

The Tombolo Academy

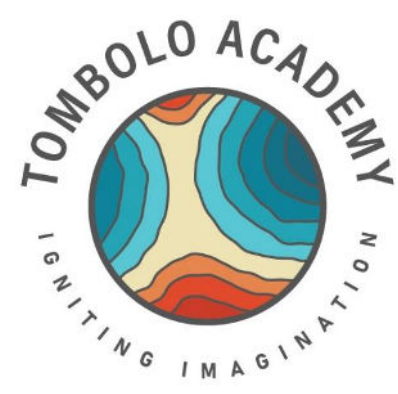
Annual Report 2023



Tombolo Academy, AGEID 87019, 453 Bluff Road, Hampton 3188,
Victoria

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Acknowledgement of Country

Tombolo Academy acknowledges the Aboriginal and Torres Strait Islander peoples as Australia's First People and Traditional Custodians of the land. We acknowledge and pay our respects to the Boonwurrung people, who are the traditional owners of the land on which we meet, teach, and learn.

Chair's Report

The school grew to 37 students in 2023 - its third year of operation. We continue to face new challenges, as the school develops and grows, but what has been pleasing is to see all parts of our school community, parents, students, staff, and our Board aligned and moving forward together in the same direction.

Some good foundations continue to be developed and implemented for the three key pillars of a school, "Students, Staff and Environment".

For our students, from Years 3 to 10, we continue to see a waiting list and enquiries exceeding our capacity to admit. The reputation of the school appears to be positive in the wider community, and with our current and prospective families.

Parent and staff feedback shows a humbling deep level of appreciation for the difference that the school, Helen, and all the staff are making to our students. For us that is really "what it's all about". To see our students grow and flourish, and also to see when they are ready, their enthusiasm and engagement become infectious is priceless.

We now have a committed core group of teaching and student care staff that work well together, a really good team brought together by our principal Helen. Our greatest current challenge remains attracting additional teachers, to cover a full range of subjects especially in the high school years, and to allow the executive to grow in their roles as leaders, rather than having to cover gaps in teaching staff.

A number of initiatives have been put in place around attracting additional teachers, but we remain grateful to our existing staff, both teaching and support, who have remained committed despite receiving other offers, in the current state of the employment market. We were pleased to see Matt Newman start as our Business Manager in 2023 and appreciate the changes he continues to make.

With respect to the school environment and premises, the first feedback that returning visitors usually give is how well maintained the school is. The

buildings were substantially renovated over the summer of 2021/22, but are not new, and we appreciate the care that the school community takes of the school.

The Board continues to meet regularly, with many volunteer hours committed. As we move out of start-up phase, we are committing to greater focus on ensuring the longer-term viability of Tombolo Academy, with the operational side of the school now being well managed by the Executive.

Current continuing projects include:

- Ongoing development of our curriculum for our students, and for our teaching staff.
- Continuous development of our staff, as well as attracting new staff to provide for managed growth.
- Upgrading and developing our school policies, as we continue to grow and approach our first VRQA audit, expected to be in 2025.
- Master planning for school premises.

Our success and growth in 2023 was directly linked to the continuing dedication of our ongoing Executive, being Helen our Principal, Alex our Assistant Principal, and Matt our Business Manager supported by teaching, student care, administration staff, and the Board. Some extraordinary progress has been made, and on behalf of the Board we thank each and every team member for their energy, commitment, passion, and consistency in enhancing our school.

No doubt, we will face new and unexpected challenges as we move forward, but many exciting opportunities also will present.

Thank you to all of our school community, our families, students, Executive, staff, and Board for another excellent year. We look forward to continuing to work with you to make a positive difference.



Mark Northeast – Chair
Tombolo Academy Ltd

Statement from the Principal

Dear Tombolo Families,

As we reflect on our journey over the past twelve months, I am filled with immense pride and heartfelt gratitude for the remarkable progress and achievements we have accomplished together. Despite the unique challenges of being a startup school, our path has been marked by significant growth, unwavering support, and a profound impact on our community.

Our student numbers have increased, a testament to the trust our community places in our educational vision. This growth has not been just in numbers but in the richness of the diverse and vibrant learning community we are building. Our amazing parent community has been a cornerstone of our success, providing unwavering support and partnership in our mission to create an inclusive and nurturing environment for all students.

Student outcomes at Tombolo Academy are on an upward trajectory. We witness this improvement daily through our interactions with our students, their enthusiasm for learning, and their growing confidence. Our NAPLAN results have further highlighted the strengths and potential of our neurodiverse learners, showcasing their unique talents and capabilities.

We are steadily increasing our resources and refining our engaging educational framework. These enhancements are designed to support our students' diverse needs, ensuring every child can excel and reach their full potential.

Most importantly, we are transforming lives. Tombolo Academy is not just a place of learning; it is a community where students feel they belong, where they are celebrated for who they are, and where they thrive. The sense of belonging and empowerment our students experience here is the foundation of their success.

As we look ahead, we remain committed to fostering an environment where every student feels valued, supported, and inspired to achieve greatness. Together, we are building a legacy of excellence, inclusivity, and innovation.

Thank you for your continued support and dedication to our shared vision.

Helen Barrett

"The fact is that given the challenges we face; education doesn't need to be reformed—it needs to be transformed. The key is not to standardise

education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."

— Sir Ken Robinson

Tombolo Academy School Board

Chair and Director	Mark Northeast
Director	Alan Wayne Saunders
Director	Deanne Cannizzaro
Director	Emma Grey
Director	Thomas Velican
Director	Anne Warner
Director	Charlotte Rendle Short

Statement of Commitment from the Principal

The Principal attests that:

- All teachers at the school are registered by the Victorian Institute of Teaching (VIT).
- The school has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply).
- All expenses and commitments of funds have been used to support educational outcomes and operational needs; and
- The school complies with the Child Safe Standards prescribed in Ministerial Order 1359 Child Safe Commitment.

Tombolo Academy is committed to the safety and well-being of all children and young people. This will be the primary focus of our care and decision-making. Tombolo Academy has zero tolerance for child abuse. We are committed to providing a child-safe environment where children and young people feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and linguistically diverse backgrounds and the safety of children with a disability. Every person involved in Tombolo Academy is responsible for understanding the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Democratic Principles

Tombolo Academy is committed to the principles of a liberal democracy.

1. We believe in an accountable, democratically elected government.
2. We respect and observe the rule of law and believe that no person is above the law.
3. We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender, or other attributes.

4. We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs.
5. We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.
6. We believe in the values of openness and tolerance, and value and respect all members of the school community regardless of background.

School Overview

Tombolo Academy is an Independent Specialist School established in 2021, located in Hampton, Bayside. It caters to highly capable neurodivergent students, often referred to as Twice-Exceptional, and is registered to enrol students from Year 3 to Year 10.

The Tombolo Academy Mission

Every day, and for every student, we deliver a rich educational program that emphasises the strengths, gifts, and talents of our students, providing the building blocks necessary to be successful throughout their lives.

The Tombolo Academy Vision

We imagine a time when all our students recognise their boundless potential, embrace their differences, and are accepted for their uniqueness.

The Tombolo Academy Values

At Tombolo Academy, we are committed to sustaining a positive environment in which all students and adults can flourish in an inclusive setting where all members of the community feel safe and valued. We bring these values to life through:

Respect

- Respect ourselves.
- Respect each other.
- Respect our community and the world around us.
- Value and support diversity.

Humility

- Remain humble despite our personal achievements, strengths, and differences.
- Take responsibility for our actions.

- Make informed choices and are considerate of others, and our community.
- Grow with dignity and integrity.

Resilience

- Are brave when faced with challenges.
- Positively adapt to change in a variety of contexts.
- Show commitment and apply ourselves until the end.
- Build confidence to solve problems and connect failure to learning.

Curiosity

- Find the joy in learning.
- Have a sense of adventure and are willing to try new things.
- Develop an awareness of our place within the global community.
- Develop a sense of interest and wonder.

Collaboration

- Work with others to achieve success.
- Foster strong partnerships between students, teachers, and others in our community.
- Acknowledge that by working together in a positive and constructive manner enables us to achieve collective outcomes.
- Take collective responsibility for the success and wellbeing of all learning in our community.

Empathy

- Treat others with care and compassion.
- Consider the feelings of others before we act or react.
- Understand and appreciate the cultural diversity of our community.
- Develop an awareness of how we might impact the feelings of others.

Every day, we align our actions with our core values.

We recognise and embrace the potential in every student.

- At Tombolo, we recognise the power of forging solid and meaningful relationships with every student. These relationships serve as the foundation on which their educational experiences are built. By truly understanding and valuing each student's background, strengths, challenges, and dreams, we create an atmosphere of trust and collaboration.
- Our high staff-to-student ratio allows us to provide personalised attention that nurtures every student's unique potential. Our educators

model the learning process, scaffolding complex concepts and offering consistent support. No student is left to navigate the journey alone, ensuring each one has the tools and encouragement needed to thrive.

- Each student has an Individual Learning Plan with clear, achievable learning goals.
- We have high expectations for every student. During every learning activity, students receive positive feedback in real-time and guidance for improvement.
- Each student is given a student support plan that details tailored strategies for ensuring engagement in learning.

Every student deserves to experience a sense of curiosity and wonder throughout their educational journey.

- At the heart of our educational philosophy lies the unwavering belief that every student is entitled to not just education, but a journey filled with the sheer joy of learning. We aim to foster a profound sense of wonder and curiosity within each young mind.
- We have carefully crafted an educational experience that is both engaging and innovative, seamlessly aligned with The Australian Curriculum.
- Our commitment to continually developing the curriculum ensures that our students meet academic milestones, develop essential life skills, and have a holistic understanding of the world around them.

We invest in nurturing strong partnerships.

Individualised Attention: Every student at Tombolo is more than just a name; they are unique individuals with distinct needs and aspirations. We take the time to understand each student personally, allowing us to tailor our approach to their specific needs.

Open Channels of Communication: At Tombolo, we maintain an open and transparent communication line with students and parents. Regular updates, meetings, and dialogue platforms ensure everyone is on the same page, fostering trust and understanding.

Holistic Support: Our commitment to our students extends beyond academics. We prioritise their overall well-being and growth. Whether

through counselling services or mentorship programmes, we provide a comprehensive support system that nurtures their emotional, social, and intellectual development.

Engaging Family Involvement: We understand that parents are integral partners in a student's journey. At Tombolo, we actively involve families in school activities, workshops, and events. This collaborative approach strengthens the home-school connection and reinforces the sense of community that underpins our institution.

Celebrating Diversity: We celebrate this diversity and create an inclusive environment where every student feels valued and understood. This inclusivity lays the groundwork for authentic relationships to flourish.

Empathy and Understanding: Our educators and staff embody empathy in their student interactions. They understand that each student's journey is unique and has its hurdles. This empathetic approach fosters a sense of belonging and reassurance within our school community.

Continuous Feedback Loop: Feedback is a two-way street. We encourage students to provide input on their experiences, ensuring their voices are heard. This feedback loop helps us refine our practices and demonstrates our commitment to continuous improvement based on their needs.

At Tombolo, building strong relationships isn't just a statement; it's a core philosophy. Through personalised attention, transparent communication, holistic support, family involvement, and an unwavering commitment to empathy, we create an environment where every student thrives and every relationship flourishes.

Staff Composition, Teaching Standards and Qualifications

All teachers employed at the Tombolo Academy are registered with the Victorian Institute of Teaching (VIT).

In 2023 the staff comprised of 18 teaching, support, and administrative staff, with a mix of full-time and part-time.

No staff members identified as being of Aboriginal and/or Torres Strait Islander background.

Staff composition in 2023 was as follows:

<i>1.0 FTE Principal</i>	Helen Barrett Postgrad. Cert. of Education with QTS B. of Arts (Hons) Business and Finance
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	B. of Arts (Hons) Humanities, English and Psychology First Aid and CPR
<i>1.0 FTE Assistant Principal</i>	Alexander Newman Postgrad. Cert. in Education with QTS B. of Arts (Hons) Outdoor Adventure with Sports Development First Aid and CPR
<i>0.4 FTE Occupational Therapist</i>	Christine Hall B. of Applied Science (Occupational Therapy) Graduate Diploma of Neurosciences, Year 1 Occupational Therapy Driver Assessment course Certificate IV in Assessment and Training
<i>1.0 FTE Primary Teacher/Curriculum Writer</i>	Helen Fricker Postgrad. Cert. in Education with QTS B. of Arts (Hons) Inclusive Education First Aid and CPR
<i>1.0 FTE Teacher Maths Teacher</i>	Joshua Grierson Postgrad. Cert. in Education with QTS B. of Arts (Hons) International Relations and Mandarin Chinese First Aid and CPR
<i>1.0 FTE Primary Teacher (January to June 2023)</i>	Fraser Kirton B. of Education Specialisation: Special Needs Education First Aid and CPR
<i>0.6 FTE Teacher Art and Design Technology Teacher (January to July 2023)</i>	Rick Price Graduate Diploma of Education Majoring in Art and Design Master of Fine Art Bachelor of Arts Majoring in Clay First Aid and CPR
<i>0.6 FTE English and Drama Teacher</i>	Kim Anderson B. of Arts/Theatre Graduate Dip. Ed. First Aid and CPR
<i>0.4 FTE Primary Teacher</i>	Kim McClounan B. of Teaching B. of Creative Arts, Photography First Aid and CPR
<i>1.0 FTE English and Humanities Teacher</i>	Alastair Witts B. of Arts Combined Studies English (Intensive) and Social Policy Postgrad. Cert. in Education with QTS

	First Aid and CPR
1.0 FTE Permission to Teach- Sports Teacher/Education Support Assistant	Daniel Lewis Foundation Degree in Learning and Teaching National Diploma – Sport Development and Fitness Level 3 - Tennis Coach Qualification First Aid and CPR
0.8 FTE Education Support Officer (April onwards)	Amelie Green B.Sc. Sports Performance, Graduate degree, M.Ed. Learning, Media and Technology in Education. First Aid and CPR
0.8 FTE Permission to Teach- Sports Teacher/Education Support Assistant	Craig Fraser B. of Arts (Hons): Sports Coaching and Physical Education FA Soccer Level 1 and First Aid and CPR
Education Support Assistant (April to present)	Daniel Sillar B. of Science; Major in Mathematics, Extended Major in Computational Science First Aid and CPR
1.0 FTE Business Manager (January-April 2023)	Pravin Ramdany MA in Commerce (Professional Accounting) B. of Business Administration (Accounting Diploma in Accounting (LCCI) First Aid and CPR
1.0 FTE Business Manager (August to present)	Matthew Newman B. of Arts (Hons) Spanish and Business Studies CIPD (Chartered Institute of Professional Development). CPR
0.9 FTE Administration Officer	Melissa NeSmith Dip. in Secretarial Studies Cert. III in Children’s Services (Teaching Assistant) B.Sc. in Education (Special Ed K-12) M.Sc. in Education First Aid and CPR
0.6 FTE Finance Officer (March to present)	Christine Yu CPA MA of Professional Accounting B. of Commerce

Student Report

The school had 41 students throughout the year. The attendance average is usually less than 95 percent as the school serves students who have disengaged from mainstream education. When students first enrol, they sometimes start on a graduated timetable to help them acclimate to the learning environment. Many haven't been in a school setting for an extended period, requiring a gradual reintegration process.

