2009 Annual School Report
Tharbogang Public School

NSW Public Schools – Leading the way
Messages

Principal's message

I am pleased to present the 2009 Annual School Report to the school community. This report contains information related to our achievement of set targets for the 2009 school year.

Students at Tharbogang Public School experience quality education and learning enhanced by strong home and school partnerships. The ongoing support of the community has been a key factor in our successful year.

Thanks must go to the entire school staff for their professionalism, quality teaching and caring attitude.

I certify that 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.

Kerry Dal Nevo
Relieving Principal

P&C message

The P&C has again been active in supporting quality educational opportunities for our students. We assisted with the cost of employing a teacher's aide, purchased new dictionaries and classroom teaching resources, as well as committing to funding a SmartBoard for the K12 classroom in 2010.

We were able to make these purchases as a result of the successful fundraising activities held throughout the year which included a street stall, Movie Premiere night, Hot Cross Bun drive, SPC tinned goods drive, catering at a clearing sale, catering at the Riverina Cross Country, tea towel fundraiser and raffles.

The P&C undertook a lot of tasks and would like to thank everyone who helped and supported these activities.

Our P&C encourages all families to attend our meetings, held on the first Tuesday of the month at 7pm at the school.

Veronica Cudmore
P&C President

Student representative's message

The SRC was made up of 6 students. Daniel Carey was School Captain and Jonathon Papaolo was Vice captain.

In 2009 the SRC organised a number of activities to raise money for the school, and local and national charities. These included: the sale of vegetables from the school vegetable garden, fancy dress days, a disco, an Easter Hat Parade, cake stalls, Crazy Hair Day and a scavenger hunt.

Money raised went towards the Red Cross Bushfire Appeal, all three, local nursing homes and the 3/4/5/6 excursion to Canberra.

Thank you to all members of the SRC for their support and hard work.

Daniel Carey & Jonathon Papaolo

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

Tharbogang Public School had 39 students enrolled consisting of 19 boys and 20 girls. Enrolment numbers are expected to fall to 37 next year with eight Year 6 students moving to secondary education and an anticipated six students enrolling in Kindergarten.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>20</td>
<td>22</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>23</td>
<td>23</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
Student attendance profile

The table shows the attendance rates for the school, region and state for the last four years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
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<td></td>
</tr>
<tr>
<td>K</td>
<td>95.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>93.8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>92.7</td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>87.9</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td>90.7</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>90.6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>92.8</td>
<td>95.2</td>
<td>95.9</td>
<td>91.9</td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>93.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>93.2</td>
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<tr>
<td>3</td>
<td>93.6</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>93.4</td>
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<td></td>
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<tr>
<td>5</td>
<td>93.2</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</td>
<td>91.4</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
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<td>2</td>
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<td>4</td>
<td>94.0</td>
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</tr>
<tr>
<td>5</td>
<td>94.0</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school closely monitors and follows up students’ attendances following departmental policy. Parents are provided with a proforma for explaining absences, information is placed in the school newsletter to remind parents about the importance of attendance and an end-of-term reward system is in place.

Class sizes

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

Structure of classes

During 2009 students were organised into two classes: K/1/2 and 3/4/5/6. Students in Stage 2 and 3 were taught mathematics and the writing component of English in stage groups three days per week.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.000</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.168</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.084</td>
</tr>
<tr>
<td>Priority Community Language Teacher (Italian)</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>2.636</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.23</td>
</tr>
<tr>
<td>Total</td>
<td>0.926</td>
</tr>
</tbody>
</table>

The school does not currently employ staff of an indigenous background.

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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>49,466.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,753.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19,906.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17,424.59</td>
</tr>
<tr>
<td>Interest</td>
<td>2,053.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>964.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>138,569.16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14,292.38</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,048.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>6,190.68</td>
</tr>
<tr>
<td>Library</td>
<td>1,346.29</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,617.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19,390.62</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,058.60</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,642.36</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7,074.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,111.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>963.36</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>82,736.91</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**: **55,832.25**

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

There was a presentation of musical and dramatic items by each class at fortnightly whole-school assemblies.

Six Stage 3 students participated in the Griffith Interschool Debating Competition. This, once again, proved to be challenging but enjoyable.

A whole-school choir performed for the residents of the three local nursing homes.

The whole school was involved in performing the play ‘Zingerella’ at the end-of-year presentation night.

Sport

All students participated in tennis, fitness and basketball lessons. The lessons were provided by specialist teachers.

All students were given the opportunity to participate in an intensive swimming program at the Griffith Aquatic Centre. The lessons were provided by qualified swimming instructors.

Eligible students competed at the Small Schools Swimming Carnival and many went on to represent the school at the Griffith District PSSA Swimming Carnival. Ryan Quarisa, Annaliese Quarisa, Cooper Savage and William Valeri represented the school at the Riverina Swimming Carnival in the Peter Dobson P5 Relay.

Eligible students competed at the Small Schools Athletics Carnival. Sarah Cudmore and Cooper Savage were age champions. Many students participated in the Griffith District Athletics Carnival.

Opportunities were given to all Stage 3 students to participate in small school teams for touch football, soccer, cricket and Australian Rules football.

A cross country was held at school for all students. All students from Years 3 to 6 were given the opportunity to participate at the Griffith PSSA Cross Country. Sarah Cudmore competed at the Riverina Cross Country.

School performance 2009

During 2009 the school provided opportunities for students to participate in performances and competitions in a number of academic, sporting and artistic areas. Students’ participation in these activities provided additional learning experiences and complemented and supported their learning in many areas.
Environmental Education

All students continued to be actively involved in the Wormy Waste program. Lunch scraps were recycled via a worm farm and compost heap. Worm castings and compost were used to enrich the school vegetable garden. Vegetables and fruit grown were eaten at Brain Food Break or sold, raising money for the SRC.

All students participated in Clean Up Australia Day.

All students participated in the Waste Watchers Education Program run by the Australia Council.

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.

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)

The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.
Percentage of students in bands:
Year 5 writing

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 grammar and punctuation

Percentage of students in bands:
Year 5 numeracy

Numeracy – NAPLAN Year 5
Progress in literacy

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

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 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<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>

Significant programs and initiatives

Aboriginal education
Our school sits on the traditional lands of the Wiradjuri people. The original custodians of the lands are acknowledged at all formal assemblies and community events.

A major component of Connected Outcomes Group (COGs) units taught throughout the year was an Aboriginal perspective designed to educate all students about Aboriginal histories, cultures and current Aboriginal Australia.

Students celebrated NAIDOC Week. Stage 3 students visited Kalinda Special School to read Aboriginal Dreamtime stories to the students.
**Multicultural education**

Tolerance and cultural diversity were promoted through the acknowledgement of special events and celebrations such as Harmony Day and NAIDOC Week. COGs units of work studied by our students also reflected this.

Tharbogang Public School had a trained Anti-Racism Contact Officer (ARCO) who was able to raise staff and student awareness.

Italian, a community language, was taught in both classes. All students were taught Italian for two hours per week. Students performed an Italian play at the end of year presentation night.

**Respect and responsibility**

Students were taught respect and responsibility through specific programs such as the Student Representative Council, Peer support, Kindergarten Buddies, Habits of Mind, Mind Links, Anti-Bullying Program and values sessions.

Students participated in community events, such as visiting local nursing homes and participating in the Griffith Festival of Gardens, to instil students with respect and responsibility outside of the school community.

School assemblies were organised and run by Stage 1, 2 and 3 students.

All staff modelled positive values to students in the classroom and whole school setting.

**Progress on 2009 targets**

**Target 1**

*The average rate of progress in literacy between Year 3 and Year 5 by the end of 2009 will be one band*

Our achievements include:

- No Year 3 students in Band 1 or 2 of NAPLAN Literacy.
- No Year 5 students in Band 1, 2 or 3 of NAPLAN Literacy.
- The average growth for Year 5 students in reading, writing and overall literacy was above the state.

**Target 2**

*The average rate of progress in numeracy between Year 3 and Year 5 by 2009 will be one band.*

Our achievements include:

- No Year 3 students in Band 1 or 2 of NAPLAN Numeracy.

No Year 5 students in Band 1, 2 or 3 of NAPLAN Numeracy.

The average growth for Year 5 students in numeracy was above the state.

**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 2009 our school carried out evaluations of Learning and Technology.

**Educational and management practice**

**Learning**

**Background**

Each year the school completes an evaluation of educational practice in one of the following areas: teaching, planning, management, leadership, culture and learning.

In 2009 learning was the area evaluated. Staff, parents and students were surveyed using school map.

100% of staff and students completed the survey. 90% of parent surveys were returned.

**Findings and conclusions**

100% of parents, students and staff believed the learning environment was stimulating and secure and there was a range of appropriate resources to assist students with their learning.
100% of parents and staff and 66% of students believed opportunities were provided for community participation and involvement.

100% of students and staff and 90% of parents believed student success was recognised and valued.

100% of students and staff and 90% of parents believed students took pride in their learning.

90% of parents and 66% of students believed the students self-assessed and reflected on their learning. 100% of staff believed the students did not always reflect on their learning.

100% of parents, students and staff believed that teachers reviewed their teaching practice with a view to improvement.

The results of the survey show that the school community was overwhelmingly pleased with the learning at Tharbogang Public School.

**Future directions**

The school will continue to communicate with the parents and encourage their involvement in all areas of school life. Students will be encouraged to set and monitor learning goals.

**Curriculum**

Technology

**Background**

Technology was scheduled for the curriculum evaluation in the 2009-2011 School Improvement Plan. Parents, students and staff were surveyed using a school-based survey. 100% of students and staff and 20% of parent surveys were returned.

**Findings and conclusions**

90% of students enjoyed using computers and were confident using computers.

100% of students believed they were learning when using computers.

100% of students believed their teacher gave clear explanations on how to use computers.

50% of staff used computers in all KLAs.

100% of staff believed they did not communicate well enough with parents about the child’s progress in computers.

Students mainly used computers at home for playing games and research using the Internet.

**Future directions**

A school based assessment tool will be created and implemented to improve methods of school assessment and reporting to parents.

A SmartBoard will be purchased and installed in the K/1/2 classroom.

An ICT scope and sequence will be implemented.

All teachers will participate in ‘Connected Classrooms’ training.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were very happy with the installation and use of an electronic SmartBoard in the 3/4/5/6 classroom.

Parents were very happy with assemblies; in particular the students’ performances and sharing of work.

Parents gave very positive feedback about the Stage 3 visit to Kalinda Special School and requested this be continued.

Stage 3 parents were very happy that their students were given the opportunity to participate in the Griffith Interschool Debating Competition and many were pleasantly surprised at how confident their child had become when speaking publicly.

**Professional learning**

All teaching staff took part in Professional Development activities throughout 2009.

The Principal and Relieving Principal participated in conferences and training days conducted by the Primary Principals Association and the Department of Education and Training, as well as participating in an update of ‘Software Based Student Reporting’ training.

All staff attended workshops of their choice at the Riverina Learning Forums.

The 3-6 teacher attended ‘Connected Classroom’ training.

The K-2 teacher attended Literacy training, the main focus being grammar.

The STLD teacher attended network meetings each term.
School development 2009 – 2011

Our school has established target areas for 2010 with the aim of achieving excellence in education.

Targets for 2010

Target 1

By the end of 2010 the school reports overall Numeracy result will indicate that 75% of all students will receive a ‘C’ (sound achievement) or above

Strategies to achieve this target include:
- analysing external and school-based assessment data;
- outcomes discussed with students prior to learning activities;
- assessment tools used and discussed with students;
- work samples of best practice shown to students;
- Stage 2 and 3 students taught in stage groups;
- purchasing of quality resources to support best classroom practice;
- supporting students in the classroom using STLA and teachers aide time;
- a whole school continuum developed;
- explicit teaching of problem solving strategies;
- continuing the Count Me In program in the K/1/2 class;
- continuing the Counting On program in the Stage 2 and Stage 3 class.

Our success will be measured by:
- NAPLAN and school data indicating improvement;
- most students demonstrating deep understanding when participating in problem solving activities.

Target 2

By the end of 2010 the school reports overall Literacy result will indicate that 75% of all students will receive a ‘C’ (sound achievement) or above

Strategies to achieve this target include:
- analysing external and school-based assessment data;
- outcomes discussed with students prior to learning activities;
- assessment tools used and discussed with students;
- work samples of best practice shown to students;
- Stage 2 and 3 students taught in stage groups;
- all students encouraged to participate in Reading Rocks, a program aimed at encouraging children to read regularly and read for pleasure;
- Stage 3 students participating in the APEX Public Speaking Competition and the Griffith Interschool Debating Competition;
- purchasing of quality resources to support best classroom practice;
- supporting students in the classroom using STLA and teachers aide time;
- teachers will participate in professional development with an emphasis on spelling, comprehension, grammar and punctuation;
- teachers explicitly teaching comprehension strategies.

Our success will be measured by:
- NAPLAN and school data indicating improvement;
- all Kindergarten students reading at Reading Recovery level 8 at an instructional level;
- all Year 1 students reading at Reading Recovery Level 18 at an instructional level;
- all Year 2 students reading at Reading Recovery Level 22 at an instructional level;
- all Year 3 students reading at Reading Recovery Level 28 at an instructional level;
• most students achieving 100% in class spelling tests.

Target 3

By the end of 2010 75% of students across all stages will achieve appropriate level skills listed on school-based technology assessment checklist

Strategies to achieve this target include:
• teachers participating in professional development, with an emphasis on developing skills using interactive whiteboards software and hardware;
• SmartBoard installed in K/1/2 classroom;
• all teachers integrating technology across all KLAs;
• technology skills explicitly taught;
• Stage 2 and Stage 3 students taking photographs for the school newsletter and website;
• school-based assessment tools created and implemented;
• outcomes discussed with students prior to learning activities;
• work samples of best practice shown to students;
• supporting students in the classroom using teachers aide time.

Our success will be measured by:
• all students confidently using the SmartBoard at an appropriate skill level;
• school-based assessments indicating 75% of students demonstrating appropriate skills for their level.

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.

Mrs Veronica Cudmore P&C President
Mrs Ines Taprell Parent Representative
Mrs Alana Primrose Staff Representative
Mrs Candice Cocilova Staff Representative
Mrs Kerry Dal Nevo Relieving Principal

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: