



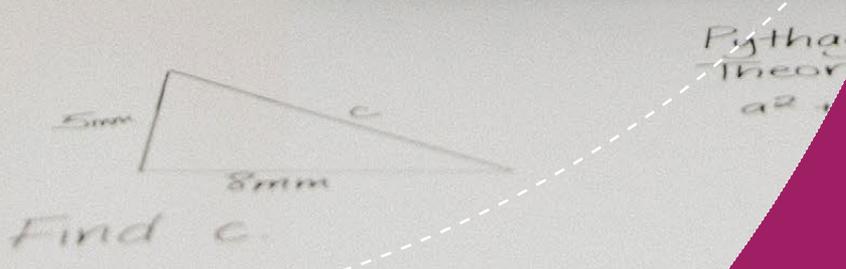
Annual Report



2022

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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.

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

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



A message from key school bodies



Message from the Chairperson, School Board

After the uprooting which occurred physically and emotionally due to the February floods, I can categorically call 2022 a year of growth for The Small School. Our community was visibly active not only in cleaning and revitalising the school but in our town of Murwillumbah. I recall seeing a line of people queuing up along the main street, offering help to those they hadn't yet met. This altruism was felt as a groundswell in our smaller group of families associated with the school and spread out, as the children thought of activities that would bring smiles to local faces despite the devastation. Our teachers and staff received the kind of support from our families that is only possible when a personal connection has been forged through daily interactions.

The whole northern rivers community was impacted deeply by the flood. The Northern Rivers Industry Partnership hub facilitated by AISNSW was developed with good timing as a number of independent schools in our broader area who were all affected by the flood, were able to collaborate in this joint initiative. Various independent schools in the area were part of the hub, which was designed to focus on sustainability within the community and encourage students to become part of the changes needed to transition towards a greener future.

As a school registered to provide secondary education, pathways to further education and vocational and enterprise opportunities are seeded through programs such as this. Our students suggested ideas and concepts they were passionate about, ranging across sustainable fashion, the local environment, music festivals, regenerative agriculture and

healthy waterways. Professionals working in these areas were invited to present at a symposium, meet students and provide a workshop, allowing the subjects to take a deeper root in the children's imagination.

Follow up discussion at school used the information gleaned from the symposium to create action, which resulted in a regular waterway cleanup of the Tweed River and the development of a second, student-led symposium. This provided the opportunity for students to present their actions, for peer review and discussion. In this way knowledge is transplanted from the classroom and grown in the wider community and shows the importance of the relationship between students and their environment, one of our guiding principles.

It's not only our students who have grown in numbers, but our school team has been expanding as the master planning of the school starts to bear fruit. A need to define and separate responsibilities to enable specific skill development has allowed us to promote budding staff into roles that we are already seeing them bloom in. Assistant principal, groundskeeping, administration, and additions to our teaching staff occurred this year, which were a beneficial companion to the physical growth of our premises.

We are lucky to have created our community, both immediate and more widely acknowledged, that has allowed beautiful people to grow and develop from the mud that mired the start of 2022.

A handwritten signature in black ink, appearing to read 'Amie Green'. The signature is fluid and cursive.

Amie Green | Chairperson

A message from key school bodies (continued)

Message from the Principal

The year of 2022 was defined by the February flood. Our school along with our whole community was flooded. Fortunately, the levee on Tweed River held, which prevented the worst-case scenario. However, the destruction across the region was difficult to comprehend. We headed into the year feeling optimistic about having the worst of Covid behind us. Our optimism and reserves were sorely challenged by this natural disaster. For people in this community, climate change became a contemporary threat and no longer something in a hypothetical future. Many families in our school community suffered loss and we all suffered grief and it was particularly hard on the children.

After two weeks of cleaning, our school was ready to re-open, which we did on a beautiful sunny day, welcoming back our families. Recovery across the community took many months and was hampered by ongoing rain. During and after the flood, we were refurbishing the intended school building on Prince St. Given the damage all around us, we were incredibly fortunate to come through soggy and muddy but with our properties undamaged.

Aside from the flood, it has been wonderful to welcome more new students and staff into our school community this year. A highlight was opening our new school building on the Prince St site. With our older students moving into the ground floor classroom. Our school has now expanded across the two sites (King St and Prince St) and the extra space has been a joy!

Another highlight this year was the production of our first whole school performance! The Magic Cupboard was written by students and was a story of time travel. Every child was involved from script writing, to acting, make-up and costume

design. It was held off site at a local theatre to sell out performances and standing ovations! A real milestone for The Small School.

In 2022, we continued to develop our school philosophy which has student voice at its heart. Student voice is supported in the development of our learning programs and in practising the skills of belonging to a participatory democracy across our school. Our parent-teacher interviews are 3-way conferences with students involved.

We have class and whole school meetings and Special Circles where we use our model of restorative justice.

We believe children are capable of acting responsibly and fairly. In Special Circles, we encourage children to believe they can meet our expectations. We see TSS children living up to these expectations, particularly when they have been part of the development of the expectations through our processes of rule development in school meetings. Special Circles take time and our approach to children's development takes time. Restorative justice is far from easy. It is about human connection and is an opportunity for emotional and cognitive growth. We are proud to offer our educational approach and philosophy to the Murwillumbah community.

We continue to look forward to our growing future.



Carla Wilson
Principal





Contextual information about the school and characteristics of the student body

The Small School is a new, progressive independent school in the heart of Murwillumbah. Incredibly we are now in our fifth year of operation. In 2022, we had 42 students in K-7, 3 teachers and 2 learning support assistants.

We are committed to the philosophy of democratic education, which prioritises children having a voice in their own school, and to providing an environment where children feel safe and empowered to speak about their feelings and thoughts and learn the skills and value of listening to others.

We have a focus on developing self-direction and self-ownership of learning, project-based learning, play-based and hands-on learning, self-reflection for both students and staff and the development of a community to support each other and our children to navigate our modern world.

We truly value and welcome parents and community mentors to participate in our

6

We have six guiding principles in our educational philosophy:

- 1. Relationships with each other and with the environment are of paramount importance.**
- 2. Learning is theme-based** (integrated and emergent curriculum) **and real-world focused** (experiential).
- 3. Children thrive when they have some say in how they spend their day and what they learn** (Democratic Education).
- 4. Families are part of the school** (family-centred education).
- 5. We learn cooperatively not competitively** (non-competitive environment).
- 6. Playing is learning too** (free play and play-based teaching and learning).

Contextual information about the school and characteristics of the student body (continued)

school. We want children to experience being at school and learning at school in connection with their families and wider community as much as possible. The Small School has a multi-age setting and in 2022 offered three classes for all students, K-1, Years 2-4 and years 5-7. Teachers modify or extend material commensurate to a child's capacity and readiness. Teachers have a strong focus on individualising student's learning programs and are able to deliver the curriculum with flexibility, allowing for a wider spectrum of abilities not defined by age.

At the school's inception we chose to structure our philosophy based on guiding principles. The guiding principles provide firm ground and clear direction for the school while still allowing for the philosophy to continue to develop along with the school community, while the school is so young.



There are 3 learning frames in the TSS Educational Program.

Frame 1

Focused Key Learning Areas (KLAs)

Focused KLAs include English, Mathematics, and Personal Development, Health and Physical Education (PDHPE). Focused KLAs are taught in class groups by the classroom teacher/s with the exception of PDHPE which is taught on occasion by two teachers using a team-teaching approach.

The purpose of the Focused KLAs in the educational program is to give primacy to English and maths as critical components of the syllabus. PDHPE is also a Focused KLA as key concepts in the PDHPE syllabus such as problem solving, dealing with change, communication, self-regulation and voicing opinions are central to the school philosophy and values and are delivered by teachers each day during Circle Time and Nesting Ground (fortnightly).