The rates of attendance for the 2023 year as per the annual student attendance data were:

Year 3	90%
Year 4	83%
Year 5	89%
Year 6	75.83%
Year 7	68.67%
Year 8	76.56%
Year 9	78.71%
Year 10	92%

Tombolo Academy complies with the Australian Education Act (2013), which requires children of school age to be in full-time attendance at school.

- All enrolled students are required to attend school unless reasonable and valid grounds exist for their absence.
- Illness is reasonable grounds for absence.
- Parents are responsible for ensuring that their children attend school regularly and are only absent if unwell or if absolutely necessary.
- Parents are responsible for providing the school a written note or telephone call explaining why an absence occurred.
- Teachers record all student absences in both the morning and the afternoon.
- Government departments and enrolment auditors may seek student attendance records.
- Staff contact parents with high levels of unexplained or unapproved absences to develop and implement strategies to minimise absences.
- Staff provide strategies to support neurodiverse students who have had a pattern of school refusal at their previous school.

Curriculum

The Tombolo Academy curriculum is creative, flexible, and innovative. It involves explicit teaching of different strategies, teacher modelling, and scaffolding. Students have clear learning intentions and success criteria. Class

sizes are small, with a maximum of 10 students and two staff per class. Teachers are there at the point of need and offer 1:1 support when required.

As a new school, we are continuously evolving, refining, and broadening our educational framework in alignment with the unique requirements of our student cohort. Our dynamic curriculum is carefully designed to foster an environment of curiosity and inquisitiveness among our students.

Tombolo Academy is committed to crafting a curriculum that genuinely connects with our students in today's ever-changing world, where technology shapes much of our lives. At Tombolo Academy, we value each student's unique interests and potential. Our curriculum is thoughtfully designed to weave together their passions with the latest technological advancements. This means that students learn topics that matter to them and gain the essential skills to thrive in our modern world. By adapting to these changes, we ensure our students aren't just prepared for the future – they're shaping it.

The current scope and sequence of integrated topics are categorised into four-term units (two-year rolling program) of work linked to the Australian Curriculum.

Cycle One	Cycle Two
Culture and Celebrations - Making Connections	This is Earth - Past, Present and Future
Adaptation and Survival - A Race Against Time	Beyond – The Expanding Universe. What is out There?
Influential People Who Changed the World. What was their impact?	The Great Civilizations – How Have They Impacted our World Today
Globalisation – Have we gone too far?	Our Planet, our Future – Sustainability

Professional Development

All registered teachers at Tombolo Academy must engage in at least 20 hours of professional development (PD) activities each year to renew their registration. All staff participated in staff meetings and daily briefings, frequently presenting areas related to professional development. Staff also have access to the PD offered by ISV and other professional development organisations.

In 2023, staff attended seminars on

- HLTAID009 Provide CPR

- Mandatory Reporting: DET
- Child Safety: Moore
- ASCIA Anaphylaxis e-training
- 22578VIC Course in First Aid Management of Anaphylaxis
- 22579VIC Course in Verifying the Correct Use of Adrenaline Injector Devices
- NAPLAN School Readiness Training
- Six Steps to Developing Your School Strategy-ISV
- Seminar on “Understanding Perfectionism”
- Solo Taxonomy Course
- Artificial Intelligence (AI) For All – 6 webinars
- Executive functioning
- Minecraft Education
- Canva
- Microsoft 365 Training

All staff attended onsite PD days and online seminars throughout the year.

Standardised Assessments

14 students took part in NAPLAN 2023

Certificates of Achievement NAPLAN

The NAPLAN Certificates of Achievement are prestigious awards given to students who have demonstrated exceptional proficiency in either Reading or Numeracy during Year 9. These awards are granted to the top 5% of the student population in the state who excel in these subjects.

