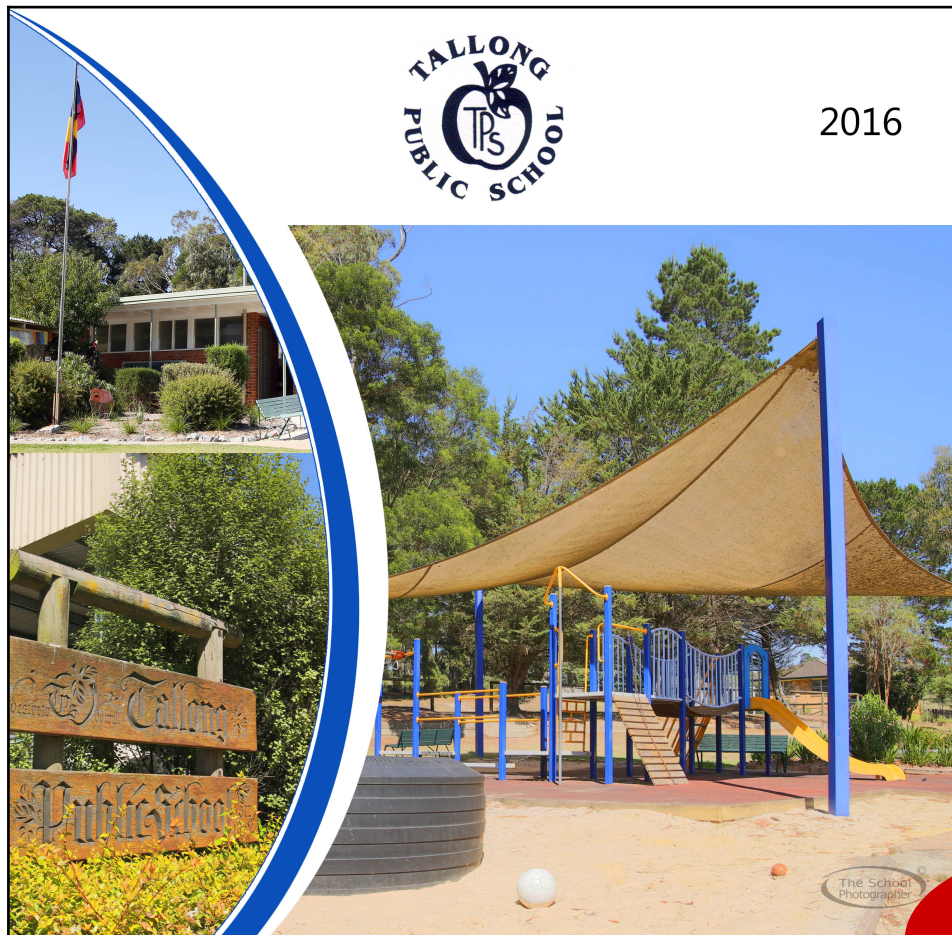


Tallong Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Tallong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ellie Moore

Principal

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Message from the Principal

As we come to the end of the year we are once more made aware of the transient nature of our stay within this wonderful community we call Tallong Public School. Students, families and staff move on to embrace the next stages of their lives and are replaced by new, young and enthusiastic people who in turn will call Tallong their school, their community. The one constant we all recognise is its philosophy endorsed through its logo;

Desire To Do well

Thank you parents and carers whose last year at Tallong has now come to an end. Your dedication and contributions to the community have been invaluable. Best wishes to our Year 6 students who are progressing to their various High Schools in 2017. Your stay at Tallong has been made worthwhile and you are now well prepared for the next exciting phase of your lives.

For the first time a new honour board has been introduced to Tallong Public School for school dux and school captains. Their names will be inscribed on the board as from 2016.

Tallong's office staff are to be commended for their dedication and perseverance as they grappled with the new LMBR business model for NSW public schools in 2016.

In Term 1 of this year two new teachers were welcomed to our team. Their dedication and professionalism contributed to the ever improving quality of teaching within the school. In 2016 our dedicated teachers were inspiring, innovative and collegial, working to improve learning outcomes for all students.

Tallong Public School is an inclusive learning community where students with special needs benefit from the support of a Learning Support Team of dedicated and caring professionals.

In 2016 many successes were achieved academically, in public speaking and debating, on the sports fields and in the creative arts. Academically, Year 3 and Year 5 Literacy and Numeracy test results for NAPLAN turned to an upward trend in 2016, whilst in the International Competitions and Assessments for Schools tests, one student achieved at High Distinction level in Mathematics. More students sat the test this year and achieved better results than ever recorded for the school. In addition, two Year 4 students were placed on the reserve list for Opportunity Classes in 2017 and one student was admitted to OC class.

The extra-curricular programs offered at Tallong Public School are highly valued. They are coordinated and led by a dedicated group of teachers and parents who voluntarily give up their time to provide enrichment experiences for our students. From music to dance to public speaking, debating and a wonderful school concert, each and every program has been enriching for the students. Tallong students performed in an inaugural whole school concert in Term 3. The performance was truly spectacular both in the areas of dance and drama.

Tallong Public School has an active Parents and Citizens Association. Its members have worked tirelessly on major fund-raising events and grant applications. In 2016 their hard raised cash paid for reading resources and computers for the library. Their fundraisers have been numerous and the school community is most appreciative of their support.

The parent community is to be thanked for their volunteer work as gardeners, working bees, Hot Food Fridays, drivers, fundraisers, multiliteracy tutors, classroom helpers and uniform shop coordinators to name but a few. Actions like these make Tallong Public School truly the unique community that it is. The 2016 garden bee was particularly successful with the planting of new trees and painting of the shade shelter and new buddy seat. Everyone pitched in, including grandparents, community members, parents/carers and students.

The Tallong Public School Apple Day Committee ensured the school was actively involved in Apple Day in May 2016. All students contributed to the creation of an installation of apple catchers, which was the brain-child of the school's temporary artist in residence.

In 2017 the school will continue to strive for a friendly, inclusive community, where every student is encouraged to be an active learner and a caring citizen. Tallong Public School students will continue to demonstrate the qualities of behaviour, endeavour and perseverance that are highly valued.

Ellie Moore

School background

School vision statement

At Tallong Public School our vision is for committed teachers who continually strive to build on and improve their teaching and organisational practice. They work in collaboration with the community to support students in achieving academic success and acquire skills that prepare them for the future. They aim to develop individuals who are committed to practices that lead to well-being of self and others.

School context

Tallong Public School is a rural school set in the Southern Highlands village of Tallong. The school is supported by the community and an active and committed Parents & Citizens organisation. The school is a member of the Moss Vale Community of Schools as well as the Bong Bong Leadership Group of small schools whose principals and staff collaborate to provide transition programs and academic, sporting and creative opportunities for all students. The village is a growing population and school enrolments have risen dramatically over the past few years.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year members of staff at Tallong Public School discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. They completed a Self Assess Survey and reflected on the school's progression in the domains of "Learning", "Teaching" and "Leading".

In the domain of Learning our efforts primarily focused on creating a positive learning culture, assessment and reporting practices and on student wellbeing. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is a key strategic direction of our school plan. It is pivotal to building a culture of trust, respect, responsibility and valuing each other. Attention to individual needs has been another component of our progress with individual and personal learning plans developed in consultation with parents. With the introduction of Visible Learning practices students have been formulating their own learning intentions and success criteria for their learning.

Our major focus in the domain of teaching has been on collaborative practice for staff members within the school and within the Moss Vale Community of Schools as well as the Bong Bong Leadership Group of Schools. As a result, important opportunities have been provided for teachers to plan, assess, teach and grow as a team particularly in Visible Learning practice. The changes in teaching practice includes data analysis, classroom observations, feedback, the use of technology and syllabus knowledge. Importantly staff are developing evidence based practice through their evaluations of collective work.

In the domain of leading, our priorities have been on school resources used strategically to achieve improved student outcomes. Systematic annual staff performance and development reviews plus strong support and mentoring of beginning teachers have been the foundation of teacher and leadership capacity building this year. The school's physical resources and in particular computer hardware and software have been supplemented and have provided greatly improved learning environments.

In 2017, a focus for growth must be on the elements of "Learning: Student Performance Measures", where it is essential the school delivers on value-added results with 100% of students achieving at or above national minimum standards and show expected growth on internal performance measures.

The new approach to school planning, supported by the new funding model to schools, is making a significant difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students are highly engaged with 21st Century Learning

Purpose

Students with highly developed skills in using ICT tools are better prepared for a technology based world. Students, through the use of ICT, will solve problems, work creatively, collaboratively and independently to demonstrate and apply knowledge. ICT in learning provides high engagement and connectedness, develops collaboration skills, and presents students with challenging and stimulating tasks. The purpose includes enabling students to access knowledge as opposed to holding knowledge.

Overall summary of progress

With the purchase of a Prowise flat panel screen for our third classroom, students in the Yr4,5,6 class have benefited from the touch screen technology to augment their access to learning and to present their research to the class. Further purchase of a syncing trolley has allowed students to access iPad technology and the associated apps to support their learning. 9 HP touchscreen laptops were purchased to give greater access to, and engagement with, 21st Century Learning. All teachers were trained in Apple Configurator 2 to manage iPad apps. A scope and sequence of key ICT skills was developed to support the explicit teaching of computer skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will achieve 75% or more of the checklist outcomes for their Stage.	Purchase of essential hardware has given greater access to ICT to all students. Monitoring of checklist outcomes is now in progress.	\$10,700 (using equity, literacy and numeracy, economic background, and location funding)
All staff use classroom ICT every day.	All teachers trained in Apple Configurator 2 to better manage iPads and Apps.	\$2,500 (professional learning)
ICT skills will be reported each semester in reports to parents.	with a scope and sequence completed reporting to parents will commence in 2017.	

Next Steps

1. An ICT skills checklist and scope and sequence, plus newly purchased computer hardware and software, will facilitate the development of ICT skills by students to achieve 75% or more of the checklist outcomes for their Stage.
2. Teachers will continue professional learning in the areas of robotics and coding to support students' learning in this area.
3. Teachers will continue to explore innovative practices in the delivery, sharing, feedback and communication of student learning.
4. Parents are given immediate feedback on their child's learning through various platforms and software, such as Class Dojo and Office 365 – OneNote and Class Notebook.
5. Teachers readily share resources and programs with colleagues via Office 365 platforms such as One Drive.
6. Students access reading material via an eBooks Library borrowing system and Reading Eggs.

Strategic Direction 2

Creating students who are confident, resilient, productive, compassionate and successful citizens and learners.

Purpose

Students who have strategies to maintain mental well-being are better able to succeed, maintain strong relationships and show care and connection towards others, and in doing so live rich and meaningful lives.

Overall summary of progress

Our continued school-wide focus on Positive Behaviour for Learning (PBL) and the introduction of The Friendly Schools Plus anti bullying program has enabled us to achieve significant progress in this strategic direction. In addition to PBL, our newly developed Fair Discipline and Effective Learning policy has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in various school contexts.

Our learning and support team processes have enabled us to improve early identification and intervention to provide focused support to individual students in partnership with their parents

A deeper understanding of Aboriginal culture was achieved through a range of cultural activities and teaching initiatives. This has had a positive impact on the inclusive and supportive culture of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Playground incidents of bullying will reduce, which will be evidenced on the school's Behaviour data base	Playground incidents of unacceptable behaviour are negligible as the school transitions from hard copy incident reports to a student wellbeing online reporting system	
Visible learning practices will be evidenced in all classrooms and ILP's (and PLP's for Aboriginal students) will show an increasing number of students achieving their term goals.	Visible Learning Practices are evidenced in all classrooms. All ILPs and PLPs demonstrate students achieving an increased number of their set goals.	\$423 Anti Bullying Program – RAM per Capita Loading \$326 Young Leaders Day – RAM per Capita Loading \$2,250 (Staff Professional Learning) –

Next Steps

1. 100% implementation of Visible Learning practice in all student learning.
2. New SRC policy and effective student representation on Student Representative Council.
3. Playground incidents of bullying will reduce by 100%, which will be evidenced on the school's behaviour data base.
4. All students with ILPs and PLPs will achieve 100% of their set goals.

Strategic Direction 3

Delivering consistently a high standard quality of education in all classrooms.

Purpose

Student growth and academic success is achieved through quality teaching and meeting the needs of all learners. Our purpose is to produce students who are highly literate and numerate, who are supported to reflect on their progress and set learning goals, and who can apply their knowledge across all Key Learning Areas.

Overall summary of progress

Visible Learning practices of assessment and the use of effective feedback have been a key professional learning focus in 2016. Teachers worked collaboratively with the Moss Vale Community of Schools to develop a visible learning action plan. A key initiative of the plan includes teachers to commence "walkthroughs" of each other's classrooms and in each other's schools. A further initiative is that of creating a combined small schools assessment data base of standardised test results for Mathematics and Reading Comprehension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Termly PLAN and L3 assessment data shows an increasing number of students meeting expected outcomes.	2016 PLAN data showed an increased number of students meeting expected outcomes. The L3 initiative was discontinued in 2016 due to staff changes. It is to be resumed in 2017.	
Increased proportion of students above National Minimum Benchmark levels in NAPLAN – literacy and numeracy	Due to the small cohorts of students in Yr 3 (9 students) and Yr 5 (4 students), Data from NAPLAN Tests does not give accurate aggregate results. 3 out of 4 Year 5 students exceeded expected growth in Reading and 4 out of 4 Yr 5 students exceeded expected growth in Grammar/Punctuation. Trend data was up from 2015 for Yr 3 and Yr 5 in Maths and Grammar.	
Increased proportion of students in proficiency bands (NAPLAN) as we move the middle to the the top.	Year 3 NAPLAN results indicated that more than 50% of students achieved at Proficiency for Literacy and Numeracy	
100% of teaching staff have documented evidence and personalised professional learning plans in line with the Professional Learning Framework	100% of teaching staff have documented evidence and professional learning plans in line with the Professional Learning Framework	

Next Steps

1. Teachers to collaborate at a school and a community of schools level, to plan student assessments, curriculum and reporting.
2. Teachers will develop their own impact cycle to find out what impact they are having on students in their class. They will gather evidence of achievement and also the extent to which students exhibit the characteristics of a visible learner.
3. A continued focus to Increase proportion of students in proficiency bands (NAPLAN) as we move the middle to the the top.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Purchase of Multilit Program, SLSO and volunteer training and SLSO delivery of program. • K–6 Indigenous Cultural Education Program • Combined schools Aboriginal Cultural Day for all K–6 students • Purchase of Aboriginal texts for the school library • Support Aboriginal students to attend S2/3 Sport and Recreation Camp 	\$4,520
Low level adjustment for disability	<ul style="list-style-type: none"> • SLSO support days at sporting venues and in the classroom • Purchase of appropriate learning resources to meet individual student needs 	\$2,000
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • 1 whole school planning days to develop scope and sequence for HSIE (History and Geography), Science, Child Protection, Drug Education and Anti–Bullying Program 	3 casual days \$1500
Socio–economic background	<ul style="list-style-type: none"> • Multilit Reading Program – SLSO support • SLSO support in classrooms • School Vegetable Garden Project • Student support – uniforms/ sports programs (Tennis)/ Textbooks/ Excursions 	\$4,000
Support for beginning teachers	<ul style="list-style-type: none"> • Induction to school processes • Observation days in schools and in different settings to a small school • Mentor/Coaching sessions – Visits from mentors 	Teacher Relief \$4,000

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	29	33	32	36
Girls	16	23	27	24

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	95.2	92.4	93.4
1	96.5	94.9	94	87.5
2	94.4	97.6	94.3	94.7
3	92.9	97.8	96.9	95.5
4	94.8	96.4	90.8	89.9
5	91.9	98.2	91.4	95.5
6	94.1	98.5	95.1	95
All Years	94.5	96.5	93.8	93.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KOALAS	17
KOOKABURRAS	26
KANGAS	21

Structure of classes

Due to student enrolment number, all classes are composite classes. The three classes consist of Kindergarten/Year 1, Year 2/3 and Year 4/5/6.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

Workforce Composition

There are no staff members with Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality.. The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation to being an exemplary classroom practitioner and a leader in the profession.

At Tallong Public School in 2016

- 2 teachers met the Standards at Graduate level
- 3 teachers met the Standards at Proficient level
- 1 teacher met the Standards at Lead level

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	67 704.67
Global funds	71 698.74
Tied funds	56 623.71
School & community sources	12 632.41
Interest	1 233.66
Trust receipts	5 188.15
Canteen	0.00
Total income	215 081.34
Expenditure	
Teaching & learning	
Key learning areas	18 325.13
Excursions	60.00
Extracurricular dissections	16 544.74
Library	1 561.48
Training & development	1 763.82
Tied funds	23 385.66
Short term relief	8 697.84
Administration & office	26 970.72
School-operated canteen	0.00
Utilities	8 089.25
Maintenance	1 450.78
Trust accounts	5 661.40
Capital programs	0.00
Total expenditure	112 510.82
Balance carried forward	102 570.52

	2016 Actual (\$)
Opening Balance	0.00
Revenue	113 237.70
(2a) Appropriation	102 570.52
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	10 618.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	49.18
Expenses	-72 588.51
Recurrent Expenses	-72 588.51
(3a) Employee Related	-59 284.20
(3b) Operating Expenses	-13 304.31
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	40 649.19
Balance Carried Forward	40 649.19

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Tallong Public School's financial management processes and governance structures meet financial policy requirements.

The information provided in the financial summary includes reporting from 1 September 2016 to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

	2016 Actual (\$)
Base Total	571 974.68
Base Per Capita	3 229.92
Base Location	6 346.00
Other Base	562 398.77
Equity Total	27 202.40
Equity Aboriginal	3 919.86
Equity Socio economic	9 642.45
Equity Language	0.00
Equity Disability	13 640.09
Targeted Total	0.00
Other Total	3 206.42
Grand Total	602 383.50

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

School performance

NAPLAN

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.

Due to the small cohorts of students in Yr 3 (9 students) and Yr 5 (4 students), Data from NAPLAN Tests does not give accurate aggregate results. 3 out of 4 Year 5 students exceeded expected growth in Reading and 4 out of 4 Year 5 students exceeded expected growth in Grammar/Punctuation. Trend data was up from 2015 for Year 3 and Year 5 in Maths and Grammar.

Parent/caregiver, student, teacher satisfaction

Parents/Carers were invited to participate in a forum to discuss the following topics:

1. Technology – The Way Forward
2. School Communication
3. Extra Curricular Programs

Technology – The Way Forward

- Students need more hands-on, practical experience just on basic functions, e.g. Word, E-mail etc.
- Overdrive account or Kobo e-reader programs and E-Books for the library need to be initiated.
- Teachers need to set up Google Classroom for homework/ class tasks.
- If Bring Your Own Device is introduced it must be the same device for all students
- Keep Maths Online – use more for homework – strongly agree, the less paper the better
- Purchase Reading Eggs app and other literacy apps.

School Communication

- More parent discussion nights
- Use social media (Facebook)
- Parent Notes to be given out earlier/give parents more notice
- Constant use of school stream and notes on school stream
- Facilitate easier means of asking questions about excursions

Extra Curricular Programs Suggestions

Keep – Gala Days, Opera House and Music Program, Dental Visits

Suggest – Day excursions once a year, Swim school only for Years 3&4, RFS/Police incursion, Gymnastics, Rock Eisteddfod, Guitar Ensemble, Parents to take more ownership of extra-curricular costs, SRC take on more charity days

Tell Them From me Student Survey 2016

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class

- 82% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 81%.
- 83% of the girls and 80% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 80% and for boys is 83%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 82% of students in this school had a high sense of

belonging. The NSW Govt norm for these years is 82%.

- 100% of the girls and 67% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 82% and for boys is 82%.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 7.9 out of 10. The NSW Govt norm for these years is 7.8.
- In this school, advocacy at school was rated 8.7 out of 10 by girls and 6.8 out of 10 by boys. The NSW Govt norm for girls is 7.9 and for boys is 7.6.

Policy requirements

Aboriginal education

Education about Aboriginal Australia for all students.

Aboriginal Cultural Day

All students Yrs K–6 attended Aboriginal Cultural Day at Glenquarry Public School in Term 4. It was an eventful day of arts, crafts and sport. Students learned about bush medicine and traditional hunting. They participated in games and listened to stories told community elders.

Indigenous Cultural Program

This day was preceded in Term 3 by a 4 session Indigenous Cultural Program presented at the school by a community elder. All students participated in dance, cooking, ochre painting and traditional map reading.

Acknowledgement of Country

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted at Tallong Public School. Meetings and assemblies are preceded by Acknowledgement of Country and the school library stores a wealth of traditional legends and indigenous stories that are presented to all students.

Personal Excellence for Aboriginal Students

Aboriginal students at Tallong Public School are encouraged to pursue personal excellence, including a commitment to learning through the development of personal learning plans which are developed in consultation with parents/carers and are reviewed on regularly.

Through the targeted programs of Multilit and Learning and Support, the school's focus in 2016, has been to further enable Aboriginal students to achieve age appropriate syllabus outcomes.

Multicultural and anti-racism education

Multicultural Education and Anti-racism Education

At Tallong Public School we provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

In addition, in 2016, Stage 2 and 3 students led the school in celebrating Harmony Day. Students researched a number of different cultures and presented their findings to the community. Parents/Carers and other family members were invited to participate in the celebrations as well as taste a variety of foods from various cultures, prepared by the

students and their families.

Every year, the Marulan CWA invites students from surrounding schools to participate in researching a country and enter student art work and research in a competition. In 2016 students researched Afghanistan.

Other school programs

Music

Every student from Kindergarten–Year 6 participate in music lessons on a weekly basis. Senior students learn the recorder and 10 students per year prepare for, and perform at, the Sydney Opera House in the Festival of Instrumental Music organised by the Department of Education's Arts Unit. The students are taught by a professional musician from the Goulburn Conservatorium of Music.

Dance

Students benefited from dance tuition throughout the year and proudly performed dance items for parents and the community during the annual school concert.

Sport

All students participate in weekly sports lessons and Gala Days for various sports are organised for the combined small local schools. Athletics and Swimming Carnivals are also combined with neighbouring small schools.

Tennis

All students K–Yr6 participated in weekly tennis lessons during Term 3, 2016. The school's tennis court is much appreciated and is the venue for the professionally coached lessons.

Public Speaking

Public Speaking was encouraged throughout the school with every class participating in the Multicultural Public Speaking Competition. Several finalists from Tallong Public School competed against other schools in the competition.

Debating

For the first time in 2016, students from Tallong Public School debated against other local schools. It was a steep learning curve for our students who improved their skills with each debate.

Playgroup 2016

A facilitator from the Goulburn Regional Art Gallery runs activities at our Playgroup which occurs each Wednesday from 9:15am to 11:15am. This is funded as part of a Community Outreach program and allows local families access to playgroup and the opportunity to be involved within our school and with our local parents.