Nesting Ground (named by the students) is the fortnightly whole school meeting. Nesting Ground is facilitated by the Principal. It provides an opportunity for students to raise and discuss ideas and concerns, problem-solve and create class/school agreements (rules). Whereas our Circle Time is facilitated by the students on a rotational basis and provides an opportunity for staff and students to share important daily information and news.

The English syllabus is also taught through Nesting Ground as students learn to develop and apply contextual knowledge as well as understand and apply knowledge of language forms and features. The meeting involves the whole school community with teachers providing guidance throughout the process.

Contextual information about the school and characteristics of the student body (continued)

Frame 2

Thematic Learning – Integrated Units

Each Thematic Learning Integrated Unit explores several key concepts across multiple KLAs, including Science and Technology, History, Geography, Creative and Performing Arts and PDHPE. The Integrated Units are taught in a combination of class groups and whole school lessons and are chosen yearly with regard to content addressed and needs/interests of the students. A list of past topics is kept and referred to when making the final decision to ensure students are not experiencing the same unit of work in the multi-stage class.



2022 Thematic Learning Integrated Units

Term 1	Myself (PDHPE, HSIE, English focus) BAT (Becoming a Teenager) Wellbeing (PDHPE and English focus)
Term 2	Space (Science, HSIE, Maths and English focus) BAT (Becoming a Teenager) Cybersafety (PDHPE and English focus)
Term 3	Environment (Science, HSIE, PDHPE focus) BAT (Becoming a Teenager) Decision Making (PDHPE and English focus) Performance (English, Music, Dance and Drama focus)
Term 4	Energy (Science, Maths, PDHPE focus) BAT (Becoming a Teenager) Human Sexuality (PDHPE and English focus)

Contextual information about the school and characteristics of the student body (continued)

Frame 3

Student Interests, Skills and Sustainability Program (Courses/Additional Activities)

The Student Interests, Skills and Sustainability (SISS) Program, includes four Courses:

1. Electives,
2. Personal Interest Projects,
3. Sustaining The Small School (STSS) and
4. Investigations.

The Courses in the SISS program are authentic, purposeful, skills-based and sustainability-focused. The underlying pedagogical approach of the SISS program is to promote student choice and responsibility and engagement in school life. The 4 courses of Frame 3 are overseen by the teachers and may be delivered by the teachers.

Course 1: Electives

Electives are offered by students, staff, parents and/or community members in areas of interest and/or expertise and are optional activities that the children elect to participate in.

The variety and focus of the Elective choices are guided by teachers who explore and suggest areas of interest which are either art/craft, science or sports based. As with all elements of the SISS Program, Electives are hands-on, authentic, purposeful and involve student choice.

Those children not participating in Electives, work on either their Personal Interest Projects (S2/S3/S4) or engage in play as a means to explore their personal interests (ES1/S1).

Course 2: Personal Interest Projects

Students have the opportunity to delve further into areas of personal interest by completing an individual project. These projects can be technology based, research projects, create and build or performance based. Students plan and complete their project throughout the course of the term and present it with a method of their choice on the last day of each Term to parents and interested community members on 'Community Day'.

The underlying pedagogical aim for the PIPs is to create awareness of the design and learning process through the development of planning and organisational skills and self-responsibility in learning. Teachers assist children to structure their project through verbal and written questioning, such as: what do they want to know; what are they hoping to achieve; what have they learnt; were there unexpected results? Children are supported in varying degrees towards the presentation of their project on Community Day.



Contextual information about the school and characteristics of the student body (continued)

Course 3: Sustaining The Small School (STSS)

Sustaining The Small School (STSS) is a weekly whole-school activity facilitated by teachers, as well as other staff members and parent helpers. Activities are aimed at creating authentic, hands-on and purposeful experiences. These experiences often support children's learning of key concepts within Mathematics, English, PDHPE, Creative Arts and cross-curriculum themes, particularly Sustainability. Additionally, the underlying pedagogy in STSS is aimed at promoting responsibility, feelings of belonging and engagement with school life.

