Our school at a glance

“DESIRE TO DO WELL”

Established in 1865, Tallong Public School is a small school serving a diverse and changing rural community. Our school community works together to develop lifelong skills and a love of learning. Emphasis is placed on early acquisition of literacy and numeracy skills.

Tallong PS has an established Peer Support program that fosters positive attitudes and self esteem in a cooperative learning environment.

Our whole school community is committed to fostering and demonstrating positive values in education and to identifying and eliminating any potential bullying in the school environment.

We encourage healthy lifestyles. Our students participate in daily fitness activities and a variety of sports. We are fortunate enough to have our own tennis court which is utilised by all students and interested parents.

Our school is involved in local community events. Community members’ participate in music, art, drama and literary experiences that supplement our classroom programs.

Students

In 2008 Tallong School averaged an enrolment of 28 in 2 classes. The year commenced with 18 students in the K/1/2 class and 10 students in the 3/5 class. This year there were no students enrolled in year 6.

Staff

In 2008 Tallong was staffed by 2 full time teachers, a Relieving Teaching Principal and one fulltime casual Classroom Teacher who were supported part time by a School Administrative Manager, a Teacher Librarian, a Relief from Face to Face (RFF) Teacher, a Support Teacher Learning Assistance (STLA), a Teacher’s Aide Special and a General Assistant. During 2008 the General Assistant's position became permanent and was advertised and filled by the merit selection process.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Tallong Public School has a highly trained and experienced staff that continues to provide excellent academic programs, as well as

Student welfare programs

In order to maintain a positive school culture we provide effective student welfare programs. Our Peer Support program incorporates self esteem development, resilience and anti bullying strategies. Activities and discussions are designed to foster positive attitudes and values.

We aim to develop the child’s awareness of acceptable behaviour in the school setting. Our students are offered coping strategies and opportunities to practise self management techniques and relaxation. The children are encouraged to understand their own feelings and actions as well as to understand the emotions and responses of others.

We conduct Child Protection programs that teach children to know when it is OK to say NO.

Linking of Personal Development and Anti-Bullying programs enables our students to build self image while improving self esteem, resilience and empathy.

Home Reading and Tutoring

Our school is proud of our individual learning programs in Literacy and Numeracy that acknowledge individual differences and cater to specific need.

Our classroom programs are complemented by a sequentially developed home reading program that is monitored daily by parents. Student progress is reviewed weekly by the teacher and new readers issued. Generally the books issued for home reading are at one level below the instructional classroom level thus enabling the student to read with confidence and independence at home. By consolidating reading skills in this way at home, children learn to “read by reading”.

Not only do our students have the opportunity to regularly read with teachers and parents but also with trained volunteer reading tutors.
Kinder Orientation

Tallong School has an established Kinder Orientation Program that familiarises both parents and new enrolments with the routines of a small rural school.

In term 4, those enrolled in Kindergarten for the following year are given the opportunity to become familiar with the school environment. The formalised three week program aims to provide optimal experiences for our little ones as they enter the public school system and consequently develop the necessary skills and attitudes that will serve them well for their entire school career.

Opera House Performance

In 2008 all students at Tallong School received instrumental music lessons. A music specialist, Ms Catherine Weaver, gave intensive tuition to prepare some students for participation in a massed recorder performance at the Sydney Opera House. The students who represented their school this year have benefited significantly from this experience and have inspired their peers to ‘audition’ for the 2009 performance.

Student achievement in 2008

National Assessment Program for Literacy and Numeracy (NAPLAN)

Literacy / Numeracy - NAPLAN Year 3

In 2008 there were no students enrolled in Year 3 at the time of the NAPLAN.

Literacy - NAPLAN Year 5

In 2008 we had 2 students who sat for the National reading, writing, spelling, grammar and punctuation assessments.

Due to this small candidature the results are not published here but are discussed privately with parents in order to protect the identity of students.

Numeracy – NAPLAN Year 5

In 2008 we had 2 students who sat for the National Numeracy assessment.

Due to this small candidature the results are not published here but are discussed privately with parents in order to protect the identity of students.
Principal's message

In order to achieve optimum student outcomes and provide a quality education for all students in our care, we need to create an environment where children feel happy and safe.

Our students need a stable but stimulating learning environment that considers individual needs and learning styles while respecting the attitudes and values of the whole school community.

2008 has been a very rewarding year with many projects completed and some new and exciting initiatives launched.