Out of the six Year 9 students eligible for the award, four outstanding students received the NAPLAN Certificate of Achievement. This extraordinary feat highlights the student's unique abilities.

32% of tests taken were exceeding, 85% were strong or exceeding:

- Numeracy: 11/13 (85%)
- Reading: 13/13 (100%)
- Writing: 11/14 (79%)
- Spelling: 13/14 (93%)
- Grammar & Punctuation: 10/14 (71%)

This year's results show a positive shift towards more consistent data, indicating that the performance disparities between areas of strength and weakness have narrowed or stabilised. This improvement can be attributed to students' development of effective coping strategies, targeted interventions, and specialised teaching techniques. While this trend is encouraging, it is

essential to maintain a holistic approach to education for neurodiverse students, considering both their giftedness and learning challenges and ensuring ongoing support and collaboration among educators, parents, and specialists to foster their continued growth and success.

Parent and Student Feedback

Parent quotes:

“Thank you to everyone at Tombolo for how you all support the unique person xxx is becoming. Without Tombolo his path would have been more difficult and we, as a family, really appreciate everything you all do and the close friendships he has made.”

“Dear Tombolo Staff, please know the profound and life-changing impact you have had on the trajectory of xxx’s education. Your caring support & targeted challenges have helped her blossom into a strong & independent learner who can self-advocate, while also being an empathetic friend, an ally & a leader. Xxx leaves Tombolo with a happy heart, a confident attitude & deep sense of gratitude to every staff member who has guided her along the way. Thank you so much! Please enjoy your end-of-year function & celebrate your success as a wonderful team!”

“Not all heroes wear capes! Thank you to each and every one of you at Tombolo. Your dedication to the school, environment and most importantly the students is something we thank you for every day. Please don't underestimate the impact you are having with our kids. Wishing you all an amazing break and festive season.”

Student quotes:

“Thank you teachers & staff at Tombolo for a fantastic, engaging & supportive 2023! Enjoy your holidays!”

“Tombolo is the perfect school for me” says xxx, and we agree with him. The care and challenges you give him are helping him grow and feel better every day. We are so lucky to have you as his teachers.”

LEAD School Effectiveness Surveys

Parent Satisfaction Survey 2023:

Below are a sample of the responses from parents.

Averages per Question	2023	ISV Mean
The learning program offered at this school meets the needs of individual students.	9.09	7.69
The school provides an excellent environment in which to learn.	9.44	8.33
The school changes the curriculum to improve student achievement.	9.07	7.59

Teachers understand the differing abilities of students and teach accordingly.	9.42	7.56
Teachers at this school are keen to help students of all abilities.	9.59	8.02
Teachers provide excellent help and support for students when it is needed.	9.12	7.91
The school is open to new teaching strategies.	9.27	7.77
Students from different backgrounds and cultures are treated equally at this school.	9.79	8.62
The school assists in the development of the students' social and personal skills.	9.44	7.94
The school is a safe place in which to learn.	9.66	8.72
The discipline in this school follows established and well-known procedures.	9.46	7.85
Racism does not pose a problem at this school.	9.56	8.19
Teachers provide useful and relevant information at parent-teacher interviews.	9.03	7.96
School staff are approachable when parents want to talk about their children.	9.12	8.38
The school buildings and grounds are attractive and well-maintained.	9.09	8.66

Student Satisfaction Survey 2023:

Below are a sample of the responses from students.

Averages per Question	2023	ISV Mean
In class, I am given opportunities to explore different ways of learning things.	8.17	6.88
I understand my school's expectations for student behaviour.	8.57	8.14
Racism does not pose a problem at this school.	9.57	7.03
My school is a safe place in which to learn.	8.77	7.74
The school deals well with incidences of cyberbullying.	8.84	6.84
The school encourages me to be responsible for my own learning.	8.10	7.79
I am encouraged to try my best at my school.	8.63	8.03
The school gives me the opportunity to develop my interests and talents.	8.10	6.98
Students from different backgrounds and cultures are treated fairly.	9.18	7.76
I am taught to respect individual differences.	8.79	7.87
My teachers provide me with challenges that I can achieve.	8.57	7.37

I understand what I have been taught.	8.63	7.39
My teachers expect high standards of learning from me.	8.22	8.00
My teachers make time to help me when I am having trouble with my learning.	8.57	7.18
My teachers show me how to do things when I am having difficulties.	8.73	7.41
My work is returned to me promptly.	8.05	6.70
My teachers accept me for who I am.	9.29	7.69
I have respect for my teachers.	8.67	8.17
My teachers do not hold grudges against students in my class.	8.24	6.41
My teachers care about my feelings.	8.59	6.86
My teachers take a personal interest in each student.	8.40	6.52
My teachers are knowledgeable about the subjects they teach.	8.90	7.91
My teachers make the work we do in class interesting.	8.50	6.47
My teachers make me work hard.	7.83	7.66
My teachers at this school are keen to help students of all abilities.	8.87	7.50
My teachers at this school are enthusiastic about their teaching.	9.10	7.32
My teachers encourage me to improve the standard of my learning.	8.87	7.62

Staff Happiness Survey 2023

The staff happiness survey was conducted monthly during 2023. The average score is displayed below, along with a selection of staff comments.

Average happiness over 12 months to end 2023	8.7
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Staff Feedback

“We have amazing students and a great team.”

“I feel that the school is running very smoothly - people are being consistent with their approaches with the students and collaborating well, which has had a positive impact on all areas of the school.”

“Rewarding to know I'm a positive influence in the students' lives.”

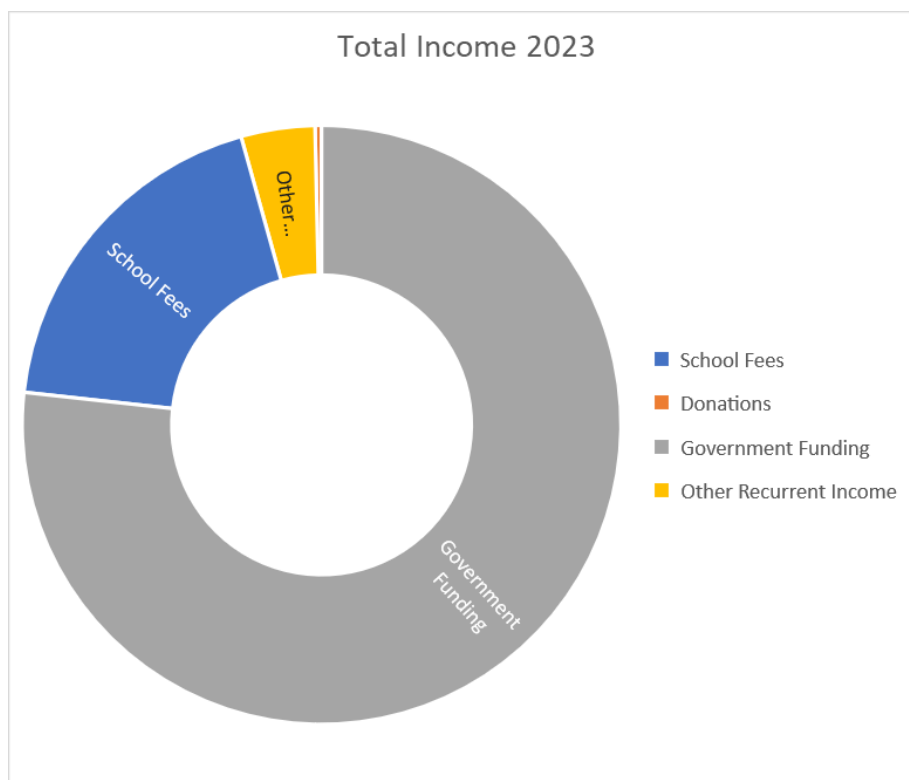
“Supportive staff and strong leadership.”