Students help to identify and create the STSS activities and choose which one to participate in. Examples of activities that may be offered within STSS include, but are not limited to, gardening and cooking projects, waste management projects, school beautification or improvement projects, fundraising projects, etc.

Course 4: Investigations (Walker Learning Approach)

The Walker Learning Approach is an Australian holistic pedagogical approach. This pedagogical approach has been implemented at The Small School in 2020 due to its consistency with the school's educational philosophy and guiding principles.

The aim of the Walker Learning Approach is to promote a sense of investigation, wonder, exploration, curiosity and interest with a rich range of materials, resources and opportunities for children to engage with learning.

Investigations provide children with opportunities to develop physical competence, to explore, understand and make sense of their world, to interact and communicate with others, express and manage emotions, and develop problem solving capabilities. The pedagogical approach positions the child at the centre of their learning, considering their individual development and personal interests.

During Investigations, children have the opportunity to investigate and engage with learning areas of their choosing within the classroom. The classroom teacher plans, designs and creates a number of learning areas (Literacy, Numeracy, Collage, Construction, Dramatic Play, Tinkering, Sensory etc) to support the current learning intentions of the class.



Student outcomes in standardised national literacy and numeracy testing

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



Teacher professional learning, accreditation and qualifications

Teacher Professional Learning in 2022

Professional learning activity	Number of staff participating
Aboriginal Cultural Education – Let’s take the first step together Foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures. This course encourages staff to reflect on their current knowledge of Aboriginal and Torres Strait Islander peoples, histories, and cultures, and to consider how this new knowledge can be applied to all aspects of their work.	1
The Art of the Possible 'The Art of the Possible' is also referred to as 'Pathways and Partnerships forum'. AISNSW has collaborated with schools, governments, educational bodies, and industry to lead the way in creating new and exciting opportunities for students and educators. Innovative forward thinking approaches and current examples of best practice in this rapidly evolving space were explored to open up pathway opportunities for educators and young people.	1
TSS Child Protection Training This training outlined the legislative responsibilities for reporting that staff must comply with, incorporating a focus on NSW legislation updates. Other areas explored included: Reportable Conduct Scheme, Reportable Allegations, Crossing Professional Boundaries, and Grooming. Staff engaged in scenario/group work discussions exploring case studies.	5

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Teacher professional learning, accreditation and qualifications (continued)

Professional learning activity	Number of staff participating
<p>Child Protection Update 2022</p> <p>Training course focuses on recognising and responding to suspected risk of harm to children and young people resulting from educational neglect. It also clarifies staff obligations under the reportable conduct scheme in NSW to ensure appropriate, caring and supportive relationships between adults (working in schools) and students. It aims to develop skills and understandings, including:</p> <ul style="list-style-type: none"> • Identifying and responding to educational neglect • providing positive support to children and young people who may be at risk of educational neglect • obligations of staff to report child protection concerns to the principal or workplace manager according to departmental procedures • obligations of principals and workplace managers' to report child protection concerns according to departmental procedures • meeting the requirements of professional and ethical conduct. 	1
<p>Cyber Security NSW Essentials training</p> <p>This training improved understanding of how to be safe online from cyber attacks such as phishing, social engineering, vishing, tailgating and smishing.</p>	1
<p>Data Breach Response Plan - Managing Data Breaches</p> <p>The interactive module informed data owners about what they need to do in the event of a suspected data breach. The module explained the data breach process, specific responsibilities of data owners and how to investigate, assess, mitigate and control data breaches.</p>	1
<p>Designing for Deep Learning Information Webinar</p> <p>Designing for Deep Learning Network is a specialised AISNSW program that supports school executive and senior teachers to incorporate the learning competencies (6Cs) into their whole of school teaching and learning programs to underpin the curriculum. Deep Learning integrates academic skills with personal and social capabilities and gives priorities to those capabilities and dispositions that support whole-school learning and living.</p>	1

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Teacher professional learning, accreditation and qualifications (continued)

Professional learning activity	Number of staff participating
<p>Dive into Dibels</p> <p>Dive into Dibels discusses the DIBELS literacy assessment including what it is, how to use it, why use it. It covers formative and summative assessment including monitoring progress, beginning of year, middle of year and end of year assessments. Across a school context, the course shares how the assessment can be used to ensure consistent judgement across teachers.</p>	1
<p>Identifying and Responding to Children and Young People At Risk</p> <p>Training covered the legislative responsibilities for reporting, types of abuse and neglect that children and young people are most commonly exposed to and possible indicators and the reporting process for child protection in independent schools</p>	1
<p>Science of Reading Learning Lounge Series 1</p> <p>The Science of Reading is research based and therefore supports advice about how students learn. This adds to teacher knowledge and enables further support of students' literacy achievements. The online portal offers direction on how to integrate the online library, literacy reviews and SOR videos into everyday teaching.</p>	1
<p>Science of Reading Learning Lounge Series 2: Snippets and Teaching Tips</p> <p>See description for Science of Reading Learning Lounge Series 1</p>	1
<p>Science of Reading Learning Lounge Series 3: Benefits of an online library</p> <p>See description for Science of Reading Learning Lounge Series 1</p>	1
<p>Science of Reading Learning Lounge Series 4: Tune into the Sounds of Reading</p> <p>See description for Science of Reading Learning Lounge Series 1</p>	1
<p>Science of Reading Learning Lounge Series 5: Evidence Based resources</p> <p>See description for Science of Reading Learning Lounge Series 1</p>	1

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Teacher professional learning, accreditation and qualifications (continued)

Professional learning activity	Number of staff participating
<p>Sounds Write Podcast Ep 1: Decodable Reader</p> <p>The Sounds Write podcast allows teachers to participate in up to date learning, knowledge and practice, targeted to a whole school focus on structured literacy across stages. For teachers already trained in Sounds Write, the podcasts refresh and review relevant and recent research into the structured literacy approach.</p>	1
<p>Sounds Write Podcast Ep 2: What is Sounds Write?</p> <p>See description for Sounds Write Podcast Ep 1: Decodable Reader.</p>	1
<p>Sounds Write Podcast Ep 3: Phonics with Fidelity</p> <p>See description for Sounds Write Podcast Ep 1: Decodable Reader.</p>	1
<p>Sounds Write Podcast Ep 4: Sound to Print</p> <p>See description for Sounds Write Podcast Ep 1: Decodable Reader.</p>	1
<p>Sounds Write Podcast Ep 5: Speech pathology</p> <p>See description for Sounds Write Podcast Ep 1: Decodable Reader.</p>	1
<p>Supporting primary students following a disaster or community trauma.</p> <p>After the 2022 Flood, there was an identified need within our school community to support students who had experienced trauma following this natural disaster. This course has been developed to provide educators with a foundational understanding of their role in the recovery process. It offers a practical framework and tips for supporting young people following a disaster, as well as preparedness skills and knowledge you can use in your daily practice and programs.</p>	1
<p>Teacher productivity with Office 365</p> <p>This course covers tips and tricks to use Office 365 for personal productivity, from file management to Calendar and Word online. Participants learned how to apply the demonstrated skills for building classroom resources and investigate the various implementations for each platform.</p>	1

Teacher professional learning, accreditation and qualifications (continued)

Teacher Accreditation

Level of Accreditation	Number of teachers
Provisional	1
Proficient Teacher	4

Teacher Qualifications

Category	Number of teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	5
ii. Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Workforce Composition

School Staff

Teaching staff	5
Full-time equivalent teaching staff	4.4
Non-teaching staff	4
Full-time equivalent non-teaching staff	2.3





Student Attendance

Grade	Whole year attendance rates for 2022 by year level
Kindergarten	75.99%
Year 1	84.70%
Year 2	76%
Year 3	68.11%
Year 4	72.26%
Year 5	75.74%
Year 6	68.83%
Year 7	79.35%
Whole year attendance rate for the whole school (K-7)	75.12%

Enrolment Policies

The Enrolment Policies for Families is available on our website at:

<https://www.thesmallschool.org.au/policies-procedures>

This provides families with a full description of the enrolment process.

The Enrolment and Attendance Policy is a policy which is for internal use, it is consistent with the Enrolment Policies for Families and describes in detail the school's procedures for enrolment and attendance.



Other School Policies

TSS has policies concerning student welfare. They include:

- Behaviour Management Policy;
- Anti-Bullying Policy;
- Raising a Concern or Complaint Policy;
- Well-Being and Safety Policy.

As a democratic school we are committed to procedural fairness for children, parents and staff alike in all our day-to-day activities. We do not allow corporal punishment of any kind in our school and have policies to guide our actions to ensure that we uphold procedural fairness when disciplining children. This remains the case in the event of suspension or expulsion, where adherence to policies is critical.

Our Behaviour Management Policy is concerned with supporting a culture of relationship building and connection, with a view to always wanting to create a feeling of belonging in school life. Misbehaviour in most cases is seen as developmentally normal and usually responds to consistent, gentle and supportive redirection.

Participation of children in the development of the school's behavioural expectations (rules) is critical. Agreements are reached through discussion of the what, why and how and of dissenting views.

Bullying occurs when we feel frightened, unsafe, embarrassed, angry or unfairly treated as a result of someone's behaviour towards us. It can be confusing and isolating. At TSS we talk openly about bullying – what it is, how it affects people and what we can do about it.

Staff understand that bullying can have complex dynamics and that children who display bullying behaviour may be experiencing difficulties in their lives outside of school or may be responding or retaliating

to another undetected or unreported incident.

Special Circles provide a forum to address concerns about bullying. However, this is not a carte blanche approach. Each incident of concerning behaviour is different as are the feelings of the child affected. Some children may want to address issues in a Special Circle. For others this is too confronting, and teachers must support children to have their voice in a different way, usually by speaking on their behalf until they have the confidence to speak for themselves.

Our close relationships to children and consequent close observation of their relationships with each other, provides very strong protection against any systemic behaviour going unnoticed or unaddressed.

Our approach to protecting children against bullying is contained in our Anti-Bullying Policy available at www.thesmallschool.org.au/policies-procedures

Other School Policies (continued)

The following table provides further summaries of our policies relating to student welfare.

Areas identified for improvement in 2022 and outcomes	Changes made in 2022	Access to policy
<p>Well-Being and Safety Policy</p> <ul style="list-style-type: none"> • Describes the culture and overarching principles TSS ascribes to for the wellbeing and safety of both children and staff. • It references other TSS policies related to physical health and health plans, codes of conduct for children, parents, staff and child protection. • It outlines the framework which supports the physical, emotional, intellectual and social safety of children. Similarly, for staff, it outlines the foundation of the rights of staff to work in a professional and safe environment and references the Work, Health and Safety Policy. 	<p>Policies reviewed. No substantive changes.</p>	<p>On the school website, link below*.</p>
<p>Anti-Bullying Policy.</p> <ul style="list-style-type: none"> • Provides clarification of what a safe environment is for children, what the effects of bullying can be, the responsibilities of staff, children and parents in relation to the prevention of bullying, how we monitor the nature of relationships at the school and how we address problems using principles of restorative justice as far as possible. • Restorative justice principles include guided discussion and negotiations. This process is described more below in Behaviour Management Policy. 	<p>Policies reviewed. No substantive changes.</p>	<p>On the school website, link below*.</p>
<p>Complaints Handling Policy</p> <ul style="list-style-type: none"> • Sets out the process for raising concerns or complaints about any aspect of the school's operations. • States the goal of creating a culture of openness in receiving constructive complaints with a view to strengthening the school through their effective resolution. • Provides the steps for making a complaint. 	<p>The school's complaints policies have been reviewed and amalgamated into one complaints handling policy which include staff misconduct processes.</p>	<p>On the school website, link below*.</p>

*www.thesmallschool.org.au/policies-procedures

School determined priority areas for improvement

Areas identified for improvement in 2022 and outcomes

Our whole school approach to literacy through a Science of Reading professional development project.

We have aligned our Science of Reading Training with the roll out of the new NSW syllabuses. The K-2 teachers and learning support teacher are currently working together on the latest research on the Science of Reading to create a scope and sequence for the infant class. The other classroom teachers are continuing with research and will add their knowledge and create a whole school scope and sequence with the introduction of the new English syllabus in 2024.

Our classroom space through the addition of a new classroom for older students

The new classroom has been operating since August 2022. The extra space has very beneficial to the school's development.

In 2023, we intend to improve:

1. The role of the Office Administrator
2. The School Board policy review process
3. Our system of restorative justice and behaviour management
4. Development of our leadership team with senior teachers taking on a heads of primary and secondary roles.



Initiatives promoting respect and responsibility

The Small School continues to build on its culture of respect and responsibility. As a democratic school we involve students in class and school meetings, creating the environment for them to have a say in some aspects of how the school is run and what they learn. Children also have responsibilities in caring for the school and upholding agreements created collaboratively. Across all school contexts, we create opportunities for children to express themselves in an environment that prioritises safety, inclusion and respect.

The BAT (Becoming A Teenager) program continued to grow in 2022 with the middle school students learning about respectful interactions with others and learning about the responsibility of decision making.

In 2022 the students in the middle school took on the leadership roles in creating large events. They worked with parents and staff to build a whole school performance which saw these older students writing the script, making costumes, running the lighting, making and selling the tickets as well as leading the performance on stage. It was important to all students to respectfully give feedback on this event and suggest improvements for next year. Students, from all classes, were given the responsibility of running market stalls for the term 2 community day. Students exercised responsibility in input from the inception to the delivery of the event and created a day to remember.

Parent, student and teacher satisfaction

An area of improvement identified by parents related to the music program on offer at the school. TSS has improved its music program through the use of music tutors and the involvement of music in the first whole school performance this year.

Explicit feedback is sought from students by the teachers in an age-appropriate way across the school. This is done through discussions in classrooms and through a fortnightly whole school meeting.

Parent feedback was sought twice during the year in the Parent Information Sessions. These are face to face sessions in Term 1 and 3, held at the school and via Zoom for parents unable to attend.

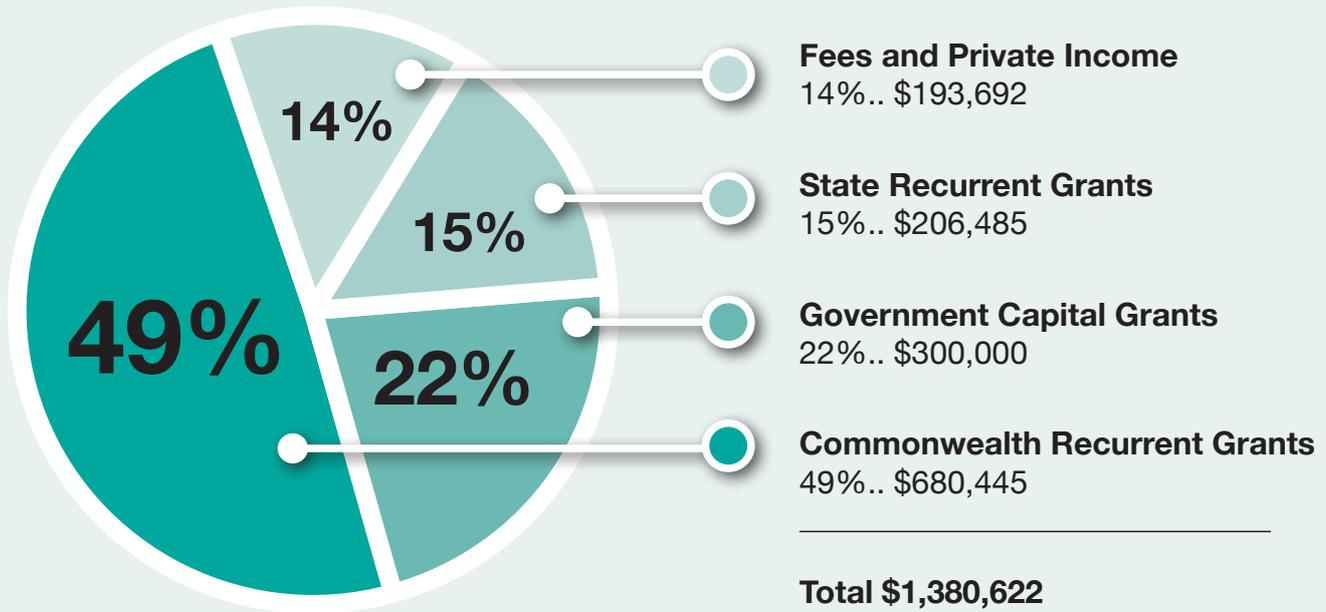
Three-way conferences (parent-teacher interviews) and Hopes and Concerns meetings for new students continue to provide opportunity for parent feedback.