This year we have not only focussed on continuing positive learning programs and introducing some new learning experiences for our students but we have also undertaken some major improvements to the school grounds and our learning environment.

Having identified a number of OH&S issues we endeavoured to address these concerns as soon as possible. The whole school community has been involved in drafting an achievable and prioritised plan for a school upgrade. P&C discussions were initiated by factors such as

- the receipt of Commonwealth funds to create a Covered Outdoor Learning Area,
- the much needed conversion of the old residence to our new administration building enabling an update of ICT within the school,
- safe traffic flow in the recently developed car park within the school grounds
- the need for an all weather driveway that allows improved emergency vehicle access to all areas of the grounds and
- the removal of dangerous drought affected trees.

Sadly 2008 was the year that the iconic eucalypt at the front of the school had to be removed. It had been receiving treatment over a period of six years but finally the drought took its toll. We sought opinions from three tree surgeons but they all agreed that the tree was no longer safe in a school playground and that its life was very limited. The amount of diseased canopy that would need to be removed would in effect kill the tree. With this advice, and the knowledge that similar trees had dropped large limbs and caused structural damage around the school, I had to make the emotional decision to remove the tree. The tree will be remembered by some garden sculptures created from the salvageable timber. The remainder of the wood will provide mulch for our gardens for years to come and fundraising firewood raffles.

The loss of shade now has caused us to rethink the location of the COLA. Consequently a survey of the school community identified parental concerns, priorities and aspirations that would inform the formulation of a realistic School Management Plan.

As a teaching principal I value the small school setting where collaborative planning involves both parents and staff to improve facilities.

Local history, family values and individual differences are respected at Tallong School and guide our educational programs. These strong community ties have enabled us to provide varied, motivating and unique opportunities for our students. This collaboration had enabled the provision of quality music, art, science and sporting experiences.

In 2008, with P&C support at we have been able to provide each student with the opportunity to learn an instrument and this has enabled some students to perform at the Sydney Opera House. Our students have had the opportunity this year to participate in a variety of local events such as the Tallong Apple Festival, the Paint the Pot Project and The Marulan Spring Arts and Kite Festival. Our school community believes in and values each student and their capacity to succeed.

Our open door policy ensures good communication and a safe, caring and nurturing environment.

Staff members are proud of our balanced curriculum which is enriched by parental involvement and community support and interaction. Tallong offers a pleasant child centred learning environment that highly values the acquisition of Literacy and Numeracy skills, Health and Personal Development

As Relieving Principal in 2008, I feel very privileged to have been involved with the whole Tallong School community and the education of our students.

I would like to express my gratitude to community members, staff, parents and students who made this a memorable year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robyn Neale
Relieving Principal
P&C and/or School Council message

The Tallong Public School P&C committee has held numerous fundraising events that included:

- the Local Council Voting Day Stall and Lasagne Drive $895.00,
- Apple Day stall $800.00,
- Spring bulb orders $620.00 and
- Chalk magazine orders $135.00.

This totals $2450.00 for the year.

We have put some money to use by providing clear plastic blinds for the shelter to protect the children and staff in bad weather.

New recorders were also purchased for our budding musicians.

You may remember last year we were successful in our application for a grant of $100,000 from the Investing In Our Schools program for a COLA (Covered Outdoor Learning Area). Through the diligent efforts of Mrs Neale ploughing through 'departmental red tape' we are soon to see this become a reality. Stay tuned for details!

Our canteen is operated one day a week on a voluntary basis. A special thank you is given to Sharon Williams for her enormous effort for providing a healthy, suitable and varied menu. The children are able to make healthy choices and really enjoy this tasty menu.

We, the parents, past and present, would like to thank Mrs Belinda Orellana and wish her the very best of luck in her new posting.

We would like to thank Mrs. Neale for her tireless dedication to the care and education of our students.

On behalf of the Tallong Public School P&C I would like to thank you all for attending Presentation Day 2008 and also for supporting our community school throughout the year.

Congratulations to the students, teachers and all involved spending many hours this year creating such memorable events.

Lynn Blazer
P&C President

Student representative's message

This year we did not have any year six leaders to write the report so Mrs Wright and Mrs Neale asked everyone to write about the things they remembered most. WOW !!! WHAT A YEAR !!!

This year our school had lots of visitors, real artists, musicians and a real soccer player.

We went on lots of excursions with great buses with friendly drivers and movies and seat belts. One bus looked like a white insect with feelers but really they were mirrors.

We had fun at sport Gala Days and made friends with kids from other schools. Usually we won our team games and learnt skills and the rules.

Our junior team was the best at ball games when we went to Berrima School. Everyone finished in the Cross Country. Some Kids went to the next carnival. Everyone was proud.

The discos with glow sticks were the best. Our teachers help us a lot and give us fun things to learn.

The disco, when Mrs Cox-Barlow was DJ and let us do Karaoke on stage, was the best.

I like mufti days and crazy hair. It makes learning fun.

We did lots of art and drawing and had good artists to show us their ideas and help us.

One day we went to the Opera House. It was lots of fun! The Opera House was VERY BIG!!! We played with 700 other recorder players.

I had a lot of fun at the Opera House and I hope I can do it again.

On a Thursday I went to the Opera House and played the recorder. I liked it so much I want to go again.

The Opera House was BIG for me! My favourite part was when the lights came on because they were different and pretty.

When I first got into the Opera House I felt really good. In the rehearsal they put on a light show for our entertainment. When I played the first song I was really nervous but then I got over it.

I remember most learning about Aboriginal names for animals and bush foods when we went to Sutton Forest with Mr Leighton-Daly.

I liked the running and relays at the athletics carnival. I liked that parents had a go in a relay but they didn’t win.
Last year I couldn’t skip but now I can and I liked the Jump Off.

Singing and Drama lessons with Mrs Perger and Mrs Wright helped us with our performances at the Hall. I was proud of my parents for going up on stage to perform for everyone.

I liked the Belgenny Farm trip. I remember we rounded up sheep, did the vet checks, watched the shearer shear Baabara the sheep, we did the blacksmith’s job, churned butter and saw the vineyard and the pigeon house. The pigeons were like the first mobile phones. I saw a mumified cat and heard about grave robbers. Creepy!

The olden day picnic had yummy food. My mum liked the butter we made. I liked the hot bread best. I tried the corned beef and pickles and I liked it. The parents made olden day cakes.

Camp was fun, fun, FUN! I met lots of people and did lots of sporting activities and disco dancing. My teacher was ‘the best’!

I’ve been to lots of schools so I should know that this one is the best. The teachers listen and try to be fair. They give us lots of good stuff and take us on the most excursions.

Long jump was my favourite thing at athletics.

Having a professional soccer player come to school to coach us was the best thing ever.

_These recollections were submitted by ALL students._

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Enrolment numbers fluctuated between 24 and 30 throughout the year. The year finished on 24 with boys outnumbering girls.
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.8</td>
<td>95.0</td>
<td>96.6</td>
<td>94.2</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes and Structure

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-6</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>8</td>
<td>18</td>
</tr>
</tbody>
</table>
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Tallong school has enjoyed consistent and stable staffing throughout 2008. Disappointingly the Principal, Mrs Orellana, has been on extended sick leave but there has been minimal disruption to the students learning or the management of the school. Mrs Robyn Neale, K/2 teacher, who is well acquainted with the running of the school has been relieving teaching/principal since Term 2 of 2007. Mrs Therese Wright has provided teaching continuity and consistency for our 3/5 senior class. As Teacher Librarian, Mrs Leigh Perger has contributed to stability on three days per week by teaching Science and Technology, computer skills and research skills that enrich classroom HSIE programs. Due to the funding assistance from the P&C, Mrs Catherine Weaver has been able to continue as music and recorder teacher.

Staff establishment

The following table indicates the teaching staff funded by the Department of Education and Training(DET).

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher-Release from Face to Face</td>
<td>0.084</td>
</tr>
<tr>
<td>Part time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

Staff retention and attendance

Staff have access to leave entitlements such as sick leave.
In 2008 Tallong School retained 100% teaching staff, however at the end of the year, the school was notified that Mrs Orellana would accept a position at another school rather than return to Tallong and that the position of Teaching Principal would be advertised.
A new principal will start at the beginning of 2009 and Mrs Neale will return to her classroom teaching position at Tallong.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>120,344.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>47,108.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18,810.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8,970.51</td>
</tr>
<tr>
<td>Interest</td>
<td>8,345.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>486.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>204,065.33</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 5,547.94   |
| Excursions                 | 2,390.00   |
| Extracurricular dissections| 6,283.89   |
| Library                    | 1,857.58   |
| Training & development     | 32.73      |
| Tied funds                 | 13,670.93  |
| Casual relief teachers     | 3,963.99   |
| Administration & office    | 21,173.67  |
| School-operated canteen    | 0.00       |
| Utilities                  | 6,151.05   |
| Maintenance                | 8,125.68   |
| Trust accounts             | 486.50     |
| Capital programs           | 0.00       |
| **Total expenditure**      | 69,683.96  |
| **Balance carried forward**| 134,381.37 |

In 2008 there was a need to allocate school funds to remove diseased and drought affected trees, create an all weather vehicular access driveway and prepare the site for our COLA (Covered Outdoor Learning Area). We have accepted a quote from Site Art and made the first progress payment. Dean from Site Art will act as site manager and prepare DA specifications for submission to local council. He will coordinate all aspects of the construction including drilling for posts and softfall flooring with games. Work is expected to begin in January 2009.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Tallong Public School provides a diversity of opportunities and experiences for the whole school community.

Achievements

Arts

- All students are provided with the opportunity to perform before an audience and present or exhibit work at regular assemblies attended by parents and the broader community. In 2008 students performed at The Tallong Memorial Hall Performance Night

- All students had the opportunity to receive specialised music lessons and learn to play the recorder with Mrs Catherine Weaver. Some privileged students from the primary class participated in a massed school performance at the Sydney Opera House

- All students participated in the local ‘Paint the Pot’ Project and benefited from workshops with artist Lyn Flemons and local identity Margaret Botticicco. Our students’ designs were exhibited at the Tallong Memorial Hall during the Apple Festival. The final collaborative design can be seen on the water reservoir (The Pot) opposite the Memorial Hall.

- All students participated in the Goulburn Regional Art Gallery’s Annual School Project enabling students to attend artist run workshops and prepare works for public exhibition. This year our students viewed the Archibald Prize winners and participated in portraiture workshops. Student portraits were exhibited during Education Week

- All students participated in the Marulan Spring Arts and Kite Festival. Our students entered the art/craft competition about flight using recycled materials and exhibited our large whole school work ‘Peace Dove’ that emerged during our study of symbols, China and the Olympics
• All students had the opportunity to attend and participate in two live musical performances, offered by Musica Viva, ‘Tigramuna’ and ‘Troika’ as well as the Goulburn Conservatorium of Music jazz workshop and performance by the ‘Vampires’.

• Our community is invited to our annual Book Character Parade. Both students and parents created some delightful costumes.

Sport

Daily fitness and sport programs aim to develop healthy lifelong benefits and skills that allow individual pursuits to flourish as well as team cooperation. Our students have been publicly complimented for their sportsmanship, skills and attitudes.

We are proud of individuals and teams who have represented our school at Small Schools’ events and Wingecarribee District Carnivals.

• Some students progressed to district level cross country.

• Our juniors excelled at ball games.

• Students and parents competed at the Small Schools’ Athletics Carnival. One student progressed to the next level to compete in long jump and shot putt.

• All students attended Small School Gala Days and developed soccer and cricket skills at coaching clinics and participated in age appropriate team games

• All students developed their water safety and swimming skills. Three of our students were eligible to participate at district carnivals and competed in freestyle and backstroke events.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments. The relevant scale reported for our student assessments are;

- Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) and
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

National Assessment Program Literacy and Numeracy. (NAPLAN)

In 2008 there were no students enrolled in year 3 at the time of the NAPLAN.

In 2008 our 2 students in Year 5 can be very proud of their results in overall numeracy and literacy assessments. Due to this small candidature the results are discussed privately with parents in order to protect the identity of students.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program for Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

In 2008 there were no Year 3 student results.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>NAPLAN Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Aboriginal education

Tallong School continues to provide equity of outcomes for all students.

We provide programs designed to inform and educate all students, parents and staff about Indigenous history, culture and contemporary issues. This is achieved through

- opening all school assemblies with an acknowledgement of the indigenous inhabitants of Australia with a ‘Welcome to Country’ as follows;
  “We would like to respectfully acknowledge the traditional custodians of this land. We respectfully acknowledge the past and present owners of this country on which our assembly takes place. It is a privilege to be standing on this land. We respectfully acknowledge the contributions that Aboriginal Australians, and Non- Aboriginal Australians, have made to the education of all children and people in this country. We all live in and share this country – Australia”.

