Tallong Public School

Annual School Report

2011
Our school at a glance

Students

At the beginning of 2011 there were 21 students. Enrolments fluctuated during the year, reaching 25 and then falling to 22.

Staff

Mrs Susan Matthews was successful in gaining selection to the position of Principal in May 2011.

Mrs Raeleen Murray was successful in gaining selection to the position of School Administration Manager in August 2011.

Mrs Robyn Neale took PTLWOP during 2011 due to falling enrolments. She was employed 7 days per fortnight.

Staff included:
- 1 x teaching principal
- 1 x classroom teacher
- 1x RFF/Library/part-time teacher
- 1 x SLST (1 day per fortnight)
- 1 x SLSO (1 day per week)
- 1 x School Administration Manager (7 days per fortnight)
- 1 x General Assistant (1 day per week)

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

Significant programs and initiatives

Before and After School Care was initiated in Term 2 2011. The Breakfast Club runs Monday to Friday from 8:00am and Afternoon Clubs run on Mondays, Wednesdays and Thursdays until 4:30pm. These are all staffed by community volunteers and are accessed for a gold coin donation. The Red Cross and Lions Club of Goulburn City give additional funding to implement these programs.

The students K-6 were involved in the Goulburn Eisteddfod this year for the first time. K-2 children were involved in individual verse recital whilst children in years 3-6 performed a choral verse as well as performing in the Instrumental Ensemble section.

Students in years 3-6 were also involved in the Multicultural Public Speaking competition.

A Student Representative Council was formed in 2011, a constitution was written and three students were elected to representative positions and were actively engaged in fundraising activities throughout the year.

Student achievement in 2011

Literacy- NAPLAN Year 3

School averages were higher than the national averages in all areas of Literacy. All students were higher than national standard in all areas.

Literacy- NAPLAN Year 5

School averages were higher than the national averages in all areas of Literacy. All students were higher than national standard in all areas.

Numeracy – NAPLAN Year 3

All students performed in the top two bands for Numeracy.

Numeracy – NAPLAN Year 3

All students performed in the top two bands for Numeracy.

Messages

Principal’s message

2011 was a challenging year due to enrolment numbers falling below 26. With the support of staff and the community we were able to successfully operate two classrooms despite this.

Positive steps were made towards making our school the first option for local families. Initiatives such as before and after school care resulted
from this aim and were successfully implemented due to the fantastic way in which the community and the school worked together to achieve this.

Our grounds continue to be improved and 2011 saw the vegetable garden installed and an upgrade to our tennis court.

NAPLAN results were very pleasing in 2011 demonstrating sound curriculum delivery. We continue to strive to deliver quality educational programs to our students through on going professional development.

An invigorated playgroup was established in 2011 with a facilitator from the Goulburn Regional Art gallery delivering art and craft activities for our young ones.

I thank the P&C and the staff for their continued support and dedication to our school.

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.

Susan Matthews

P & C and/or School Council message

On behalf of the P&C I would like to thank our principal, Susan Matthews for her dedication and commitment to our school. Sue, along with her team of teachers Robyn Neale, Leigh Perger and Mark Randall, as well as the support staff have done an outstanding job looking after the education of our children.

We would also like to say a special thank you to Mrs Raeleen Murray the School Administration Manager who is always doing whatever she can to assist our parents and students.

This year has seen many changes at the school. First with the introduction of the Breakfast Club, that would not be possible without the support of our community members, school staff and Chrissy Wursten.

We also commenced two afternoon clubs, Explorer’s club which is run by Bundanoon and Tallong church members, and Games club run by Liz McDonald, Kelly McKellar and myself. The students participate in tabloid activities, soccer, tennis, football and basketball.

This year parents assisted in raising money through our activity centre at Tallong Apple Day, BBQ’s, wood raffle, Easter raffle and thanks to some support from the Tallong Focus Group we were able to run a canteen at the AFL Gala day.

As a result of funds raised this year the P&C purchased two computers for the junior classroom. We also put money towards excursions, making them less expensive for our families.

