



Tutable Falls Community School

Annual Report 2025

Message from the Management Committee

Grants and School Improvements

We are thrilled to announce that construction on the suspension bridge is now complete! We are just waiting for the footpaths to be poured for the entire project to be finalized so we can officially open it to foot traffic and complete this major infrastructure upgrade.

Living in the forest means property upkeep is essential for safety, and we held fantastic workdays this year focusing on clearing vegetation around the school buildings. Our outdoor spaces are also expanding, with initial plans now underway to develop soccer fields for the students. We were also happy to refresh our play spaces with a load of new sand for our sand pit. Additionally, we held multiple Garden Days throughout the year, bringing the community together to tend to and nurture our beautiful grounds.



Student Wellbeing

This year, the committee and staff have been actively focusing on addressing and nurturing our school culture, ensuring TFCS remains a safe, inclusive, and supportive environment for everyone. We are thrilled to welcome our new Wellbeing Officer, Amy-Kate May, to the team, who is doing a fabulous job supporting the children and staff.

Our student numbers remain steady, reflecting the ongoing strength and appeal of our school community.

Management Committee Changes

We have had great continuity in our governance team this year. Hannah Gash continued as President, Cameron Blair stayed on as Secretary, Adjana Flow as Treasurer, and Dorje Van Yzendoorn and Sean Spain remained as general committee members. Joining our existing team this year, we are very pleased to welcome Elsie Peters, who joined the management committee as a new general member.

Extracurricular and School Activities

It has been an incredibly busy and vibrant year for excursions and cultural events. Our Year 6 students undertook their Rites of Passage (ROPA) trip to Moreton Island, which was an absolute triumph. The kids had an unforgettable time snorkelling, paddleboarding, kayaking, playing beach volleyball, 4WDing, and even patting dolphins.



Other highlights throughout the year included:

- * Excursions & Culture: A trip to the Archibald Prize exhibition, an exciting visit from the local fire truck, and regular cross country events.
- * Cultural Incursions: We were incredibly lucky to have Aunt Dolly and Uncle Blue visit fortnightly throughout Term 2, deepening our students' cultural understandings.
- * Community Events: Our yearly staples—the School Fete, the Circus, and our magical Winter Solstice celebration—were great successes. We also celebrated Harmony Day, held our annual school photo day, and showcased our students' incredible talent at the Nimbin Art Show.
- * Camps: Following a trial of having no whole-school camp this year, we are incredibly excited to be heading off for our highly anticipated family camp at North Stradbroke Island (Straddie).

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 and Strategic Planning

In addition to our core curriculum, the committee and staff came together for a dedicated Strategic Meeting this year. This allowed us to align our long-term vision for the school, ensuring our educational goals, cultural values, and community expectations are fully supported moving forward.

Our sports program saw brilliant engagement as well. The students put in fantastic efforts at the athletics carnivals and thoroughly enjoyed their intensive swimming lessons over at Goonellabah.

Staffing Changes

We have some new faces keeping our school running smoothly. Alongside the wonderful work Amy-Kate May is doing, we have welcomed our new school cleaner, Nicola Garnsey, to the team. Nicola is doing a fabulous job ensuring our unique forest campus and facilities remain beautifully maintained for the children.



Our Exceptional Teachers

Joe Landers

Joe Landers continues to exemplify excellence in his capacities as both Coordinating Teacher and Guruman class instructor for our upper primary composite class. His dedication and innovative approach enrich the educational journey of his students, leaving a lasting impact on their personal development.

One notable and ongoing achievement is Joe's adept organization of highly successful literary excursions, such as the Byron Writers' Festival. Through meticulous planning and coordination, he ensures that students have 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 broadens students' understanding of literature but also inspires them to express their own creativity through writing.

In addition to his focus on literacy, Joe implements a dynamic music programme that resonates with students of all abilities and interests. By introducing them to a diverse range of musical genres, instruments, and techniques, he sparks their passion for music and nurtures their talent. Students thrive under Joe's guidance, discovering new avenues for self-expression and artistic growth.

Moreover, Joe's commitment to holistic education extends beyond the classroom as he creates a supportive and inclusive learning environment where every student felt valued and empowered to succeed. Through his mentorship and encouragement, he instills confidence in his students, enabling them to embrace challenges, pursue their aspirations, and achieve their full potential. Joe's dedication to embedding a love for education, music (and of course, dinosaurs), coupled with his unwavering commitment to student success, truly sets him apart as a beacon of excellence in education. discovering new avenues for self-expression and artistic growth.

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Ruben Davis

Ruben guides the Yuruugin lower primary class with a deep dedication to nurturing young minds and fostering a lifelong love for learning. His dynamic approach to education infuses the classroom with energy and creativity, creating an environment where students consistently thrive.

Through innovative teaching methods and hands-on experiences, Ruben engages his students in a myriad of exciting learning opportunities. He introduces creative design projects that encompass sculpture, woodwork, and alchemy. Students have the opportunity to explore fascinating scientific and artistic processes—such as creating Bismuth—and unleash their imagination through artistic expression. These projects not only encourage experimentation and problem-solving but also instill

in students a sense of pride and accomplishment in their creations.

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



Furthermore, Ruben creates a nurturing and inclusive classroom culture where every student feels valued and supported in their learning journey. His compassionate approach to teaching nurtures a sense of belonging and camaraderie among students, which allows them to develop positive relationships and creates a wonderful atmosphere for learning.

Ishta Wilson

Ishta, as the primary teacher for Gooyarnj, our early primary composite class, exhibits a remarkable dedication to her students' holistic development. Recognizing the importance of inquiry-based learning, Ishta takes proactive steps to continually expand and enrich the Investigations program within her classroom. She curates a diverse range of hands-on activities, experiments, and projects that not only capture the imaginations of her young learners, but also encourage them to ask questions, explore concepts, and make discoveries independently.



One of Ishta's achievements

notable is her

adept incorporation of the literacy and numeracy syllabus into the curriculum. Understanding the significance of these foundational skills, she meticulously designs lessons and activities that seamlessly integrate literacy and numeracy concepts into broader units of study. By contextualizing

learning within real-world scenarios and engaging students in meaningful tasks, Ishta ensures that her students not only acquire essential skills but also develop a deep understanding of how they apply to everyday life.

Moreover, Ishta's commitment to differentiated instruction is evident in her personalized approach to teaching. She recognizes and celebrates 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 creates a learning environment where every child felt valued, challenged, and empowered to succeed.

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

Ginger O'Brien

We are exceptionally lucky to have Ginger O'Brien as our kindergarten teacher, bringing her infectious, fun-loving zest to our youngest learners. Ginger's impact on the school community extends well beyond her role as a classroom teacher. In addition to her exceptional teaching, Ginger spearheads our whole-school transition program during Term 4. This vital initiative aims to ease the transition for students across all year levels, including the incoming kindergarten cohort for the following year, ensuring a smooth and positive adjustment to new routines, environments, and expectations.



Ginger's transition program is meticulously designed to cater to the diverse needs and developmental stages of students at such a pivotal point in their lives. Each session is thoughtfully planned with engaging activities, games, and discussions that not only familiarize students with the school's facilities and resources but also encourage collaboration, teamwork, and friendship building. By providing opportunities for students to interact with their peers from different year levels, Ginger fosters a profound sense of community and belonging.

Furthermore, Ginger's transition program incorporates essential elements of social and emotional learning, empowering students with the skills and strategies needed to navigate the challenges of starting primary education. Through mindfulness exercises, role-playing scenarios, and open discussions, Ginger facilitates meaningful

conversations around resilience, empathy, and self-regulation, equipping students with the tools to manage stress and build positive relationships.

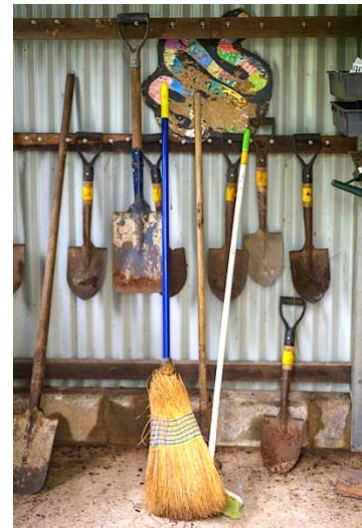
The success of this program is evident in the enthusiastic participation and positive feedback from students, parents, and staff alike, allowing our students to approach each new stage with confidence, familiarity, and excitement.

Emily Jett (Emmy)

Emmy, our STEM teacher extraordinaire, epitomizes innovation and excellence in education. With her dynamic approach to teaching, Emmy has transformed the learning experience for our 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 true passion for STEM subjects. 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 wider school community. She consistently organizes 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.

Simon Adams

Simon, our phenomenal circus teacher, brings a unique blend of passion, skill, and creativity to the school, igniting a sense of wonder and excitement in his students. With his rich 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 or

perfecting their tumbling technique, students are empowered to push their limits, overcome challenges, and celebrate their achievements.



Beyond
technical

teaching
skills, Simon

instills 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, building 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, leading performances at school events and local festivals to showcase the incredible 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.

Jericho Waters

This year, we were absolutely delighted to welcome Jericho Waters to our teaching team. As a local Tuntable person and an ex-student of TFCS, Jericho brings a beautiful full-circle connection back to our school. Having recently completed her primary teaching degree, she stepped in beautifully to fill in for Ruben while he was away during Term 2.

Jericho has already established a wonderful working relationship with the staff and students, bringing fresh energy and deep local understanding to the classroom. We are incredibly fortunate to have her in our network, and she remains available to step into more substantial, long-term teaching roles at the school as future opportunities arise.

Final Thoughts and Summary.

The future outlook for Tuntable Falls Community School is incredibly bright. We enjoy an outstanding reputation within our broader community, alongside exceptionally high levels of satisfaction among our students, teachers, and parents. Our student enrollment remains stable,

sitting right at our ideal capacity to maintain the unique feel of our school.

While we are always looking to welcome a few more parents into formal committee roles to share the governance load, our overall parent engagement continues to be a major strength. From coordinating school lunches and assisting with camps, to turning up in numbers for workdays and managing daily roster jobs, our parent body is the heartbeat of the school.



The collective commitment and energy of our community provides a wonderful opportunity for our children to experience a holistic, high-quality education while forming lifelong bonds with their peers. We extend our deep gratitude to the Tuntable Falls Coordination Co-operative for their ongoing generosity in allowing us to utilize these beautiful facilities.

Thanks to this cooperation, alongside the tireless efforts of our committee members and administrators in securing grants, we are proud to offer an exceptional educational environment at an affordable rate. This allows us to maintain our high independent standards and offer highly favorable staff-to-student ratios without compromise.

The upcoming year is set to be another remarkable chapter for TFCS, and we welcome our whole community along for the journey!

Hannah Gash

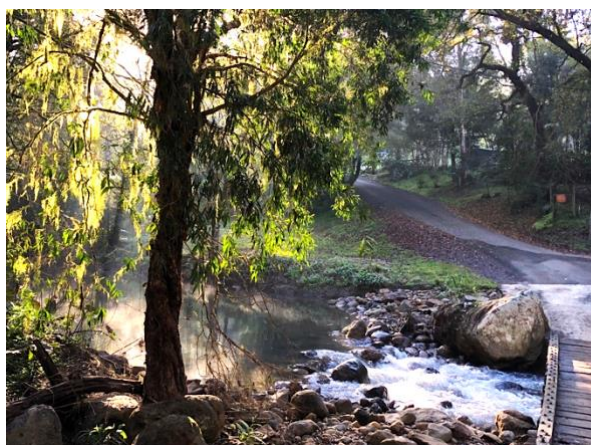
TFCS Management Committee President.

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 2025 were at a level where the school could once continue to 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 2025, we had 55 students enrolled (including 6 students who un-enrolled prior to 17 Dec 2025). The gender balance was 26 girls and 29 boys, with four 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
Male	3	2	4	5	2	2	8	26
Female	2	8	1	6	3	3	6	29
Indigenous	1	0	1	1	0	0	1	4
EALD	0	2	0	2	0	0	2	6

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 2025 students attended from Nimbin, Tuntable Creek, Terania Creek, Wadeville, Jiggi, Lillian Rock, 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.

NAPLAN results 2024

For 2025, of our 16 Year 3 and 5 students, we had 2 of our Year 3 students participate in the national assessment program.

Year 3 and 5 Students

For the **Grammar and Punctuation** assessment area, we had 100% of participating 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 **Numeracy** assessment area, we had 100% of participating 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 100% 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. 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 participating 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 **Writing** assessment area, we had 100% of participating 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.

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 2025, we had 4 permanent full-time employed teachers, 1 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 4 female: 2 male permanent teachers in 2025 and all identified as non-Indigenous.

Teachers' Name	Accreditation Status
Joe Landers	Proficient
Ishta Wilson	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. Staff meetings regularly includes professional development.
- 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
Identifying and Responding to Young People at Risk	Jan 2025	Amanda King Amanda Raval Billi Bourne Ginger O'Brien Ishta Wilson Jerico Waters Joe Landers Katherine Dempsey Melissa Grez Nina Evans René Norwie Ruben Davis Simon Adams	AIS/TFCS NSW Dept. of Ed.
NSW Reportable Conduct and Allegations Against Employees	Jan 2025	Amanda King Amanda Raval Billi Bourne Ginger O'Brien Ishta Wilson Jerico Waters Joe Landers Katherine Dempsey	TFCS

		Melissa Grez Nina Evans René Norwie Ruben Davis Simon Adams	
Annual Code of Conduct Review	Jan/Feb 2025	Akash Pett Amanda King Amanda Raval Billi Bourne Emily Jett Ginger O'Brien Ishta Wilson Jerico Waters Joe Landers Katherine Dempsey Melissa Grez Nina Evans René Norwie Ruben Davis Simon Adams	TFCS
CPR & Anaphylaxis Annual Update	January 2024	Amanda King Amanda Raval Billi Bourne Jerico Waters Melissa Grez Nina Evans René Norwie Ruben Davis	International Paramedics College
Providing First Aid in an Education and Care Setting	January 2025	Ginger O'Brien Ishta Wilson Joe Landers Katherine Dempsey Simon Adams	International Paramedics College
Annual Competency Check	Feb 2025	Emily Jett	NSW Dept. of Ed.
Providing First Aid in an Education and Care Setting	Nov 2025	Emily Jett	International Paramedics College
Accidental Counsellor	Sept 2025	René Norwie	Lifeline
Planning and Programming with the Science and Technology K-6 Syllabus	Nov 2025	Ginger O'Brien Ishta Wilson Ruben Davis	NSW Dept. of Ed.

Planning and Programming with the new HSIE K-6 Syllabus	Nov 2025	Ginger O'Brien Ishta Wilson Joe Landers Ruben Davis	NSW Dept. of Ed.
Supporting Students with Challenging Behaviours - Module 1	Nov 2025	Joe Landers	NSW Dept. of Ed.

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 2025 that aligns with Values.

Community/support/respect/reciprocity

- Community Infrastructure
 - Batteries provide emergency backup for community
 - Starlink was also used in that context
 - CB radio
 - Foot bridge
- Buddy Reading
- Buribi Home Visits
- Tuntable Taster Day
- Kyogle Fibre Festival
- Parent Welcome Dinner
- Year 6 Graduation Dinner
- Berry Street focus
 - Teachers giving unconditional positive regards for sense of belonging.
- Winter Solstice Lantern making and Parade
- Garden Days
- Harmony Day performances (Cythia Denton – African Music)
- School Fete
- Circle time
- Aged-Care Visit
- Whole School Photos
- Athletics Day
- Zone Sporting events
- Rites of Passage excursion
- Meer Cat productions
- Adoles-sense presentation
- Bookweek Parade
- Science Week activities with Guest scientists
- Parents' active participation at school
 - Cooking
 - Gardening
 - Library
 - Helping in class
 - Dance/Movement Session
 - Music
 - Camp/fete organisation
 - Co-ordinating parent worker bees

Environment

- Embedded in our program and curriculum design
- Bush Tucker Walks

- 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 firing in pizza oven with Ishta
- Cooking Program
- Swimming Carnival
- Intensive Swimming Program
- Class Camps
- Indigenous education & woodwork (boomerang making) with Uncle Blue and Auntie Dolly, and with Nate.
- Project based programs
- Music with Megan
- Dance with Jax
- Wild Math
- Girls Group
- Boys Group
- Restorative practice
- SEE/STEM Program
- Technological prep. re. typing in NAPLAN. Suggestion at the start of Term 1 for Year 5s and 3s.
- Whole School Lawn Bowls
- 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
- Story Telling with Melaina
- Story Telling with Leanne Logan
- Pyjama Day
- Autumn and Spring Art Shows
- 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 2026:

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. Joe to reach out

Staff and committee team building events once a semester

Communication with parent group.

All teachers use a whole class messaging group.

Communication with Parent group. Guideline pinned at the top of a chat. The idea is that it could co-ordinate tasks, e.g. sub-committees/jobs/roster jobs.

Infrastructure / Environment:

- Lines for basketball court
- Nude food
- Source things from co-op more
- Consume less throw away kitchen items, wash more crockery/stainless steel
- Limiting texta use
- Refillable whiteboard markers
- eBooks
- Outdoor maths, e.g. stairs with skip counting.
- Concrete path next to sandpit with skip counting pattern.
- Hundreds chart next to Yuruugin classroom.
- Gilbert to paint welcome to country side at creek entrance.

SEE program:

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

More classroom integration – End of term check in

Kitchen Garden crossover (garden produce used in kitchen)

Parental input to class garden bed

Knowledge/Skills:

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

Visiting artists/authors

Team Teaching

Colleague Observation tied to quality teaching (with tick list to check for specific skills)

Art Gallery Visits

Boys Groups (ongoing movement and girls' group)

Nurturing childhood:

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.

Grant Application yet to be announced:

Ceramic studio/science lab – (New Makers Space)



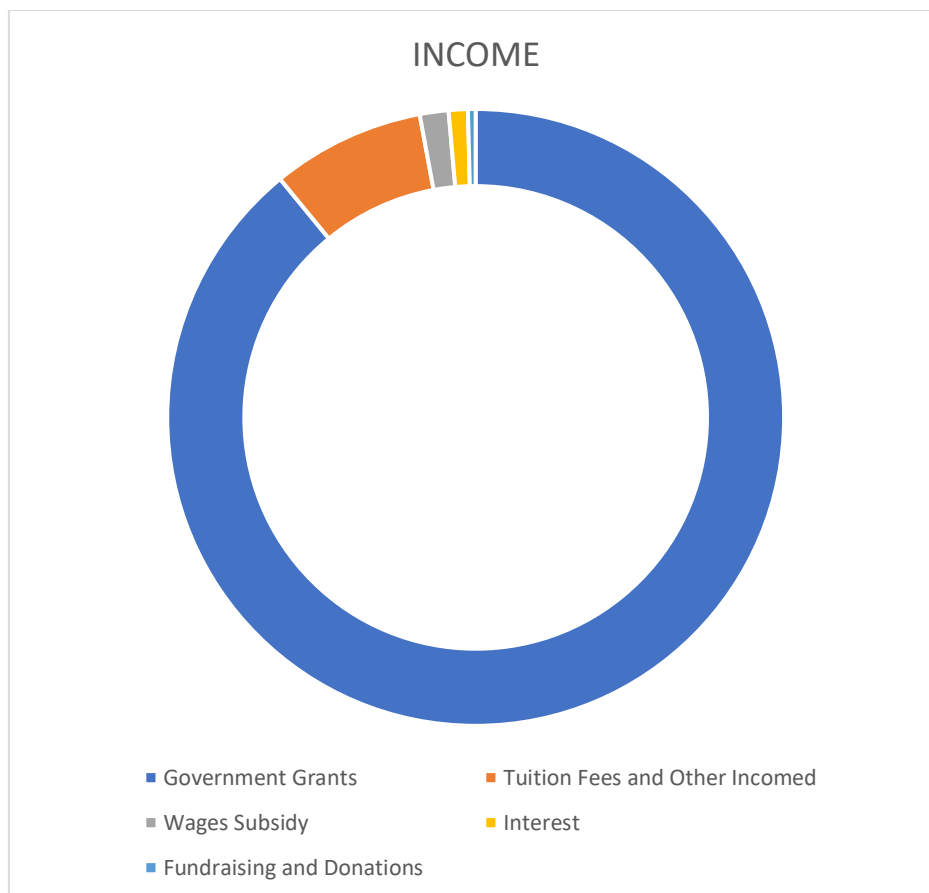
Financial Report

This financial report summarises the key financial activities and position of Tutable Falls Community School for the year ending 31st December 2025. The figures presented are based on the audited financial statements and the Auditor's Report dated 7th May 2026, prepared by Northern Rivers Taxation & Business Services. These include Statements of Profit or Loss, of Financial Position, of Changes in Equity, and of Cash Flows.

Income

In 2025, the school received a total income of \$1,383,024, an increase of \$135,714 (10.9%) compared to the previous year.

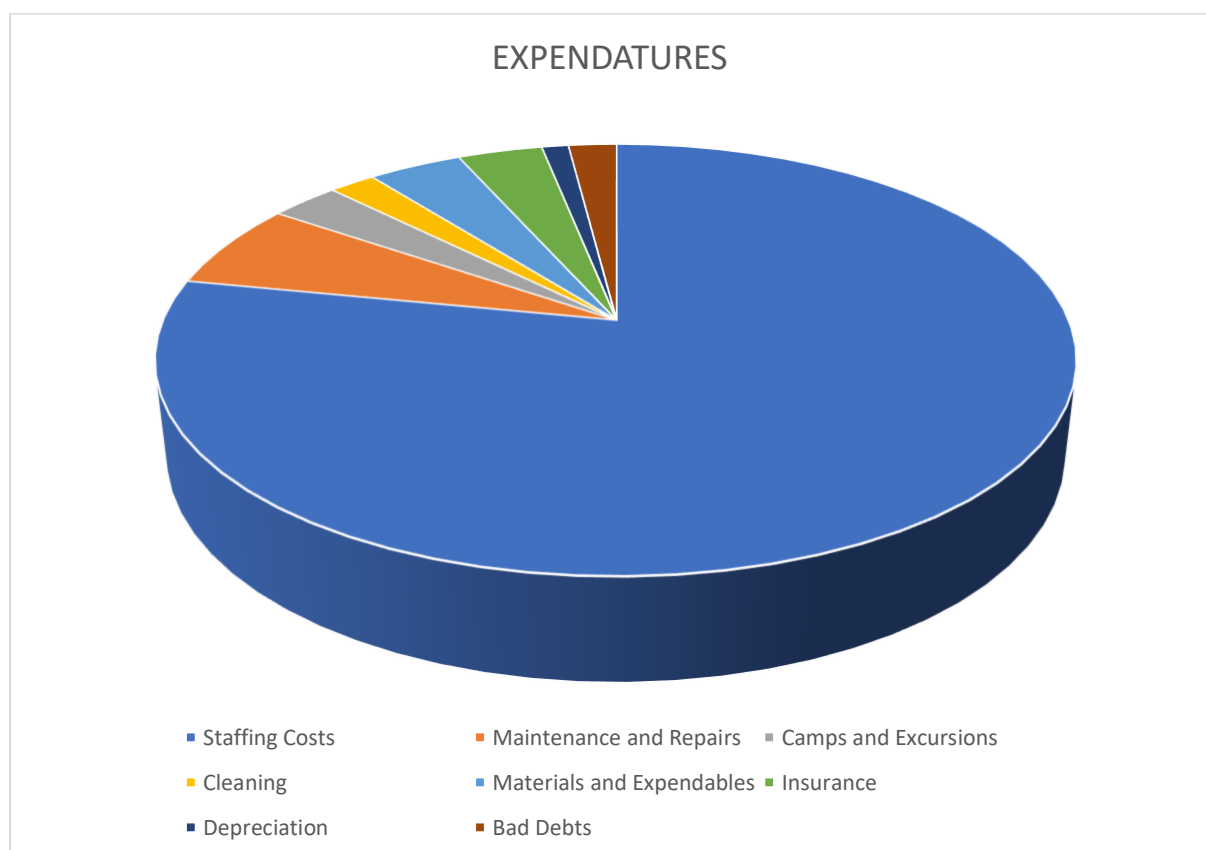
- **Government Grants:** The school's primary source of income continues to be Commonwealth and State funding, which totalled \$1,228,248, representing 88.8% of our total income.
- **Tuition Fees and Other Income:** We received \$110,996 from school fees and other revenue sources, representing 8% of our income.
- **Wages Subsidy:** This year we received \$20,755 (1.5%) in wage subsidies, which we did not account in years previous.
- **Interest:** Interest earned on fixed term deposits and bank accounts amounted to \$13,593 (1.0%).
- **Fundraising and Donations:** Our yearly school fête raised \$4,900, and we received \$4,532 in donations.



Expenditure

Total expenditure for the year was \$1,298,898, representing a 2.2% increase from 2024 (\$1,270,693).

- **Staffing Costs:** Wages and salaries remain our largest area of expenditure. Total staffing costs, including superannuation and staff training, were \$957,339, which is 73.7% of our total expenses and a 1.3% increase from the previous year. Of this, wages and salaries alone rose slightly from \$842,453 to \$848,769, a 0.7% increase. (Note: This excludes leave provisions, which are accounted for separately.)
- **Maintenance and Repairs:** These costs increased significantly to \$70,058 (5.4% of total expenses), up 82.5% from 2024 (\$38,384).
- **Camps and Excursions:** Expenses in this area grew to \$31,582 (2.4%), a 14.7% increase over last year (\$27,534).
- **Cleaning:** Cleaning costs also saw an increase, rising to \$21,101 (1.6%) from \$19,271.
- **Materials and Expendables:** These costs decreased to \$42,708 (3.3%), down 14.7% from \$50,090.
- **Insurance:** Costs decreased this year, falling to \$38,469 (3.0%), down 19.9% from \$48,038.
- **Depreciation:** Depreciation of assets was recorded at \$12,113 (0.9%).
- **Bad Debts:** \$21,881 was written off this year; however, there was a positive adjustment in the Doubtful Debts Provision of \$25,778.



Operating Result

The school recorded an operating surplus of \$84,126, a strong recovery from the \$23,382 deficit recorded in 2024.

Financial Position

As of 31st December 2025:

- **Cash and Cash Equivalents:** \$405,579
- **Outstanding Tuition Fees:** \$71,104, with a provision for doubtful debts of \$38,416
- **Total Current Assets:** Combined with prepayments and accrued income, total current assets were \$474,518
- **Non-Current Assets:** \$727,646

This brings Total Assets to \$1,202,164.

The school's total liabilities amounted to \$197,801, which includes trade and other payables (\$101,295) and employee entitlements for sick and long service leave (\$96,505).

Equity and Outlook

The school's Total Equity stood at \$1,004,364 at the end of the financial year. Tutable 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

TFCS Management Committee Treasurer