- participation in local Aboriginal cultural events and attendance at the Indigenous Cultural Day at Sutton Forest School,

- artwork and class discussion that result from daily exposure to and familiarisation with the Reconciliation Calendar 2008, ‘On Common Ground’,

- exposure to National Sorry Day and relevant NAIDOC Week activities,

- specific school outcomes and targets included in the School Management Plan and school programs which reflect equity of outcomes for all students and

- integration of Aboriginal Education throughout all Key Learning Areas, predominately Human Society and Its Environment (HSIE) and Creative and Performing Arts (CAPA).

Multicultural education

Our school maintains a focus on multicultural education in all Key Learning Areas by providing activities and events that develop knowledge, skills, attitudes and values which foster harmony in a culturally diverse society.

In 2008 our school achieved this by:

- involving our whole school community in a Values in Education discussion at P&C Meeting,

- programming activities on the Olympics that involved a brief study of Chinese and Greek cultures both past and present,

- embracing the opportunity to participate in CWA (Country Women’s Association) study project on Mexico,

- sharing a multicultural theme day and morning tea hosted by CWA at Marulan School,

- provision of multicultural menus catered by our P&C on a regular basis and

- specific outcomes programming in HSIE.
Respect and Responsibility

Tallong Public School maintains a commitment to actively promote respect and responsibility within its students.

Values in Education discussions provide an opportunity whereby students, staff and parents can discuss mutual expectations and develop a partnership based on respect and shared responsibilities.

Staff, parents and senior students endeavour to model appropriate behaviours and encourage all students to accept responsibility for their own actions while respecting individual differences and the rights of others.

This was achieved through

- a well attended Values in Education discussion evening that focussed on tolerance and inclusion,
- explicit classroom teaching of anti-bullying strategies reinforced through peer support activities,
- regular involvement in community based events and projects and
- student involvement in relevant fundraising ventures that increase awareness of the wider community.

Other programs

Tallong School enjoys the benefits of community involvement and shared planning. Our school is supported by generous and creative members of the community who volunteer their time to assist with reading for pleasure, art and environmental education programs.

Paint the Pot Project

Our school maintains an active partnership with the Tallong Community Focus Group. Collaboratively we are endeavouring to foster and develop cohesion and cooperation in our rapidly changing community.

In 2008 the Focus Group initiated the ‘Paint the Pot’ project which raised student awareness of local flora and fauna, in particular the rare and endangered midge orchid and the glossy black cockatoo that feeds on our playground casuarinas. This program culminated in our students’ designs adorning the town water tank.

Rewards Program

Each year our staff organise mystery excursions and morning teas or lunches with the principal that reward student behaviour and achievement. This year the students collaboratively compiled a list of privileges they would aspire to and proceeded to achieve their goals.

Student Leadership Training

Each year our senior students attend Student Leadership Training activities. In 2008 our two Year 5 students participated in a workshop and training day in Goulburn. They were able to present an insightful and comprehensive report to parents and visitors at the Education Week Assembly.

Social and Performance Opportunities

Staff and P&C organise social events such as the Year 6 farewell disco and the end of year celebrations. In 2008 we provided a specific singing and drama program that ran for two terms and culminated in a Performance Night at the Tallong Memorial Hall that was well attended by the broader community. Talented members of the community contributed items to make the evening a satisfying success.

Parent Information Sessions

This year staff offered three information sessions designed to assist parents and to enrich their understanding of the English and Mathematics curriculum and the School’s Homework and Anti – Bullying Policies. These mutually beneficial sessions provided parents with suggestions for guiding home reading, home computer use, spelling and maths homework.
Progress on 2008 targets
The whole school community embraced the concept of the K/6 reading scheme explicitly taught across the grades.
This has enabled students to work at relevant levels and progress independently, irrespective of their enrolled grade.
Across the grades ‘Team teaching’ has proven to be very successful with e.g. Year 2 students participating in writing sessions with Year 3 students.
A whole school timetable has been introduced to allow students to move between classrooms for explicitly taught staged lessons in Literacy that are appropriate to need.
The following targets will reflect the priorities of the Tallong School Management Plan, the Targets for 2007 and the evaluations and reviews conducted throughout the year.

Target 1

**By the end of 2008, 70% of Year 3 and Year 5 students will perform at or above the state and regional average in Literacy.**

In 2008 we had no students in Year 3 at assessment time.
We had two students in Year 5 who were performing at or above the national average in literacy.

Our achievements include
- 100% Year 5 achieving band 5,6 and 7 for reading, spelling, writing, grammar and punctuation
- identification of students at risk,
- provision of individual learning programs,
- explicit teaching of language skills and reading in guided reading lessons,
- continued provision of levelled reading materials.
- implementation of regular standardised benchmark testing,
- improved recording and tracking of individual student progress.

Target 2

**By 2008, 65% of Year 3 and Year 5 students will perform at or above the state and regional average in Numeracy.** (As measured against school averages across a five year period 2001-2005)

In 2008 there were no students assessed in Year 3 and there were 2 students assessed in Year 5.
Both Year 5 students achieved at or above the national norm in numeracy.

Target 3

**All staff and students confidently using ICT for teaching and learning.**

Our achievements include;
- staff and students utilising technology with increasing confidence and effectiveness,
- provision of more laptops available for student use,
- ICT audit undertaken to inform future planned upgrade of school infrastructure.

Target 4

**To foster in all students a commitment to healthy eating habits and active participation in fitness and sport activities.**

Our achievements include;
- regular inclusion of informative health articles in school newsletter,
- student and parent participation in fitness activities such as Jump Rope For Heart,
- P&C assistance to provide meals that promote healthy eating, for example, healthy breakfast to supplement Walk to School initiative,
- Daily fitness program that is integrated with Peer Support groups,
- PD/H/PE (Personal Development, Health and Physical Education) lessons enriched by a visit from Happy Harold and implementation of the Life Education program.
- enthusiastic student participation in daily fitness activities and
- students requesting inclusion of healthy nutritional choices for packed lunches.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2008 our school carried out evaluations of explicit and sequential teaching of Numeracy skills and strategies across the grades and the implementation of the Mathematics syllabus.

Educational and management practice

Explicit and Sequential Teaching of Numeracy

Background

Staff have been focussed on developing a Scope and Sequence Chart that is aligned with the current Mathematics syllabus and ensures continuity between junior and senior classes.

A parent and staff survey identified the need to refine the recording and reporting procedures of student progress.

Findings and conclusions

Staff, parents and students believe the following:

- valuable teaching time is often lost because changing classroom teachers need to spend considerable time assessing student progress in order to establish ‘starting points’ for teaching,
- verbal communications and the recording of incidental learning and daily achievements needs to be refined,
- the mathematics program is enriched by the variety of resources available that offer a range of experiences which consolidate knowledge and skills that have been explicitly taught in class and
- students are enjoying maths in everyday situations.

Future directions

- other systems will be researched and evaluated for time efficiency when programming for multi grades,
- Current recording and tracking of student progress will be re-evaluated,
- introduction of tailored individual learning plans that meet the specific needs of students and
- Tallong School will implement a system that effectively tracks student progress, records incidental learning and is easily accessed by relevant personnel.

Curriculum

Mathematics

Background

Our school has a strong commitment to successful Numeracy Learning. Staff perceived a need to review the use of commercially produced text books to ensure that their content reflected the Mathematics syllabus outcomes and Count Me in Too strategies.

Findings and conclusions

- Staff, parents and students felt that changes in staffing should not affect mathematics programming,
- K/6 programming could bridge the perceived gap between Years 2 and 3,
- Parents are pleased with the progress of students but they would like to be more involved and aware in order to assist with homework and
- Students are enjoying cooperative problem solving groupwork.

Future directions

The whole school community is committed to;

- developing positive attitudes to maths,
- ensuring that the set homework complements and consolidates explicit classroom teaching,
- staff remaining current and up to date with the DET syllabus and Count Me in Too training,
- ensuring continuity and sequential development of numeracy learning K to 6 and
- providing regular Information Sessions for parents.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Students were pleased with number of art experiences offered each term this year and the involvement of acclaimed artists.
- Students appreciated the fitness program that improved their endurance and prepared them for cross country events, swimming and jump rope activities.
- Parents strongly endorsed the student welfare policy and resilience program.
- Parents continue to express concern about the delay in refurbishment of old school residence and subsequent delay in technology upgrade for the school.
- Staff, students and parents praised the merit awards system that reinforces and rewards positive behaviour as well as academic achievement.
- Parents praised the introduction of special privileges rewards for students who consistently achieve and maintain positive attitudes and behaviour. The Special Privileges Options List that was devised collaboratively by students and staff included morning tea or lunch out at the local café, privileged seating on bus excursions and computer game time.
- Staff appreciate the continued support, cooperation, involvement and enthusiasm of the parent body as well as the broader community.