We thank all parents for supporting the P&C this year and look forward to your support again next year

Rob McDonald- Treasurer

Student representative’s message

Our goals this year were to buy new sand toys for our lovely sand play area, which we achieved through fundraising initiatives which included:

Movie Day
Bake Day
Vegetable Sales
White Elephant Stall
Melbourne Cup raffle
And a P&C donation.

Our long term goal is to raise enough money so we can purchase soccer goals. We will continue to strive for this in 2012. Currently we have $385.05 towards this goal. We are about half way there.

We also raised money for charities this year which included:
Crazy Hair Day for Cystic Fibrosis- $26
Loud Shirt Day for the Shepherd Centre- $24.60
Poppy selling for the RSL- $44
Jarrod Field- Chairperson, Tyson Lewis- Secretary
Finlay Maguire- Treasurer.

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

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>13</td>
<td>19</td>
<td>19</td>
<td>19</td>
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<tr>
<td>Female</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

Management of non-attendance

100% attendance is celebrated at assemblies at the end of each semester. Whole and partial absences are recorded on the end of semester reports to parents. Letters are sent home to parents in the event of unexplained absences.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Tallong Public School

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total</th>
<th>per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total In class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOALAS</td>
<td>K</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>KOALAS</td>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>KOALAS</td>
<td>2</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>KANGAS</td>
<td>3</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>KANGAS</td>
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<td>11</td>
</tr>
<tr>
<td>KANGAS</td>
<td>5</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

Structure of classes

Tallong Public School operates two classrooms. These are a K-2 class (Koalas) and a 3-6 class (Kangas).

Staff information

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

Staff establishment

The National Education Agreement
requires schools to report on Indigenous composition of their workforce.

During 2011 there were no indigenous staff members employed at Tallong Public School.

**Staff retention**

Mrs Susan Matthews was appointed in the position of Principal in May 2011. Mrs Raeleen Murray was appointed School Administration Manager in August 2011. The school maintained two classes through the use of some global funding. An SLST was employed once a fortnight with the implementation of the SLSP pilot program. An SLSO was employed once a week under this pilot as well.

**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>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</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>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Balance brought forward</strong></td>
<td>30886.17</td>
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<tr>
<td><strong>Global funds</strong></td>
<td>45420.46</td>
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<tr>
<td><strong>Tied funds</strong></td>
<td>40415.29</td>
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<tr>
<td><strong>School &amp; community sources</strong></td>
<td>9929.47</td>
</tr>
<tr>
<td><strong>Interest</strong></td>
<td>2351.05</td>
</tr>
<tr>
<td><strong>Trust receipts</strong></td>
<td>719.65</td>
</tr>
<tr>
<td><strong>Canteen</strong></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>129722.09</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 14861.12
- Excursions: 1659.91
- Extracurricular dissections: 6448.50
- Library: 1179.31
- Training & development: 409.38
- Tied funds: 34576.98
- Casual relief teachers: 6150.74
- Administration & office: 18082.42
- School-operated canteen: 0.00
- Utilities: 9338.58
- Maintenance: 5961.01
- Trust accounts: 334.60
- Capital programs: 0.00

Total expenditure: 99002.55

**Balance carried forward**: 30719.54

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

The students continued to receive music tuition with a specialist music teacher and performed at the Goulburn Eisteddfod and the Goulburn Community of Schools Choral concert. All students participated in Speech and Drama at the Goulburn Eisteddfod. The primary class received second place in the school instrumental section and second place in the Verse Speaking choir section. All students K-2 were involved in individual verse recital.

Some students participated in the NSW Public Schools Festival of Instrumental Music at the Sydney Opera House.
One student participated in Operation Art. This work was exhibited in Sydney.

The students participated in two Musica Viva performances in 2011.

Sport
The small schools network in The Southern Highlands provides the opportunity for competition in a combined student cohort. This gives our students the same opportunities for competitive sport as students in larger school settings. All carnivals were conducted in this way in 2011 and our students performed well. Two students represented the district in swimming and four students represented the district in cross country.

Five boys competed at the district athletics. Our boys also fielded a team in the PP6 relay which came first at district level, third at regional level and went on to compete at the State Athletics Carnival in Homebush. This was the first time Tallong Public School has represented at State level.

Gala days were held for soccer, AFL and cricket with coaches from these associations running skills sessions and modified games. All children K-6 attend these days. A rugby league clinic and cricket clinic were also held at the school.

Tennis
All students K-6 had the opportunity to participate in tennis coaching run by a qualified coach. Students enjoyed utilizing the newly refurbished tennis court during these coaching sessions.

Mathletics
All students and teaching staff are registered to use the Mathletics program. The website incorporates technology into Maths with individualized programs for practice of basic skills and strategies.
Technology
The K-2 classroom had an IWB installed. Six new desktop computers were purchased for this classroom using P&C and school funds. These replaced old laptops.

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 these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 5
All three year 5 students sat for NAPLAN-Literacy. Results cannot be publicly reported on.

Numeracy – NAPLAN Year 5
All five year 5 student sat for NAPLAN-Numeracy. Results cannot be publicly reported on.

Progress in literacy
Our students did well in Writing, Reading, Grammar and Punctuation. Good improvements were made in Spelling.

Our school averages in all areas of Literacy were above national and regional averages.

Progress in numeracy
Our students all performed in the top two bands for Numeracy. This was an outstanding achievement with some students improving by 3 bands.

Our school average was above national and regional level.

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 – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2011
In 2011, 100% of students in year 3 performed at or above minimum standard in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011
In 2011, 100% of students performed at or above minimum standard in Writing, Spelling, Grammar and Punctuation and Numeracy.
Significant programs and initiatives

Aboriginal education

Aboriginal perspectives were implemented where appropriate. NAIDOC Week was observed. Acknowledgement of Country is embedded at school assemblies and formal gatherings/meetings. Personalised learning plans were developed for Aboriginal students, in consultation with parents, and regularly reviewed and updated.

Action research is currently being conducted to raise reading volume of Aboriginal students.

A second flagpole was erected in the playground and a special assembly was held. Aboriginal elders as well as the School Education Director attended. The Aboriginal flag was raised for the first time and continues to be raised daily alongside the Australian flag.

Multicultural education

HSIE provides the vehicle to study other cultures and encourages attitudes of tolerance and respect for those with different beliefs, cultures and values.

The Musica Viva program provided students with the opportunity to engage with music from other cultures.

Students observed Harmony day, NAIDOC Week, Reconciliation Week and also entered the Multicultural Perspectives Public Speaking competition.

Respect and Responsibility

The Targeted Positive Behaviour scheme continues to be implemented and focuses on positive behaviour. There were no suspensions in 2011.

Targeted Early Numeracy (TEN)

The K-2 teacher was trained in TEN (a Best Start Initiative). As a result, students at risk of not meeting broad targets in Numeracy under this program were given explicit, repetitive, targeted instruction.

At the completion of semester 2 100% of students had met benchmark targets.

Progress on 2011 targets

Target 1

To have 80% of students achieving or exceeding state average in NAPLAN Literacy.

Our achievements include:

- K-2 teacher involved in the Small and Isolated Schools Reading Recovery Program.
- 3-6 teacher involved in Focus On Reading training.
- Partnered Reading Program implemented across the school K-6.
- SLSO works with small groups and individuals on reading programs.
- Tracking profiles were designed which are an insert in the student record card. Students are tracked along the Literacy and Numeracy continuum each semester.
- Students K-6 involved in the Premier’s Reading Challenge.

Target 2

To have 80% of students achieving or exceeding state average growth in NAPLAN Numeracy.

Our achievements include:

- K-2 teacher trained in Targeted Early Numeracy (TEN) which assists to identify
and target for learning, students at risk of being innumerate.

- School scope and sequence implemented.
- Lesson observations, team teaching to develop guided, modelled and independent practices which allow for differentiation of independent tasks.
- Further resources purchased and being utilized in the classrooms.
- MATHLETICS subscription renewed in 2011

Target 3

Students in Years 2-6 competent in the use of school based technology.

Our achievements include:

- IWB installed in the K-2 classroom
- Six new desktop computers purchased for the K-2 classroom
- File server installed so school is now intraneted.
- School website up and running in 2011.

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 2011 our school carried out evaluations of Integration of Technology and Spelling.

Educational and management practice

Integration of Technology

Background

Technology is utilized in schools in many ways. It is used in the classroom as a tool to enhance learning. It is used in administrative ways to aid communication, to store information and in reporting procedures. With the school purchase of a new file server in order to have the school intraneted and with new technology such as the connected classroom and IWB’s and with the school setting up a website in 2011, it seemed appropriate to ensure the school is making effective use of the technology available to it.

Findings and conclusions

- Tallong Public School is developing students in the acquisition of sound computer skills.
- Tallong Public School makes good use of the technology resources available within the school.
- Parents are satisfied with the level of technology resources within the school and with the progress their children are making in their ability to use available technology.
- The school website is meeting the needs of the TPS community.
- Staff at TPS have adequate access to technology that is reliable and are confident in implementing technology in their teaching and as a tool to assist communication.

Future directions

- Regularly update the website for information and photographs.
- Further training in IWB technology for staff.
- Increased use of technology such as video cameras and digital cameras in classroom use.
- Parent session to be conducted to familiarize parents with the connected classroom.

Curriculum

Spelling

Background

NAPLAN results over the past two years have seen our students perform better in Reading and Writing than in Spelling. If the school can do more to assist students in the acquisition and application of spelling knowledge then literacy results will be even better than they currently are.

Findings and conclusions

- Students value correct spelling but most feel they have only average ability at Spelling.
• Students find learning to spell a challenge and would like more focus on this area of learning.
• Most parents have little awareness about how spelling is taught and assessed.
• Parents would like to be better informed about their child’s spelling progress.
• Staff feel they have sound pedagogy in Spelling.
• Staff agreed that more on-going analysis of spelling data will be useful for teaching and learning.
• Staff want a uniform and consistent approach to spelling.

Future directions
• Tallong Public School will be involved in a School Based Project in 2012 focused on implementation of effective spelling strategies.
• Parent workshops planned for 2012 to provide information to parents on how spelling is taught and assessed.
• Resources to be reviewed. Possible purchasing of Spellodrome or something similar.
• Age appropriate dictionaries to be purchased for the K-2 classroom.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Background
School leadership has seen some instability prior to 2010. With the new school leader appointed and eighteen months in the position it was important to get some feedback about the current leadership and whether there was community satisfaction.

In 2011 an SRC was established and peer support was in its second year within the school. Parent feedback on student leadership initiatives was sought to establish whether students were receiving satisfactory opportunities to be involved in leadership activities.

Findings and Conclusions
• Parent satisfaction in regard to school leadership is high.
• Parents appreciate and recognise commitment and dedication displayed by the school leader.
• The school leader needs to communicate the ways in which new ideas are received and acted upon as well as communicate changes that are directly related to leadership decision making.
• Students would like more direction on how to be a good leader.
• Students in the younger grades wish for opportunities to develop leadership skills before they reach Year 6.

Future Directions
• Promote public speaking as a leadership skill.
• Consider ways to involve younger students by involving them in emerging leadership roles.
• Communicate leadership decision making processes more effectively via the newsletter, website and at P&C meetings.

Professional learning
The school receives funds from the DEC to provide teachers’ with professional learning opportunities.

Staff attended courses inside and outside of school hours. These courses are provided by the DEC and the region.

These included:

Teacher Training
• SRC training to implement an SRC within the school (3-6 teacher)
• Focus On Reading (3-6 teacher)
• TEN (K-2 teacher)
• Small and Isolated Schools Reading Recovery Project (K-2 teacher)
• CPR and Emergency Care (both teachers)
• Aboriginal Cultural Awareness (both teachers)
• Regional Conference (Principal)
• Maintenance and Cleaning Contracts training (Principal)

**SASS Training**

• Chemical Register training
• Library OASIS
• ERN

Tied funds were utilized for TEN training, Isolated and Small Schools Reading Recovery and for Focus On Reading. Other funding came from the TPL budget and expenditure is listed in the finance table. The Principal was also funded out of the exec/admin budget to attend school education group meetings.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

A 30% increase in Year 3 and 5 students achieving in the upper two skill bands for Literacy by 2012 National Assessments.

**Outcome for 2012–2014**

• School based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy.
• Teachers will use the Quality Teacher Framework as a key instrument to improve student outcomes and engagement.
• Teachers will use the Literacy continuum to track student progress and plan for teaching.

2012 Targets to achieve this outcome include:

• To increase the percentage of students in year 3 operating in the two highest bands by year 5 in Literacy (by 2013) by 33%.
• To aim to have students sitting NAPLAN Literacy and Numeracy in Year 3 (2012) and Year 5 (2014) in Bands 4 and above for year 3 and Band 6 and above for year 5.

**Strategies to achieve these targets include:**

- Explicit and systematic teaching in Literacy in the area of comprehension, vocabulary development and fluency through staff training in Focus on Reading.
- BEST Start assessments completed in Term 1 and ongoing assessments completed.
- Explicit and systematic teaching of Spelling.
- Parent information session held related to learning, and support at home for students.
- Identified students receive additional literacy support through SLST and regional programs.

**School priority 2**

A 30% increase in year 3 and 5 students achieving in the highest band in Numeracy.

**Outcome for 2012–2014**

• School based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy.
• Teachers will use the Quality Teaching Framework as a key instrument to improve student outcomes and engagement.
• Innovative technology usage enhancing learning and student engagement in both classrooms.

2012 Targets to achieve this outcome include:
• To increase the percentage of students in Year 5 operating in the highest band in Numeracy (by 2013) by 33%
• To aim to have students sitting NAPLAN Literacy and Numeracy in Year 3 (2012) and Year 5 (2014) in Bands 5 and above for Year 3 and Bands 7 and above for Year 5.

Strategies to achieve these targets include:
• NAPLAN data analysis will be conducted annually to identify target areas.
• Maintenance of TEN assessment practices 5 weekly to track at risk students K-2 along Aspect 2 of the Numeracy Continuum.
• BEST Start assessments completed in Term 1 and then ongoing class assessment.
• SENA 2 (Stage 2) and Newman’s Error Analysis (Stage 3) completed in Term 1 and Term 3 for students in the primary class.
• CMIT is embedded in teacher practice.
• The school scope and sequence in Maths is uniformly implemented across the school.
• Integration of technology into Numeracy initiatives.

School priority 3
Data will demonstrate a continuing of the decreasing gap between Literacy and Numeracy achievement levels for Aboriginal and non-Aboriginal students

Outcome for 2012-2014
To improve Literacy and Numeracy targets for all Aboriginal students.

2012 Targets to achieve this outcome include:
• Increased levels of Numeracy and Literacy for Aboriginal students.

• Diminished gap in reading between Aboriginal and Non-Aboriginal students.
• Increased Aboriginal parental engagement in supporting their child’s learning.

Strategies to achieve these targets include:
• Conduct action research to inform reading achievement of Aboriginal students when increased opportunities are provided for reading eg partner reading, DEAR, weekly reader’s theatre, literacy circles.
• Develop and implement Personalised Learning Plans for all Aboriginal students.
• Maintain an inclusive school environment that encourages and supports productive partnerships with Aboriginal parents.
• Recognise and celebrate Aboriginal culture in school programs.

School Priority 4
To improve student engagement and retention through Quality Teaching programs and the school student welfare systems and practices related to attendance.

Outcome for 2012-2014
• School culture and practice will respect and respond to every student’s aspirations, culture, gender and learning potential.
• Increased parental engagement in supporting their child’s learning.
• Increased student satisfaction within the school setting.
• Continued low levels of bullying related issues.

2012 Targets to achieve this outcome include:
• To improve student engagement and retention through the school’s student welfare programs and through quality teaching methods.
To include the school community through information sessions and strengthened systems for communication.

To educate the community about attendance and its impact on student achievement.

Strategies to achieve these targets include:

- Implement and maintain high quality transition programs to support students and families.

- Parent information sessions are conducted in Term 1 each year in Reading, Spelling and Numeracy to assist parents to support their students at home and understand what is taught and how it is taught.

- NAPLAN /SMART data analysis annually to inform priority areas in school and class programs.

- The Attendance Policy is systematically and routinely adhered to and is communicated regularly to parents.

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.

Susan Matthews- Principal

Raeleen Murray- School Administration Manager

Rob McDonald- P&C Treasurer

School contact information

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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: