



Annual Report



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Acknowledgement of Country

We acknowledge and pay respects to the Ngandowal and Minyungbal people of the Bundjalung nation, the traditional owners of the land upon which we live and learn within the caldera of Wollumbin. The Small School seeks to support the Uluru Statement from the heart, especially the Makarrata Commission, to assist in a fair and truthful relationship building process with our First Nation community.

Artwork created by students at The Small School

At The Small School we acknowledge the traditional

respects to their Elders, past, present and future.



owners, the Bundjalung people, of this land. We acknowledge their

connection to land, water, ways, sky and their culture. We pay our



Theme 1

Context

Message from the Chairperson, School Board

2023 was another excellent year spent crafting opportunities to fill the blank canvas that is the school year. Two of our cherished teachers grew into leadership positions, Katie Power and Emma Wappet into the Head of Primary and Head of Secondary positions respectively. Their contributions so far have been complimentary to our school and have exceeded anything we could have imagined. We also welcome Matt Middlemiss onto the school board and have enjoyed his no-nonsense approach to business.

Some of the highlights from this year have included:

- The procurement of a neighbouring property with a large grassed yard that fortuitously became available towards the end of 2023.
- Maintaining a solid financial position amidst the continuous growth necessary for a young school, artfully managed by Carla Wilson (Principal) and overseen by our excellent Business Services consultants at Independent Schools Accounting.
- Attending the Chairperson Networking and Training session organised by the AIS in Sydney which has been invaluable to my role and has trickled down to the rest of the Board of Directors.



- School community events including a Mothers Day Tea, a DUGs (Dads, Uncles, Grandparents) day at the park and the first iteration of our Mini-Fete in May. It's always a joy to see the wider school community in the school grounds.

I would like to extend my gratitude to Building Grant Authority for our capital grant for 10 King Street and to the Murwillumbah Services Club for their kind donation of furniture for the school.

As always our Board Members have brought dedication and commitment to the strategic and financial running of the school, and I'd like to show my appreciation to them here.

Of course, I'd also like to thank our parents and extended family members who volunteer their time in the kitchen, to lead electives and run lunchtime clubs. Involving families and wider school community members is one of our guiding principles and it adds a richness to the students' palette when designing their own educational pursuits.

Our success is also directly linked to the hard work of our team. We have made extraordinary progress this year, and I'd like to personally thank every staff member for their energy and consistency in priming our students to operate in a true democratic environment. Thank you all for another fantastic year. I look forward to continuing our journey in 2024 with you all.

A stylized, handwritten signature in dark ink, consisting of a large, flowing 'A' followed by a series of connected loops.

Amie Green | Chairperson

A message from key school bodies (continued)

Message from the Principal

This year, we became a K to Year 8 school with 52 students as we expanded into the Prince St site. Our first Prince St class, a combined group of Years 6 to 8, occupied the new ground floor classroom, library, and science laboratory, making it their own. Our school now sits comfortably across the two joined sites on King and Prince Streets. We continue to look to the future and are successfully expanding onto the neighboring site at 10 King Street. We are very pleased to announce that we have received another capital grant from the Building Grant Authority, which will allow us to refurbish this building to create learning, art, and meeting spaces, as well as more outdoor play areas. We will be watching this unfold over the next couple of years.

Our second whole school performance, "The Deep," was the main highlight and focus for our school in Term 3, held at the local Civic Centre. This performance reflects the core values at TSS—respect, kindness, diversity, and inclusion—which shape our approach to this event. The cornerstone of our whole school performance is that every student is involved in a way that works best for them, with each contribution being valued and essential to making it whole. The whole school performance showcases our ability to create something out of nothing and seems

to be the place where joy and chaos happily co-exist! It has become a crucial pillar in our school's development, and I would like to extend my deepest gratitude to the whole school community, teachers, students, and parents, for their collective efforts to make it happen.

Following the joy and life-giving nature of the whole school performance, our school was struck by tragedy this year with the loss of a parent and dearly loved mother of two of our students, Clare. I would like to dedicate our efforts this year and in the coming years to Clare's memory as we continue to build a school that Clare would be glad for her daughters to attend, and where we will continue to wrap our collective arms around the girls, keeping them safe for her. Vale Clare. It was a pleasure to know you, and you are greatly missed.



Carla Wilson
Principal



Theme 2

Outcome and Results

NAPLAN information for The Small School can be viewed at www.myschool.edu.au



Theme 3

Staffing



Teacher Accreditation

Level of Accreditation	Number of teachers
Conditional	N/A
Provisional	N/A
Proficient	5
Highly Accomplished Teacher (voluntary accreditation)	N/A
Lead Teacher (voluntary accreditation)	N/A

Workforce Composition 2023	
Teaching staff	6
Full-time equivalent teaching staff	4.2
Non-teaching staff	8
Full-time equivalent non-teaching staff	3.8



Theme 4

Attendance

Management of Non-Attendance

Early intervention is the most effective way to resolve irregular attendance. Early intervention strategies are informal and carried out by the classroom teacher with parents. Early intervention strategies include checking for and responding to the following possibilities:

- Checking for any peer or classroom related issues or transport barriers
- Checking for learning difficulties and investigating teaching approaches
- Offering for the child to be supported by the Student Wellbeing Worker
- Developing a transition plan which includes parents being able to stay with their child at school for a period of time.

Teachers report any early intervention approaches to the Principal who will follow up with the family if these approaches are not successful and attendance does not improve. These strategies will be captured in a student's Individual Support Plan. More formal approaches to non-attendance include providing parents with an attendance report with a written request for attendance improvement. This can be followed by a face-to-face meeting with parents and Principal in an Attendance Improvement Meeting. The attendance improvement requirements will be recorded in the Individual Support Plan. Adherence to an Individual Support Plan can be a condition of enrolment.



Grade	Whole year attendance rates for 2023 by year level
Kindergarten	84.33%
Year 1	77%
Year 2	85.1%
Year 3	84.4%
Year 4	83.77%
Year 5	81.75%
Year 6	79%
Year 7	82.5%
Year 8	84.33%
Whole year attendance rate for the whole school (K-8)	82.46%

Theme 5

School Policies

The Small School's policies can be found via the following links:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Behaviour Management Policy](#)
- [Complaint Handling Policy](#)



Theme 6

Stakeholder Satisfaction



Transparent processes, inclusive of stakeholder feedback strongly influence much of the way we do things at TSS. Teachers will actively seek to include parents' feedback, particularly as it relates to the needs of their child. Explicit feedback is sought from students by the teachers in an age-appropriate way across the school in multiple forums. This is done through discussions in classrooms and through a fortnightly whole school meeting. Students are actively supported and encouraged to articulate their ideas and concerns in these participatory processes.

Parent feedback is sought explicitly twice per year in the Parent Information Sessions. These are face to face sessions held in Terms 1 and 3.

Hopes and Concerns meetings for new students provide an early opportunity for parent and student feedback. This is continued in the twice-yearly three-way conferences (parent-teacher-student interviews).

Staff at TSS operate in a collaborative, professional environment with many decisions being made together in staff and planning meetings. A culture of openness and mutual respect is very important at TSS. Teachers are seen as expert professionals who carry out a complex, vital and demanding job. The respect and autonomy afforded to teachers contributes greatly to their satisfaction and consequently the satisfaction of the children in their care.

Specifically, feedback from staff is sought by the Principal in annual staff reviews.

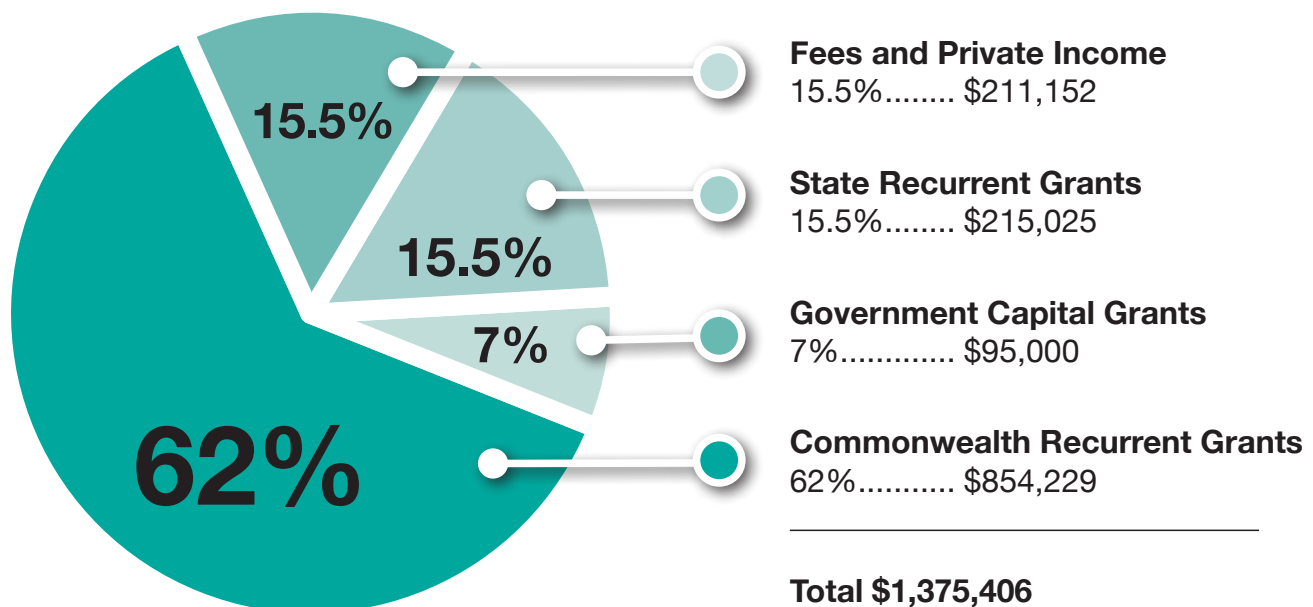
TSS has very low staff turnover and although staff often experience high levels of stress in their roles as a consequence of the nature and demands of working in schools, this is predominantly mediated by our supportive, collaborative and respectful working environment.



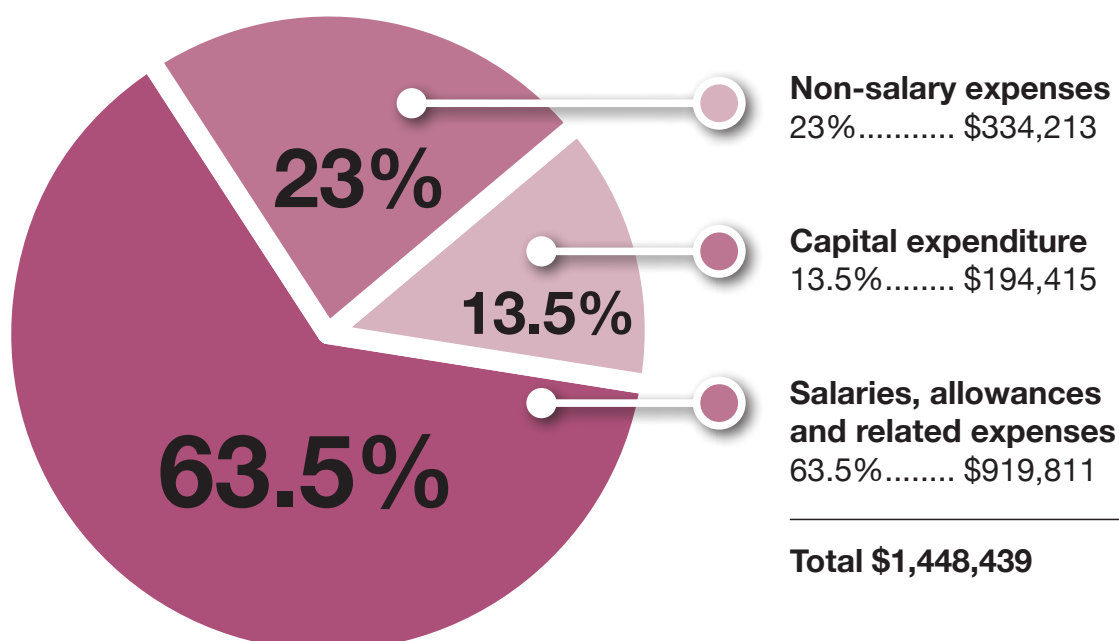
Theme 7

Summary Financial Information

Recurrent / Capital Income



Recurrent / Capital Expenditure





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