 (4.6%)**. No bad debts were written off this year, although some are expected in 2025.



## Operating Result

The school recorded an **operating surplus of \$44,073** down from **\$54,578** in 2023.

## Financial Position

As of 31st December 2024:

- **Cash and Cash Equivalents: \$332,244**
- **Outstanding Tuition Fees: \$100,018**, with a provision for doubtful debts of **\$16,706**
- **Other Receivables:** Combined with the above, total current assets were **\$447,668**
- **Non-Current Assets: \$636,644**

This brings **Total Assets** to **\$1,084,312**.

The school's **total liabilities** amounted to **\$96,618**, which includes outstanding GST, PAYG, superannuation, and provisions for staff leave entitlements.

## Equity and Outlook

The school's **Total Equity** stood at **\$987,693** at the end of the financial year. Tuntable Falls Community School remains in a sound financial position, with the ability to meet all current obligations and continue operations sustainably into the future.

**Kristoff Brunet de Courssou**

*Treasurer*