“Great team”

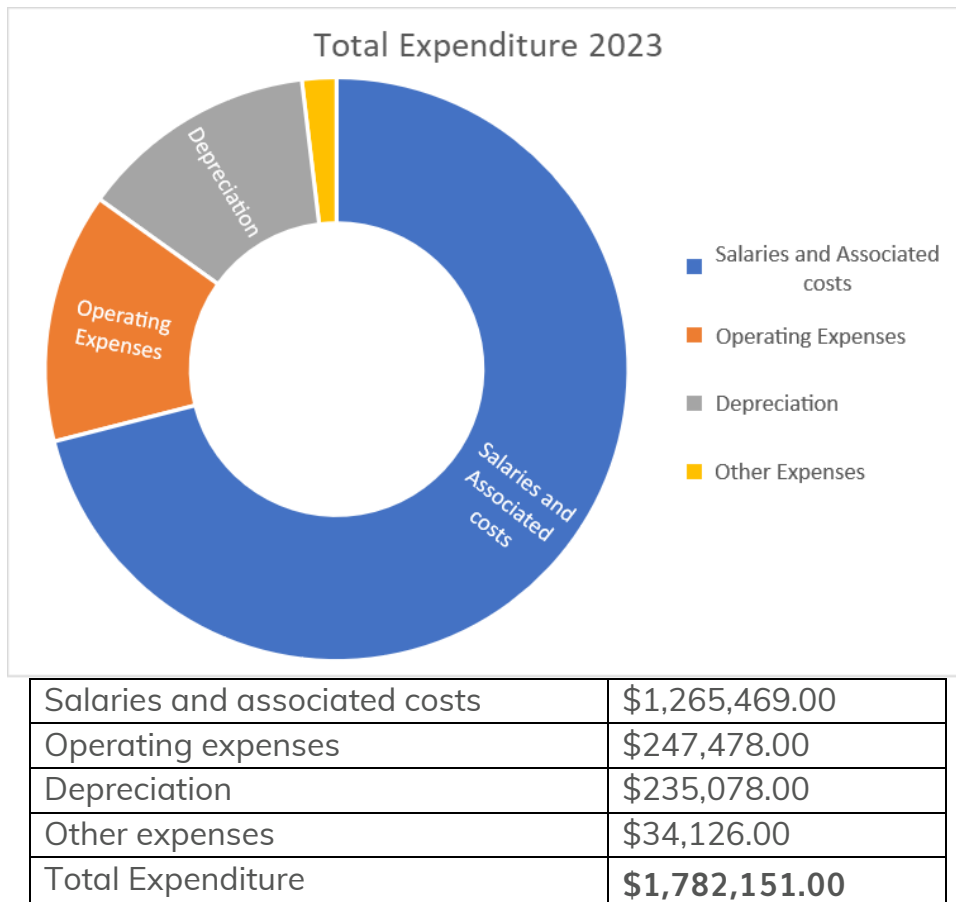
“I enjoy working with a team that is professional and compassionate and feel like we can make a real difference for the students and their families.”

Financial Report

Total Income and Expenditure for the year ended 31st December 2023



School Fees	\$432,935.00
Donations	\$8,029.00
Government Funding	\$1,755,499.00
Other recurrent Income	\$91,231.00
Total Income	\$2,287,695.00



Tombolo Academy is a not-for-profit organisation that adheres to contemporary business practices to ensure that the finances are managed in an effective manner. An annual budget is prepared, reviewed, and approved by the Board. Cash flow is managed and reconciled on a continual basis, and a Financial Risk Control Register is being developed.

Contact Information

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