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

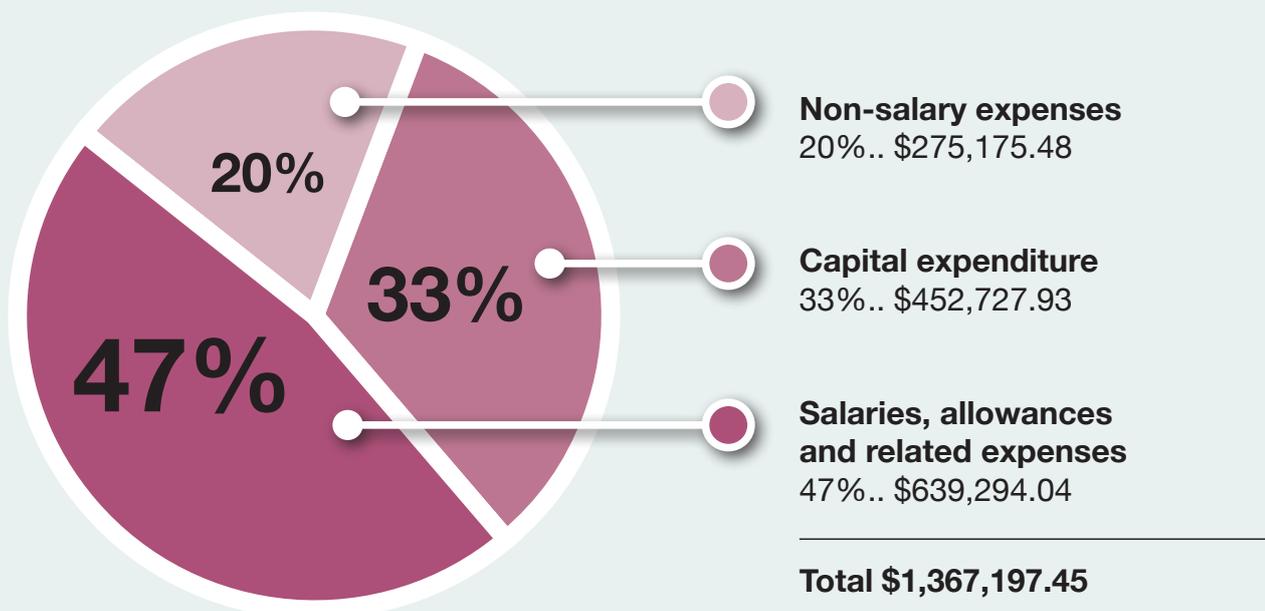


2022 Summary Financial Information

Recurrent / Capital Income



Recurrent / Capital Expenditure







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