Professional learning

The school is allocated funds each year for Professional Learning. Our staff is committed to quality teaching and strives continually to reflect best practice.

In 2008, at no cost to the school, all staff participated in:

- shared Staff Development Days at Wollondilly Public School,
- Numeracy Network meetings at Colo Vale School,
- Literacy Network meetings at Moss Vale Primary School and
- Emergency Care training at Moss Vale High.

One teacher attended the Teachers’ Recorder Training session in Sydney.

Staff participated in School based training sessions that included NAPLAN, OH&S and Merit Selection Procedures.

Staff raised their level of awareness and understanding of indigenous culture, identity and spirituality by viewing Kanyini by Bob Randall and discussing his books and study notes.

This year our staff benefited from the interaction with Macquarie University that resulted when Tallong School accepted a Practising Teacher for a successful term’s duration.
School development 2009 – 2011

Tallong School has established targets for 2009 with the aim of achieving excellence in education.

 Targets for 2009

The following targets will reflect the priorities of the Tallong School Management Plan, the Targets for 2008 and the evaluations and reviews conducted throughout the year.

Target 1

By the end of 2009, 70% of Year 3 and Year 5 students will perform at or above the minimum national average in literacy.

Strategies to achieve this target include:

- introduction of specific programs that focus on Spelling, Grammar and Writing
- maintenance of K/6 reading scheme,
- continued tracking of student progress and recording of standardised test results, and
- implementation of Individual Learning Plans for students identified at risk.

Our success will be measured by:

- student enthusiasm and pleasure when reading,
- student engagement and enthusiasm and pleasure when writing
- indications that students are accepting responsibility for their own learning, and
- improved student performance in literacy at National Testing.

Target 2

By the end of 2009, 70% of Year 3 and Year 5 students will perform at or above the minimum national average in numeracy.

Strategies to achieve this target include:

- continued implementation of SENA 1 & 2 to ascertain numeracy readiness and to identify students at risk,
- utilise Count Me In Too strategies and benchmarks to provide relevant programs, and
- explicit teaching of problem solving skills and mental computation strategies.

Our success will be measured by:

- progressive in-school assessments and data
- evidence of positive student attitudes to mathematics, and
- improved student performance in Numeracy in the National Testing.
**Target 3**

*By the end of 2009, the long term plans for building projects will be completed.*

Strategies to achieve this target include;

- ongoing assessment of current needs,
- maintaining ongoing coordination with Assets Management to determine priorities and an achievable time frame for the old residence conversion to our administrative building with upgraded infrastructure,
- continuing to liaise with P&C, Assets Management, local council and the contractor to construct a COLA utilising Investing In Our Schools funding.

Our success will be measured by;

- staff satisfaction with improved facilities that provide the necessary ICT for efficient school administration,
- better use and rationalisation of storage facilities and implementation of systems,
- effective communication with the public due to provision of a welcoming reception area,
- improved confidentiality, safe storage of student files and provision of private interview and assessment spaces, as well as,
- whole school community pride and satisfaction with physical improvements to our learning environment.

**Target 4**

*By the end of 2009, the planned renovation of the school grounds will be nearing completion.*

Strategies to achieve this target include;

- the implementation and monitoring of an action plan that coordinates relevant and available personnel and resources,
- prioritise replacement and renovation of damaged facilities and equipment,
- satisfactory removal of drought affected plantings which threaten power lines and the brick 'hit up' wall of the tennis court,
- install safe fencing for the practise cricket pitch and tennis court and replace damaged basketball rings and backboards and
- provision of improved pathways that allow safe access to all areas of the grounds

Our success will be measured by;

- resumption of beneficial safe play and sport opportunities,
- evidence of appropriate replanting of playground trees, windbreak shrubs and the commencement of a seasonal vegetable and a bush tucker garden and
- evidence of whole school community pride and satisfaction with the improved safety and aesthetics of our learning environment.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Robyn Neale - Principal (relieving)
Therese Wright – Classroom Teacher
Leigh Perger – Teacher Librarian
Beth Anderson and Karen Davis – Teacher’s Aides Special
Gail Leighton-Daly – School Administrative Manager
Lynn Blazer – P&C President
Senior Class Students - Student Representatives

School contact information

Tallong Public School
Old Marulan Road, Tallong  NSW  2579
Ph: (02) 48 410 292
Fax: (02) 48 410 240
Email: tallong-p.school@det.nsw.edu.au
School Code: 3154

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: